A Proposal for the Organization and Development of the A. C. Davis Senior High School Learning Resources Center

Donna Delchambre

Central Washington University

Follow this and additional works at: http://digitalcommons.cwu.edu/etd

Part of the Educational Assessment, Evaluation, and Research Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation
http://digitalcommons.cwu.edu/etd/657

This Thesis is brought to you for free and open access by the Master's Theses at ScholarWorks@CWU. It has been accepted for inclusion in All Master's Theses by an authorized administrator of ScholarWorks@CWU. For more information, please contact pingfu@cwu.edu.
A PROPOSAL FOR THE ORGANIZATION AND DEVELOPMENT
OF THE A. C. DAVIS SENIOR HIGH SCHOOL
LEARNING RESOURCES CENTER

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Donna Delchambre
August 1967
APPROVED FOR THE GRADUATE FACULTY

______________________________
Helen Dorsey Patton, COMMITTEE CHAIRMAN

______________________________
Emil E. Samuelson

______________________________
Ralph D. Gustafson
ACKNOWLEDGEMENTS

The writer wishes to express her sincere appreciation to Helen Dorsey Patton for her patient counseling and guidance in the development of this thesis. It has been her steady wisdom and humor that has made this study a satisfying endeavor.

Appreciation is also expressed to Dr. Emil E. Samuelson under whose direction the thesis was originally planned and to Dr. Ralph Gustafson for his valuable time and assistance in the completion of the study.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Purpose of the study</td>
<td>3</td>
</tr>
<tr>
<td>Definition of the term</td>
<td>4</td>
</tr>
<tr>
<td>Organization of the study</td>
<td>5</td>
</tr>
<tr>
<td>Scope of the study</td>
<td>5</td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
<td>7</td>
</tr>
<tr>
<td>Literature in Support of the Concept</td>
<td>7</td>
</tr>
<tr>
<td>Criteria of Standards and Services</td>
<td>7</td>
</tr>
<tr>
<td>Quantitative Standards</td>
<td>9</td>
</tr>
<tr>
<td>Trends in Library Service</td>
<td>10</td>
</tr>
<tr>
<td>Literature Questioning the Concept</td>
<td>11</td>
</tr>
<tr>
<td>Problems encountered in realization</td>
<td>11</td>
</tr>
<tr>
<td>Suggested approaches to problem</td>
<td>13</td>
</tr>
<tr>
<td>III. GENERAL BACKGROUND OF THE SCHOOL</td>
<td>15</td>
</tr>
<tr>
<td>The School</td>
<td>15</td>
</tr>
<tr>
<td>Educational Philosophies</td>
<td>16</td>
</tr>
<tr>
<td>District educational philosophy</td>
<td>16</td>
</tr>
<tr>
<td>School educational philosophy</td>
<td>16</td>
</tr>
<tr>
<td>The School Organization</td>
<td>18</td>
</tr>
<tr>
<td>Curriculum program of the school</td>
<td>18</td>
</tr>
<tr>
<td>Curriculum schedule for 1966-67</td>
<td>19</td>
</tr>
<tr>
<td>The School building</td>
<td>20</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>The School Library and Services</td>
<td>21</td>
</tr>
<tr>
<td>District library philosophy</td>
<td>21</td>
</tr>
<tr>
<td>School library philosophy</td>
<td>21</td>
</tr>
<tr>
<td>The library quarters</td>
<td>22</td>
</tr>
<tr>
<td>The library services</td>
<td>23</td>
</tr>
<tr>
<td>The school library standards</td>
<td>23</td>
</tr>
<tr>
<td>School Audio-Visual Services</td>
<td>28</td>
</tr>
<tr>
<td>Supplementary District Services</td>
<td>29</td>
</tr>
<tr>
<td>IV. PROGRAM FOR DEVELOPMENT OF THE A. C. DAVIS</td>
<td>31</td>
</tr>
<tr>
<td>SENIOR HIGH SCHOOL LEARNING RESOURCES CENTER</td>
<td>31</td>
</tr>
<tr>
<td>The Educational Program</td>
<td>31</td>
</tr>
<tr>
<td>The Building recommendations</td>
<td>31</td>
</tr>
<tr>
<td>Department study centers</td>
<td>32</td>
</tr>
<tr>
<td>The library program</td>
<td>33</td>
</tr>
<tr>
<td>The Learning Resources Center</td>
<td>34</td>
</tr>
<tr>
<td>Educational specifications</td>
<td>34</td>
</tr>
<tr>
<td>The library building</td>
<td>35</td>
</tr>
<tr>
<td>Adjacent areas and activities</td>
<td>35</td>
</tr>
<tr>
<td>Floor plan of the Learning Resources Center</td>
<td>36</td>
</tr>
<tr>
<td>The Learning Resources Center suite</td>
<td>37</td>
</tr>
<tr>
<td>The Audio-visual services suite</td>
<td>39</td>
</tr>
<tr>
<td>Proposed Services for the Learning Resources Center</td>
<td>41</td>
</tr>
<tr>
<td>Services of the Learning Resources Center</td>
<td>41</td>
</tr>
<tr>
<td>Services of the Audio-visual Services Center</td>
<td>44</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Proposed Professional Staff and Recommended Assignments</td>
<td>45</td>
</tr>
<tr>
<td>Personnel recommendations for initial program</td>
<td>45</td>
</tr>
<tr>
<td>Delegation of responsibilities in service units</td>
<td>46</td>
</tr>
<tr>
<td>Program for the Development of the Learning Resources Center</td>
<td>50</td>
</tr>
<tr>
<td>Specific goals for the initial program</td>
<td>51</td>
</tr>
<tr>
<td>Opportunity and challenge for the future</td>
<td>62</td>
</tr>
<tr>
<td>V. SUMMARY AND RECOMMENDATIONS</td>
<td>65</td>
</tr>
<tr>
<td>Summary</td>
<td>65</td>
</tr>
<tr>
<td>Implications of the study</td>
<td>66</td>
</tr>
<tr>
<td>Recommendations for Further Study</td>
<td>68</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>70</td>
</tr>
</tbody>
</table>
During the past two decades, educational literature has recorded increasing concern for quality education. Some of the major themes emphasized in the comprehensive secondary school are variations in patterns of organization for large and small group instruction, independent study, individualized instruction for students of all levels of abilities and interests, enrichment of curriculum and teaching through the multi-media approach to subject presentation, and the problem-solving techniques which will, hopefully, involve each student in reading, listening, writing, viewing, and working with various and sundry devices and materials. The goal of the quality curriculum, regardless of the theory of the teaching-learning methods employed, is the development of each student to his maximum potential in a democratic society.

In addition to the concerns with the methods and materials involved in quality education, administrators and teachers are faced with the problem of effective procedures of communicating the great outpouring of new ideas, research findings, concepts, and facts to the increased numbers in our schools, the need for interpretation of new social understandings at both the national
and international levels, and the trainings needed by our present school population to guide them toward an effective and satisfying interaction in our complex modern society (8:95-101).

This concern for quality education has forced the traditional school library into transitional phases of organization and services. According to current evaluative standards, the detailed administration of the library must be so organized and implemented with media and materials that its operation and services relate to the curriculum philosophy of the total institution in which it is housed --its staff, its students, and often its adult community, since evening adult education and activity programs are becoming a function of the comprehensive high school.

The philosophy and theory voiced by leaders in the educational areas indicate that the library school services and materials, if they are to aid and promote the variety of teacher-learner activities, must be oriented toward a service-centered operation for both students and teachers. To accomplish this goal of service to learning and development, the library administrator must be ready to establish an educational climate suitable for the optimum use of media and materials by both faculty and students; must be prepared to help guide effective selection and utilization of the various instructional materials
and services available for all courses taught and for all students in the school; must be alert to possibilities of helping the student grow beyond his present years and formal education; must be tactful enough to help the staff make choices of media and materials that are consistent with their individual characteristics, needs, and courses; must be ever aware of the changing patterns in teaching and types of instructional materials that vitally affect the learning processes within the school; and, finally, must be willing to share personal knowledge and to expedite the free flow of ideas and information to staff and students (30:4-9).

To meet this criteria of services and performance, the modern school library must undergo a transition in the types of services rendered, the kinds of materials—both print and non-print—to be housed, the facilities for housing the new media, and the training requirements for an effective library staff.

II. STATEMENT OF THE PROBLEM

Purpose of the study. It is the purpose of this study to explore the factors in the development and the initial planning and organization of a traditional senior high school library that is to function as a learning resources center. In pursuit of this study, the library
facilities for the new A. C. Davis Senior High School at Yakima, Washington, are used. The data presented include the curriculum philosophy of this particular district, the educational specifications for the new school building and its implications for the learning resources center, the services to be rendered, the staff and personnel needs, and a proposal for the initial organization and operation of a modern learning resources center.

Definition of the term. A learning resources center is:

... a place where ideas, in their multi-media and diverse forms, are housed, used, and distributed to classrooms and laboratories throughout the school. The IMC contains books, magazines, pamphlets, films, filmstrips, maps, pictures, electronic tapes, recordings, slides, transparencies, mock-ups, and learning programs (3:602).

Such a library organization may be variously designated as an "instructional materials center," a "materials center," an "instructional resources center," an "educational materials center," an "educational resources center," or a "learning resources center." Regardless of the appellation, the objectives of service are the same and in accordance with the above definition by Beggs. For the purposes of this report, the term "learning resources center" will be used.
Organization of the study. This report is organized into five chapters. Chapter I serves as an introduction, a statement of purposes, and an outline of the scope of the report. Chapter II presents the concept of the school learning resources center as interpreted by a review of the current literature dealing with the subject. Chapter III provides a background of information regarding the curriculum philosophies which determine the district, school, and library programs and a survey of the present library standards and operations at A. C. Davis Senior High School. Chapter IV deals with an exploration of the problems stated above in the purpose of this study. Chapter V incorporates a summary of the contents of this presentation, a number of implications resulting from the study, and several suggestions for further studies.

Scope of the study. Included in the scope of this report are a review of current literature pertaining to learning resource centers, a statement of standards outlined in national, state and district philosophies for library services and educational media centers, a summary of the educational specifications for A. C. Davis High School, a description of the architectural design of the learning resources facilities, the philosophy behind the organization and curriculum of said high school, the audiovisual and library services to be incorporated into the new
facilities, and the specific policies for the initial organization and operation of the new center.

In support of the above scope of study, presented data are based on a review of current subject literature, personal consultations with administrators and supervisory personnel of School District Number 7, interviews with a limited number of library media specialists in the State of Washington, experiences gained from attendance at scheduled workshops pertaining to the subject, visitations to instructional media centers in the States of Washington, Oregon and Utah, and firsthand observations and evaluations of the organization and operation of the A. C. Davis Senior High School library.
CHAPTER II

REVIEW OF THE LITERATURE

Approval of the philosophy of the instructional materials center organization for school libraries has had wide acceptance in the official pronouncements of school and allied professional organizations having advisory and supervisory responsibilities for school programs.

Personnel, materials, space, and equipment necessary for the successful functioning of the learning resources center concept are defined in quantitative standards announced by the American Association of School Librarians (1), a division of both the American Library Association and the National Education Association, by the Northwest Association of Secondary and Higher Schools (28), by the Washington State Department of Education (38), and most recently in the Standards for Integrating Library and Media Services as proposed by the Joint Washington State Association of School Librarians and the Washington Department of Audio-Visual Instruction Standards Committee (19).

I. LITERATURE IN SUPPORT OF THE CONCEPT

Criteria of standards and services. During the American Library Association Conference of June, 1956, the American Association of School Librarians approved by
unanimous vote the concept that the school library, in addition to doing its regular work, "should serve the school as a center for instructional materials" (1:11).

In 1958, the executive boards of the American Association of School Librarians, the Association of College and Research Libraries, and the Department of Audio-Visual Instruction of the NEA issued a joint statement in support of the instructional materials concept (18:277-8). Its Standards for School Library Programs were published by the American Library Association in 1960, and since that time the recommended goals for facilities, staff, materials, and funds have become the criteria for school libraries across the nation (1).

The opening statement of the Recommended School Library Services and Standards for the State of Washington says:

The school library must look ahead to full utilization of such new teaching tools as educational television, teaching machines, and language laboratories. Its goal is to provide materials that build interests, motivate, clarify, impress upon the memory, and enrich the curriculum. A good school library program teaches pupils to rely upon, choose, locate, and use a variety of materials (38:1).

The Council of Chief State School Officers supports this concept of the learning resources center in its statement of philosophy regarding school libraries:

In both elementary and secondary schools the library should be the center for a rich variety of materials which not only provide for the needs of the instructional
program but stimulate independent study and research by both teachers and pupils. The State departments of education should foster the concept of the library as an integrated instructional center, including books, periodicals, audio-visual equipment and materials . . . (7:2).

The Cooperative Study of the Secondary School Standards, in its Statement of Guiding Principles in the Evaluative Criteria also lends strong support to the learning resources center concept of the school library organization (27).

Quantitative standards. This study is concerned with both the quantitative and qualitative standards applicable to the A. C. Davis Senior High School Library, for it is believed that quality of services must be predicated upon the achievement of the quantitative standards. Darling defines these two terms as:

Quantitative standards pertain to aspects of the school library which lend themselves to objective measurement, such as the ratio of librarians to pupils, expenditures for materials, the number of volumes per pupil, and the minimum size of basic collections of library materials . . . Qualitative standards, on the other hand, set forth requirements in terms of function. Ideally, they are used in conjunction with quantitative standards to encourage the development of effective programs (10:5-6).

These categories in standards are identified by the Council of Chief State School Officers as follows:

Quality and scope of the program of library services.

Quality and scope of the program of guidance in reading, viewing, and listening, and library instruction.
Number and qualifications of professional library and clerical personnel.

Quality and quantity of library materials.

Location, size, arrangement, lighting for library quarters.

Kinds and quality of furniture and equipment.

Basis for and amount of appropriations for library materials (7:6).

These standards, as they apply to the above-mentioned high school library, are discussed in Chapters III and IV of this study.

II. TRENDS IN LIBRARY SERVICE

The emphasis on the current trend in library services over the past decade is founded on the changing role of the classroom teacher and is influenced by increased enrollments, rising costs, a growing understanding of the psychology of learning, new teaching techniques and configurations through team teaching, independent study, seminars, and programmed learning. According to Frances Henne, the school library is and always has been a materials center for learning. Whether it is functioning as a materials center is the crux of the problem (16:112).

Trends in school buildings and services must accommodate the trends in our modern needs for effectiveness in education. Lloyd J. Trump advises that:
Today's libraries and librarians are too much on the fringes of education. Tomorrow they will be in the mainstream. It will be difficult to identify the library in the conventional sense because its services will permeate the totality of education. The librarian is a teacher whose special competencies is professional knowledge about the materials of instruction. In the library, the workrooms, the laboratories, and in large-group instruction areas, as elsewhere in the school, time, space, and materials will be the servants of instruction rather than the determinants of the pattern.

The librarian needs to broaden his professional interests to include diverse learning aids in the best possible locations. . . . The central library becomes the control tower for these materials. . . . No one knows for certain what the future librarians will do. . . . Existing ways of doing things need not be defended simply because they were the best that the past devised. . . . Further gains to quality education demand creative and courageous leadership (34:1-6).

III. LITERATURE QUESTIONING THE CONCEPT

Despite the official acceptance favoring the integrated library-audio-visual program, the concept of a complete learning resources center is still, to a large extent, controversial (21:33-34).

Problems encountered in the realization of the concept. Professor Darling suspects that the lack of wholehearted acceptance of the centralization of all tools of teaching and learning, regardless of form, in the school library is because librarians have been expected to do too much. More and better staff with more time to do library work has long been a need in school libraries without the
imposition of additional burdens. Furthermore, a great deal of the present deficiencies are due to the fact that "as a whole, librarians in the secondary school libraries are often untrained or inadequately trained in the technical functions of librarianship" (10:303-304).

There is more to the controversy than staff size and training. According to Taylor (24), good library programs must have functional library quarters, built, equipped, and staffed to provide the functions and services required to meet the modern concept of an educational center. Innovations in secondary school instruction have created the necessity for reorganization in planning of housing for modern school libraries.

Barriers to full acceptance of the learning resources center concept for the school library and lack of optimum use of such a center by both teachers and students are cited by Miller (26) as being complex but not unsolvable. A host of individual and social factors contribute to the lag in official acceptance, not the least of which are inadequate housing, new technology, and new requirements of training and attitudes on the part of the library administrator. There is a need for the development of positive attitudes and competent skills in the technical use of audio-visual methods and materials by both students and teachers. Negative attitudes on the part of students have been brought
about by the ineffective use of the audio-visual materials by untrained and unknowing teachers. Research and experience must tell us more about when, how, and where to use the new materials. Modern education is a complicated process. The effective use of professional skills involves learning new habits, forming new attitudes, changing the system of prestige and reward, making new administrative arrangements, and altering the established patterns of the curriculum.

**Suggested approaches to the problem.** The conflict, then, is not so much the inadequacy of the theory and philosophy of the concept, but rather an inadequacy of provision for effective implementation of the philosophy.

Professor Gaver concedes to Dr. Trump's criticism that "school librarians have too long been on the fringes of education" (34:1-6). She cites resistance to change and failure to communicate effectively as being as inhibitory to the development of the full potential of library usage and service, as are the frequently quoted lacks in the achievement of our quantitative standards.

Now it would appear that we stand on the threshold of a real breakthrough to a vastly improved educational system, in which both citizens and educators at many levels and all over the country recognize the essential role of the school library/instructional materials center in the implementation of educational programs.

How fast we reach our goals, then, for the instructional materials center geared to the new curricula
and for a program of services which will make this center truly "the heart of the school," will depend primarily on personal factors, not on gadgets and gimmicks. ... it will avail us little to achieve the finest and most elaborate physical quarters unless we are able to plan and bring into being a program of services which will truly realize the potentialities of the new instructional materials centers (13:123).

The editors of the 1963 report of the Educational Facilities Laboratories list eight conditions as barriers to progress in the development of modern school libraries, all of which have to do with philosophies of education and concepts or library organization and services (12:14-15). In answer to the question of whether the school library should or should not function as a learning resources center, the report concludes:

The answer to this turns on whether one takes a static or dynamic view of what a library is (12:14).
CHAPTER III

GENERAL BACKGROUND OF THE SCHOOL

I. THE SCHOOL

Yakima Public School District 7, Yakima, Washington, serving a city of 45,500 population, follows the 6-3-3 pattern of organization. A. C. Davis Senior High School is one of two senior high schools in the District. The District's graduating seniors have the opportunity to continue their educational goals through the facilities of the Yakima Community College, which is located in the City of Yakima. This community junior college offers two-year programs for both the terminal and the transfer college student.

The A. C. Davis Senior High School accommodates approximately 1,450 students in its three-year program. These students are from families of predominantly middle and lower-middle socio-economic levels, representing semi-professional, clerical, skilled and unskilled workers. Approximately one per cent of these students are from homes in which the parents engage in professional and business managerial occupations. Forty per cent of the graduating seniors indicate an intention to enter either the local two-year community college or a four-year college.
II. EDUCATIONAL PHILOSOPHIES

District educational philosophy. The framework for considering any proposals for educational services for a given community or school is the purposes, objectives and philosophies of both the district and the individual school. These underlying philosophies are published in handbooks and teachers' guides for the district. Those objectives that are pertinent to the services and functions of a proposed Learning Resources Center are cited below.

The Faculty Handbook for A. C. Davis Senior High School expresses some of the District's educational goals:

The community wants its high schools to offer what other high schools offer by way of a basically sound quality education, with those differences that may be necessary to meet the needs of the student population attending each school.

If we feel that our schools must accept it as their responsibility to give every young person the opportunity to develop his intellectual, aesthetic, and vocational potential, then we must recognize not only the responsibility contained herein but the tremendous variety of services that are necessary to meet the wide range of abilities of each youngster. In other words, this high school must offer a program which will give every student a chance to realize most fully the possibilities that are within him (43:4).

School educational philosophy. The School's philosophy regarding its educational objectives are stated in the Educational Specifications prepared by the school administrators for the architectural firm of Doudna, Williams and
Phipps, which was assigned the new building project.

Our aim at A. C. Davis Senior High School is to develop a high quality comprehensive high school with three main objectives--

1. To provide a general education for all future citizens.

2. To provide practical elective programs for those who wish to use their acquired skills immediately after graduation.

3. To provide satisfactory programs for those whose vocations will depend upon subsequent formal education.

... We believe that knowledge is not a completed product, but an enterprise that exhibits progress and an enterprise in which the student himself can be a participant...

... In order to prepare the individual to function efficiently in this ever-changing world ... we must develop beyond the confines of the classroom. Through guidance we strive to provide for each student maximum services in his search for his most productive field that he may become a contributing member of our society (42:6).

The following objectives and goals are inherent in the educational philosophy of both the district and the school and should be reflected in the organization of services to be offered by the proposed Learning Resources Center:

1. Flexibility of program

2. Functional services

3. Respect for the dignity of the individual

4. Depth and specialization of curriculum

5. Attention to practical and proven teaching methods

III. THE SCHOOL ORGANIZATION

Curriculum program of the school. A. C. Davis Senior High School offers a comprehensive program of instruction with subjects departmentalized into Art, Business Education, English, Foreign Languages, Industrial and Vocational Arts, Mathematics, Music, Physical Education, Science, and the Social Studies. Distributive Education classes with on-the-job supervision for both boys and girls and courses in electronics, auto mechanics, and machine shop for boys are offered to prepare students for the vocations. These ten departments consist of 56 teachers. The four service areas of Counseling, Audio-Visual, Special Education, and Library are staffed by 8 teachers; one full-time Reading Specialist is included in this category.

Counseling and Guidance services are shared by three counselors, one each being assigned to the sophomore, junior, and senior classes. The administrative staff is represented by the principal and two assistant principals, one who is responsible for personnel and curriculum, and the second who is responsible for extra-curricular school activities and student discipline. This total staff numbers 67 certificated teachers, counselors, librarians, and administrators.
Curriculum schedule for 1966-67. Four scheduling innovations became effective at the beginning of the 1966-67 school year: (1) For home-room counseling and guidance purposes, each teacher was assigned approximately 25 sophomore, junior, or senior students; (2) ability groupings in the English Department were dropped and stratified or heterogeneous grouping was adopted; (3) team teaching approach was undertaken in both the English and Social Studies Departments; (4) a two-hour time-block of scheduling was adopted Mondays through Thursdays for one period each day, with only the first and fourth periods keeping the one-hour per day schedule.

The two-hour block schedule was intended to accommodate those classes needing laboratory periods, to allow extra vocational shop time, to permit large group lectures with follow-up small group discussion sections in the English Department, and to promote use of library facilities and independent study programs by classes, small groups, and individual pupils. An on-going teacher and administrative evaluation of the stratified groups, team teaching problems, and block-timing was undertaken during the 1966-67 school year. It is expected that further adaptations and refinements in the above scheduling program for the 1967-68 and successive school years will result from the staff evaluations and recommendations.
The school building. A. C. Davis Senior High School, formerly Yakima High School, has been housed in a three-story structure which was originally built in 1908. Additional classrooms, student facilities, administrative quarters, boys' gymnasium, shops, and auditorium have been added to the original structure as the demands of the curriculum and the student body grew and as funds were available to meet these needs.

Prior to 1964 present building facilities were judged inadequate. During the 1964-65 school year, a $2,475,000 bond issue was passed with overwhelming success by the District's patrons. The sum of $1,500,000 was earmarked for the high school's building program; state matching funds increased this amount. Ground was broken for the first phase of the construction during the school year 1966-67 (42:1).

It is anticipated that by the fall of 1967-68 new facilities and quarters for the following areas will be ready for use: the library and audio-visual services, science classrooms, cafeteria (which will also function as an activity area or commons); an administration center, which will include space and facilities for the administrative suites, the attendance office, the student personnel center, health services, the teachers' areas, bookrooms, and the student activity center.
IV. THE SCHOOL LIBRARY AND SERVICES

District library philosophy. The purpose, philosophy, and plan of operation for library service in the Yakima Public Schools are published in the District's Library Handbook. The overall philosophy commits the librarian to the three functions of a service agency, a teaching function, and reading development.

The school library is a service agency. In it, enrichment materials for all subjects and for all interests of pupils and teachers are organized so as to be easily found and used.

The school library has a positive teaching function. It provides a program of continuing library instruction, helping students learn how to use resource materials, how to find information and how to study. It stimulates new interests. It introduces the public library and suggests the lifetime use of this public service to further any interest.

The school library is a reading center, a place for enjoying books, for investigating problems, for study (44:2).

School library philosophy. The District's library supervision policy is one that allows a great deal of autonomy to the individual school librarian in fulfilling the program. The operation and organization of the library at A. C. Davis High School has, in the past, been traditional and book-centered; traditional quarters and facilities have set the pattern of operation.

We shape our buildings and they in turn shape our lives. To most of us engaged in library education today, this statement is painfully accurate, whether
The library quarters. Located in the northwest wing of the main floor, the present library quarters occupy space in the original building erected in 1908. These library facilities are housed in a central area originally occupied by the school auditorium with access from the main hallways. Entrance and exit to and from the library are restricted to one double doorway, although two side entries are available. The assigned access leads directly from the central foyer of this section of the school where are also located two stairways from access to upper and lower floors of the building plus administrative and student offices, such as counseling and health. Classrooms are located off the long hallways on both sides of the library. The wooden floors, extremely high ceilings, a location central to intensive traffic load and activity area all contribute to a high noise level in the library.

Student seating, book stacks (both wall and free-standing), the card catalog, vertical files, charging desks, magazine racks, office, workroom, and periodical storage are in one floor area. The library office, workroom, and periodical storage areas are contiguous to the student facilities but separated from them by permanent walls and partitions. All areas--staff, work, student, and storage--are inadequate to meet the curriculum needs and desired library services, according to standards
The library services. The professional time of the one librarian assigned to the school in the past has, of necessity, had to be concerned with the managerial duties involved in the evaluation, selection, acquisition, utilization, administration, and distribution of book materials, the training and supervision of student assistants, the orientation of groups to library resources, the supervision of the duties of one full-time clerk, and the services to and supervision of student use of the library and its facilities. A second full-time professional librarian was assigned to the school for the first time during the school year 1966-67. It is only on the basis of the assurance of two full-time librarians being available to fulfill the required professional duties that a Learning Resources Center concept of services can be initiated in the new school plant.

The school library standards. Until 1965, the quantitative standards of the high school library have been below those recommended by the American Library Association (1), the Washington State School Library Services Office (38), and the recognized goals of the District (44:12-23). A comparison of these standards and the quantitative achievements at A. C. Davis Senior High School is listed on the following pages.
<table>
<thead>
<tr>
<th>Item of Comparison</th>
<th>*ALA Recommendations</th>
<th>Washington State Recommendation</th>
<th>A.C. Davis Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONNEL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>45 quarter hours of library science</td>
<td>Library degree or equivalent plus teaching certificate</td>
<td>Library degree or equivalent plus teaching certificate</td>
</tr>
<tr>
<td>Librarians</td>
<td>1 librarian for each 300 students up to 900 and then 1 for each 400 students</td>
<td>2 full-time professional librarians</td>
<td>2 full-time professional librarians: Head Librarian with years of experience as elementary, junior, and senior high school level; second Librarian with teaching experience plus 45 hours toward M. Ed. in School Librarianship</td>
</tr>
<tr>
<td>Clerks</td>
<td>1 clerk for each 600 students</td>
<td>Adequate clerical</td>
<td>1 full-time clerk</td>
</tr>
<tr>
<td>Audio-visual</td>
<td>Partial A-V administrative responsibility, increase number of librarians and clerks by 25%; full responsibility increase by 50%</td>
<td>Certificated for professional school service plus preparation in A-V courses and supervision</td>
<td>1 full-time professional A-V person; duties not combined with library services</td>
</tr>
<tr>
<td><strong>QUARTERS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Room</td>
<td>45-55 or 10% of enrollment over 550</td>
<td>80 plus 10% of total enrollment</td>
<td>Total seating is 115 plus 10 carrels</td>
</tr>
<tr>
<td>Seating Capacity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### QUANTITATIVE COMPARISON
#### MEASUREMENT OF LIBRARY ACHIEVEMENTS

<table>
<thead>
<tr>
<th>Item of Comparison</th>
<th>*ALA Recommendations</th>
<th>Washington State Recommendation</th>
<th>A. C. Davis Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Rooms</td>
<td>Workroom</td>
<td>Workroom</td>
<td>Workroom</td>
</tr>
<tr>
<td></td>
<td>Storage</td>
<td>Storage</td>
<td>Storage</td>
</tr>
<tr>
<td></td>
<td>Office</td>
<td>Office</td>
<td>Office</td>
</tr>
<tr>
<td></td>
<td>Listening and/or</td>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Viewing</td>
<td>Viewing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conference</td>
<td>Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
<td>Library classroom</td>
<td></td>
</tr>
</tbody>
</table>

#### MATERIALS COLLECTION

- **Books** (Not to include encyclopedias, professional books and magazines, dictionaries for classroom or permanent reference books)
  - Schools with 200-900 students minimum collection of 6,000 to 10,000 books; then 10 books per pupil
- **Magazines**
  - 120
- **Newspapers**
  - 3 to 6
- **Professional Materials**
  - Books: 200-1000 titles
  - Magazines: 25 - 50
  - Instructional Materials: As needed
  - Professional books, magazines, and instructional materials available through District Library Services Office
  - 45 or more
  - 1 national
  - 1 local
  - 3 metropolitan
  - 110
  - 3 national
  - 1 local
  - 3 metropolitan
  - 9,455 as of Sept. 1966
  - Collection size inadequate for school
  - 110
  - 3 national
  - 1 local
  - 3 metropolitan
## QUANTITATIVE COMPARISON
### MEASUREMENT OF LIBRARY ACHIEVEMENTS

<table>
<thead>
<tr>
<th>Item of Comparison</th>
<th>*ALA Recommendations</th>
<th>Washington State Recommendation</th>
<th>A. C. Davis Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audio-Visual</strong></td>
<td>Sufficient number for use in classroom, library and home</td>
<td>Makes available to teachers and pupils a variety of teaching devices besides print materials, i.e. films (rent or borrow), globes, vertical file material, realia</td>
<td>Films available on rental basis and District Materials Center; some realia, transparencies, filmstrips and graphic materials and equipment available through District Materials Center; some phono- and tape-recordings available for teacher use in school library; vertical file and globes in library</td>
</tr>
</tbody>
</table>

### BUDGET

| Library Materials | $4-$6 per student for library books; additional funds for encyclopedias, unabridged dictionaries, magazines, newspapers, pamphlets, rebinding, supplies, professional materials, supplementary materials | $3 per pupil | $5.20 per pupil (Based on January, 1966, ADA figure of 1,391) for library books, periodicals, binding |

### Budget

| Professional Materials | $200 - $800 depending on needs | Minimum of $1.50 per faculty member | Available through District Library Services Office |
| Audio-Visual Materials | $2 - $6 per student | Not a library service; administered through Audio-Visual Department |
## QUANTITATIVE COMPARISON
## MEASUREMENT OF LIBRARY ACHIEVEMENTS

<table>
<thead>
<tr>
<th>Item of Comparison</th>
<th>*ALA Recommendations</th>
<th>Washington State Recommendation</th>
<th>A. C. Davis Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction in use of library</td>
<td>Continuous extensive plan developed by principal, teachers, and librarians.</td>
<td>A good school library teaches pupils to rely upon, choose, locate, and use a variety of materials</td>
<td>Library orientation procedure taught to all in-coming sophomore students</td>
</tr>
<tr>
<td></td>
<td>The school library program reflects the philosophy of the school and is concerned with reading guidance, guidance in listening and viewing, reference services and research, instruction in the use of materials, personal and social guidance, and the student assistant programs. It is the joint responsibility of teachers, librarians, and parents.</td>
<td>The library should be an instructional materials center serving both teachers and children</td>
<td>Reference services and research assistance to class groups and to individuals as needed.</td>
</tr>
</tbody>
</table>

*Standards for School Library Programs. American Library Association, 1960*

(Form adapted from that of Eleanor E. Ahlers, former Supervisor of Library Services, Office of Public Instruction, Olympia, Washington, and based on material in "The Library and Library Services" by Mary Peacock Douglas).
V. SCHOOL AUDIO-VISUAL SERVICES

Responsibility for audio-visual materials and equipment is not now a function of the high school library. As the comparison chart indicates, library holdings of both audio and visual items are limited to a few phonograph recordings, filmstrips, and tapes.

The library and audio-visual departments have not been coordinated; they are presently conceived as separate and distinctively different services in the processes of education even though the personnel and facilities are housed in the same building. The organization of the department and the function and services assigned thereto have been the responsibility of one professional certificated person as a part of his assigned teaching load.

Like the library, the function of the audio-visual service in the school has, of necessity, been along traditional patterns of services to teachers, which deal primarily with the ordering of films from film rental centers, the borrowing of films and filmstrips from the District Materials Center, the housing and scheduling of equipment, the training and supervision of student help in the department, and the budgeting of funds for film rentals.
VI. SUPPLEMENTARY DISTRICT LIBRARY SERVICES

Pertinent to the successful establishment of a learning resources center at A. C. Davis Senior High School are the District's positive action toward providing a new quality library services, resources for teaching and learning, and building facilities. Evaluation of procedures and identification of deficiencies at both the District and school levels have resulted in a number of innovations in the library and audio-visual service areas which favor the successful development of a learning resources center, such as:

1. The employment of a full-time district library supervisor.

2. The provision for consultant services at the District level for both the library and audio-visual functions.

3. The centralization of professional processing at the district level for both books and non-book materials.

4. The completion of a union shelf list of District library holding.


6. Favorable attitude toward concept that all learning materials should be a part of library collections.

7. The assignment of two librarians to senior high schools.
8. The consolidation of library and audio-visual services and functions in one housing area; i.e., the new learning resources center facilities at A. C. Davis High School.

9. The employment of full-time or half-time professional librarians at each of the District elementary schools to provide library services to all grade levels in all schools.

10. The availability of consultant service regarding project problems through the Department of Library Services, Office of Public Instruction, Olympia, Washington.
CHAPTER IV

PROGRAM FOR DEVELOPMENT OF THE A. C. DAVIS SENIOR HIGH SCHOOL LEARNING RESOURCES CENTER

I. THE EDUCATIONAL PROGRAM

The building recommendations. In their attempt to foresee the housing needs for the future, the administrators of A. C. Davis Senior High School designated flexibility, adaptability, and the possibility of intensive utilization of facilities as basic considerations. In the educational specifications to the architectural firm they say:

We, as educators, as members of an educational team, must be ready for flexibility of services and ready adaptation to growing needs (42:4).

Some of their recommendations for achieving flexibility, adaptability, and utilization of both space and programs are (42:3-4):

A. The elimination of:

1. study hall space and procedures

2. waste space in hallways, stairways, doorways, and other internal traffic areas

3. overcrowding through the decentralization of learning, teaching, and activity areas

B. The provision of areas for:

1. facilities which may serve multiple purposes, such as cafeteria and large class-rooms
2. large, small, and individualized instruction
3. group conferences
4. teachers' work and consultation
5. facilities for the exceptional student
6. adult education classes
7. closed-circuit television

Paramount also in the administrator's concept of the future high school is its development as a community center—the involvement of the parent and the patron in "adult education and cultural pursuits" (42:5).

A. The development of facilities and procedures to permit the classroom to function as a learning laboratory.

B. The idea of flexibility in adaptations regarding space, utilization, and purposes in the teaching-learning functions.

C. The adoption of flexibility in both scheduling and subject offerings.

D. The creation of a pleasant atmosphere of learning by the wise use of space and decoration, both inside and outside of buildings.

E. The development of vocational interests, hobbies, and leisure-time pursuits through extension of the extra-curriculur program.

F. Lengthening the school year by the summer program to offer opportunities for the slow learner and the student seeking enrichment and advancement courses.

Department study centers. The curriculum philosophy of the school administration recommends the gradual phasing-out of study hall procedures and the establishment of
independent department study centers. These study areas are not intended to imply decentralization of the Learning Resources Center collections. Rather, they are conceived as additional areas for learning. Here the student is expected to learn in an "area where the specialized tools of the trade are available" (35:46)—meaning under the guidance of subject specialists and with the aid of Learning Resources Center services. Materials and equipment will be provided on request of teachers on a loan basis to supplement the permanent department center holdings.

Gaver (13:125) maintains that learning materials should be made accessible throughout the school and that their provision is a logical function of the Learning Resources Center staff. Departmental collections, workshop reading centers, flexible and constantly changing classroom collections do not require abandonment of the basic concept of centralization of resources.

It is the intention of the school administration to establish three of these centers in the present library quarters when this space becomes available. The 1967-68 school schedule has programmed study centers for the departments of English, Social Studies, and a Mathematics-Science combination.

The library program. The building and program specifications outlined above have a number of ramifications and
implications for the library services and space utilizations to be employed. Stone says, in his discussions of the functions of the school library

Put simply, the functions of the school library is to support the instructional program of the school, supplying materials and equipment and all related services to students and teachers at all levels when and wherever they may be needed (32:44).

The pattern of organization for the Learning Resources Center must incorporate the three basic principles proscribed for the overall school program---flexibility, adaptability, and extensive utilization of personnel, facilities, and space.

II. THE LEARNING RESOURCES CENTER

Educational specifications. The educational specifications for the new high school plant state (7:7):

The library should be the center for the school. It should be planned so that all functions and activities of the school will revolve about this area. Provisions should be made for the following:

Informal reading
Study and research (away from above)
Using card catalog
Charging out and returning books
Displaying materials
Total class groups working together with teacher
Teaching use of library facilities
Sending library materials to classrooms on a temporary loan basis
Storing book carts for the above
Processing books
Stacking materials as in a stockroom
Storing and dispensing audio-visual materials and equipment to be rolled out to classrooms
Listening to records, etc.
Workroom
Independent study area with individual study carrels
The library building. In following these specifications, the architects located the Learning Resources Center facilities on the second floor of a three-story building which will, when Phases One and Two of the total building program are completed, be central to administrative and student activities. The building site will actually be on the periphery rather than the exact center of the campus-type complex of buildings. This site will, however, permit ease of access during regular school hours, place the Center in the mid-stream of a heavy traffic flow but above disturbances of noise and passage, be accessible to community groups with no interruption of regular school functions, and allow the facilities to be used in the after-school hours for adult education, a community reference source, and extended-hour use by regular students. According to Ellsworth, a peripheral site location permits use of library facilities independently of regular school hours and, therefore, increases the plant's service value (12:84).

The complete building program is to be scheduled and financed in two phases. The Learning Resources Center is included in the first phase, with facilities to be ready for occupancy some time during the winter or early spring of 1968.

Adjacent areas and activities. The first floor of the building which will house the library quarters is to be
occupied by the school cafeteria. The second floor will be the proposed Learning Resources Center, and the third floor will consist of the science subject classrooms.

On the first floor level and immediately adjacent to the cafeteria services will be the student commons and mixing area, which will give immediate access to the administrative offices, counseling suites, and student activities areas. The whole—the administrative and student activities, mixing area and commons, cafeteria and Learning Resources Center—is conceived as the service functions of the school and is intended to be the hub or center of activities.

This activity center is adjacent to parking facilities, to existing shops, gymnasium and athletic facilities on the south, and to regular classroom activities, auditorium, and music rooms on the north. Access to the Learning Resources Center in its initial phases of operation will be by way of three stairways plus a service elevator. Upon completion of the second phase of the building program, an outside ramp will allow passage directly from the second floor into the second story level of the adjoining classroom building and to an outside west stairwell. This stairwell will lead into the Audio-visual Services Center and a future classroom building.

Floor plan of Learning Resources Center. Robert
Williams, Architect of the Index of Drawings (40:A17) allotted the entire second floor of the 165 foot by 80 foot building for the Learning Resources Center and the Audio-visual Services Center. The Learning Resources Center area is to be 115.5 feet by 80 feet, with 50 feet by 80 feet assigned to house the audio-visual function.

A narrow hallway separates the suites but facilitates interaction between the two. Eventually this corridor will lead directly to the second-story ramps, the classroom, and the elevator and service stairways.

The area of both sections--Learning Resources Center and Audio-visual Services Center--will permit each unit to operate independently and/or jointly, depending upon the type of staff organization desired by the school administration. The proposal of this thesis is that a carefully coordinated joint organization and operation of the units will be to the best advantage of teachers, students, and staff.

The Learning Resources Center suite. Operational facilities to be accommodated in the library suite section of the Learning Resources Center are (40:A24):

- Seminar room with folding door to permit multi-purpose use
- Periodical stacks and storage
- Administration office
- Workroom
- Audio-visual storage room
- Reading room
- Reference area
All of the above, except the audio-visual equipment storage room, are glass-partitioned to permit observation of activities in the reading and reference areas.

The audio-visual equipment and materials storage room is adjacent to the entry corridor leading to the elevator, future classroom ramps, and audio-visual suite. Restrooms for both men and women are located in this short access.

The traffic pattern leads to and from the centrally placed corridor and the northeast stairway and vestibule. Outside book drops are provided at both ends of this access. The seminar room, periodical section, and office-workroom-storage facilities are situated in this traffic area. The arrangement permits passage through these activity areas without disturbance to the reading and study areas.

The traffic and work activities will be set apart from the proposed reference section and reading room by means of display cases and the card catalog. Both sides of the display cases will be usable for exhibit and display. To follow the theme that the entire collection is for research, the usual reference and bibliographical sources will be in an open reference section. This will be located immediately to the right of the northeast vestibule. Double-faced island shelf sections of a height to be usable as work surfaces as well as to permit floor supervision
will be used to suggest area divisions.

The balance of the floor space (including the reference area) of approximately 105 feet by 40 feet will be reserved for reading purposes. It is recommended that reader space facilities be allotted as follows to provide for a variety of reading and study preferences (12:51):

Study carrels 60%
Group study rooms 15%
Flat-top tables 8%
Lounge furniture 17%

The Audio-visual Services suite. The operational facilities included in the audio-visual unit are (40:A26):

Audio-visual workroom
Office
Preview room
Photographic workroom
Photographic developing laboratory
3 recording-viewing-listening studios
Large classroom with folding partition to permit multi-purpose use as studio and/or teaching area
Janitorial supplies and equipment

It should be noted that the above suite has been conceived for production purposes. Storage facilities for audio-visual materials and equipment for teaching-learning activities are provided in the Learning Resources Center to permit check-out privileges for both students and faculty. This arrangement assumes that the Learning Resources Center staff will be responsible for the classification, storage, scheduling, and charging of these items.
Lowrie sees the Learning Resources Center person as being

... knowledgeable in the selection and use of this media. The same basic skills of evaluation, selection, organization and administration apply. Although he should not be involved in the mechanics of caring for equipment or production of materials, the librarian must understand the various functions of each type of media, be able to educate the faculty in the special uses of each, and, as with the students, demonstrate to teachers the enrichment value of the total use of all media. In addition, he must determine the staff requirements for a total instructional materials center approach (24:65).

In other words, as Lowrie states it, the librarian in the Learning Resources Center becomes involved in the school's audio-visual services through "knowledge of the classroom and awareness of curriculum developments; and... understanding and acceptance of other media of communication" (24:65).

Obviously, the Audio-visual Services Center director should be knowledgeable in the technical aspects and production of media and materials for learning. He will be responsible for equipment maintenance, technical production, consulting services, and director of procedures for the use of recordings, television, and the graphic arts. Brown and his co-authors maintain that "it is not so important that all these services be located together as it is that they be available---and coordinated---and that together they enrich learning opportunities in that school" (5:53).
III. PROPOSED SERVICES FOR THE LEARNING RESOURCES CENTER

The successful operation of a Learning Resources Center is dependent upon adequate housing, sufficient materials, and staff. Yet, the key to the well-planned program and its acceptance and utilization by both teachers and students is summed up by Gaver:

Rather what we must be concerned with is attitudes and competencies which the persons who will operate these libraries must bring to the task of facilitating contact between students, teachers, and the materials of learning.

... The real significance of the new technology for the planning of library quarters depends on whether librarians accept it and work effectively with educators and architects to assure that the intellectual content needed by teachers and students is piped from whatever source necessary, at whatever interest and ability level needed, and made accessible in whatever part of the school is most appropriate—even given away if that will do the trick best. Only if this is done by the school librarians of today will the school libraries of tomorrow truly have a place in the mainstream of education (13:123 and 127).

Services of the Learning Resources Center. According to the administrative guide for the development of instructional materials services for the schools of Washington State, "the main purpose of the Educational Materials Center is to localize the administration of the instructional materials services to make all materials available for optimum use" within the school (37:15).

The materials and services for teaching-learning processes must be fully accessible to staff, faculty, and
students. To accomplish this goal, the personnel assigned to the school's Learning Resources Center must be prepared to offer a variety of services under management principles that will incorporate standard procedures of evaluation, acquisition, and circulation. However, adopted routines of management must be sufficiently flexible to permit adaptations in procedures as the uses of the services and materials evolve. In other words, established routines of management should neither determine nor inhibit use of facilities and services.

Rufsvoldt identifies these functions and services under two general classifications: those that should be provided to teachers and staff and those that should be concerned with the student (30:4-7).

The Learning Resources Personnel offer services to teachers through:

A. Awareness of classroom activities.

Provision of selection guides, reference sources, and lists of audio-visual materials.

Subscriptions to magazines and periodicals which give guidance in selection, availability, and use of materials.

Maintenance of evaluation file of available materials for classroom activities.

Provision of new materials on loan basis for preview purposes.

B. Assistance in selection of materials related to classroom activities through:
knowledge of reading levels and interests of students.
knowledge of materials available to support teaching units.
awareness of community resources for field trips and outside speakers.
maintenance of information file of community publications and service agencies.
publication of schedules of radio and television broadcasts which may support or enrich teaching functions.

C. Assembling and distributing teacher selected books and non-book materials to teaching stations in the school.

D. Sharing professional knowledge regarding trends, techniques, and materials available in specific fields of teaching.

E. Active participation in curriculum development at district and local school level.

F. Organization of in-service training programs related to use and production of teaching materials and equipment.

G. Willingness to consult with teachers individually or in groups regarding the Learning Resources Center's support to the unit or subject field.

H. Support of activities and curriculum through the use of displays, exhibits, and bulletin boards in Learning Resources Center and other learning areas.

The Learning Resources Center personnel offer services to students through:

A. Provision of materials for information, research and recreation.
B. Teaching of fundamental skills of selection and use of various materials needed for the learning task.

C. Guidance to individuals and groups in a developmental reading program.

D. Provision of audio-visual equipment for individual and/or group listening and viewing.

E. Guidance in proper selection and use of reference and resource materials needed for research purposes.

In brief then, the personnel of the Learning Resources Center are to be primarily concerned with the "selection and utilization of materials ... and administration of the program and distribution of materials" (30:4).

Services of the Audio-visual Services Center. In addition to the services cited above, Brown and his associates would add the following, all of which pertain to production and processing of materials and equipment (5:53-54).

A. Procurement of materials from outside sources.

B. Assistance to teachers and students with instructional-materials problems.

C. Organizing selection programs for adding materials and equipment to resources.

D. Loaning equipment for production of materials for teaching and learning.

E. Providing assistants for the operation of materials equipment.

F. Production of simple teaching materials.

G. Assistance in planning classroom projects which will involve students in production.

H. Processing of instructional materials (classification, cataloging, and storage).
I. Furnishing instructional supplies and duplicating services.

J. Guidance in the improvement of facilities to upgrade the use and production of materials for learning and teaching.

IV. PROPOSED PROFESSIONAL STAFF AND RECOMMENDED ASSIGNMENTS

It is anticipated that A. C. Davis Senior High School will enroll about 1,450 students the fall of 1967; current building projects, when completed, will take care of a maximum enrollment of about 1,750 (42:7).

Personnel recommendations for initial program. To provide for the anticipated initial services in the Learning Resources Center and the Audio-visual Services Center, the following professional personnel will be needed on a full-time basis: a Head Librarian, an Audio-visual Center Coordinator, and an additional Librarian. This personnel assignment recommendation is based on a division of duties related to the management, the production, and the coordination of teaching and curriculum service. It should be understood that as the program is developed from its introductory phase into one of increasing services, additional librarians and/or teacher librarians will have to be assigned.

Initially, at least one full-time clerical assistant will be required in the Learning Resources Center and one
full-time technical assistant in the Audio-visual Services Center. Needless to say, development toward a maximum service operation will require additional non-professional personnel. It is recommended that student assistants be assigned to and trained in the routines of both service units.

**Delegation of responsibilities in service units.**
The successful management of the entire operation of both service units will be a mutually-shared responsibility of the assigned personnel. Some overlapping of duties is intentional to require a continuing interaction among the staff members. For assignment purposes, the following is a proposed division of operating responsibilities.

**Head Librarian**

Responsibility for the overall supervision, organization, and administration of the Learning Resources Center.

Evaluation and acquisition of the Learning Resources Center materials and equipment.

Processing of materials and equipment for those items not handled by district processing services.

Circulation procedures for distribution of materials and equipment.

Maintenance of Learning Resources Center materials.

Formulation of regulations for the use of facilities and materials.
Orientation of faculty to services of Learning Resources Center.

Consultation with school and district staffs regarding Learning Resources Center services and needs.

Preparation of school library reports to school and district administration.

Administration of the Learning Resources Center budget.

Attendance at school and department staff meetings to interpret Learning Resources Center goals and services to administration and faculty.

Supervision and training of assigned clerical assistants in Learning Resources Center routines.

Attendance at professional district and regional meetings.

Ordering and scheduling of all materials and equipment from sources outside the school for classroom use (district-owned materials, rentals, special usage, etc.)

Assistance to teachers in the planning and execution of field trips for curriculum purposes.

Maintenance of curriculum unit files on resource materials and personnel within the community; assistance for effective curriculum use by teachers within the classroom.

**Audio-visual Services Center Director**

Responsibility for the overall supervision, organization, and administration of the Audio-visual Services Center.

Collection, organization, and storage of audio-visual production equipment and materials.

Arrangement for preview and selection of materials by teachers to meet the needs of the individual instructional program.
Assistance to individual teachers in planning for and use of audio-visual materials in the classrooms.

Training of technical assistants and student assistants in the preparation of school-produced materials, such as study prints, exhibits, photographs, slides, recordings, filmstrips, etc.

Training of the technical assistants and student assistants in the operation, proper care, storage, and simple servicing of audio-visual materials and equipment.

Supervision of television production, use, and schedules if, and when, the school moves into closed-circuit television.

Planning and conducting faculty meetings and in-service sessions within the school building where the principles and methods of effective use of audio-visual materials are demonstrated and discussed.

Supervision of storage space and facilities for maintenance of minor repairs of audio-visual materials and equipment.

Preparation of the proposed budget for audio-visual materials, equipment, and physical facilities.

Keeping teachers informed about important developments in audio-visual education and procedures.

Working with teachers in evaluating the program in a constant effort to improve the use of the materials and equipment.

Consultation with school and district staff regarding audio-visual services and needs of the school.

Recommendation to professional library of additions of bulletins, pamphlets, catalogs, and books in audio-visual education.

Attendance at professional district and regional meetings pertaining to audio-visual education and production (2:6-9).
Librarian

Primary responsibility for conducting classes in cooperation with the staff of the English Department and the Learning Resources Center on the effective selection and use of resources for learning. These classes are to be scheduled as a team-teaching approach in the use of materials in cooperation with individual and team teachers of the English Department.

Consultation with the department heads and faculty on needed procedures and materials and their effective use in the subject study centers.

Preparation of recommendations to Head Librarian for the acquisition and distribution of materials for use in the three study centers.

Attendance at department meetings to gain understanding of curriculum objectives, trends, and resource needs for teachers and students in fulfillment of curriculum and study objectives.

Assistance in the selection, training, and supervision of student assistants in Learning Resources Center routines and responsibilities.

Supervision of club activities for student assistants assigned to Learning Resources Center.

Responsibility for program of reading guidance within the school in cooperation with the Reading Specialist.

Assistance to teachers in the delivery of book talks as background material for courses.

Compilation of bibliographies in specific areas for teachers.

Assistance to teachers in selection, location, and use of Learning Resources Center printed materials for units of teaching.

Attendance at professional district and regional meetings.

Assistance to students with guidance in available resources for research and study problems.
Responsibility for professional library acquisitions for faculty use.

Preparation of bulletins, guides, and manuals for effective use of the Learning Resources Center materials and service; distribution to both faculty and students.

Responsibility for preparation and assembling of bulletin boards and book displays, for materials for exhibits, and for school-wide displays to stimulate interest in curriculum and reading.

Arrangement for the scheduling and distribution of audio-visual materials and equipment within the school.

V. PROGRAM FOR THE DEVELOPMENT OF THE LEARNING RESOURCES CENTER

According to Kennon and Doyle, the following principles should be used as guidelines in the development of effective school library programs (20:45):

- Focusing on the school library program
- Providing good leadership
- Obtaining qualified consultant help
- Evaluating present services and resources
- Selecting specific goals
- Setting priorities and deadlines
- Enlisting support for school library development
- Maintaining effective communication
- Evaluating and revising plans

The above procedures are recommended, whether the project for development is at the school, district, or state level. After reviewing a number of case studies of projects for up-grading library programs, Kennon and Doyle conclude that "the major strengths lay in adherence to
these principles. The weaknesses consisted . . . in the failure or inability to follow them" (20:45).

It is believed that the Yakima School District administrators and the school leaders have fulfilled the first three principles leading toward excellence in library facilities and services in their (1) construction of new quarters and facilities, (2) their delineation of a curriculum philosophy which recognizes the potential implied in modern library services, (3) and their provision of good leadership through centralized library and audio-visual services at the district level. Additional consultant assistance at the State level is available if and when such assistance is needed. All of these accomplishments are manifestations of concerted efforts to focus on the improvement of school library programs in the district.

Present services and resources were evaluated in the first part of this chapter. Long-range and maximum services were defined in terms of the curriculum, the new facilities, the staff requirements, and the specification of responsibilities of each. The next step will be to select specific goals for the first year of operation.

Specific goals for the initial program. Pertinent to the task of establishing goals and initiating programs is the identification of the organizational problems, the evaluation of current procedures, and the formulation of adapted routines to meet the new situation. The smooth
transition from the present traditional program of services to the Learning Resources Center concept of operation in the new facilities will depend on efficient pre-planning, adoption of smooth, workable procedures, and the identification of attainable goals for the first year. The task will be doubly difficult during the transition. It will demand continuing operation of present facilities without interruption to educational services and the simultaneous development of procedures for the new plant.

The following procedural decisions are recommended for points of study before the actual movement from the old to the new quarters takes place:

I. Determination of the extent of the first-year program, with emphasis given to the following points:

A. The extent of the total program which is to be offered in the initial phases, or first year, of operation. This program should be determined on the basis of a realistic approach in terms of tasks, staff size, and budget.

B. The kinds of services which can be undertaken in the planning for the resources center development in terms of the priority of needs and the means for meeting these needs.

These goals should be based on a realistic assessment of the means for accomplishing the tasks.

II. Organization of the floor plan of operation in the Learning Resources Center quarters. Attention should be given to the following:

A. Establishment of a logical traffic pattern and functional relationship to furnishings, periodicals, and book collection stacks.
B. Location of the keys and charge desk in relation to the adopted traffic pattern and reading room arrangement.

C. Organization of reference section and resource materials in terms of service needs and available materials.

D. Organization of office, work, and storage spaces for professional and non-professional personnel.

III. Organization of present book and periodical collection in new quarters. Consideration must be given here of the size of the present collection, the estimated rate of growth in book and periodical holdings, and the accessibility of the collection for student and teacher use.

A. Location of book materials and periodicals on the general collection shelves, on current periodical and storage shelves, and in the reference section.

B. Determination of moving procedures. Special consideration should be given to the readiness of the stacks and storage to receive the items, the amount of labor and trucks that will be available, the supervision of book movement from the old and into the new quarters in shelf sequence.

C. Announcement of the actual moving date in advance to permit students and teachers to obtain or return loaned items.

Emphasis should be given to an orderly movement of the entire collection to insure, insofar as is possible, the least interruption in school library services.

IV. Organization of non-book materials in the new quarters. This phase of the new program will require most careful consideration and cooperative efforts inasmuch as the inclusion of new media and services for learning is the heart of the Learning Resources Center concept.

The present holdings in the school's library have included very little audio-visual and non-book materials. Therefore, policies and practices should be established
which will not inhibit the wide use of both the services and the materials. The school administrators, the Learning Resources Center and Audio-visual Services Center personnel, teachers, and some students, ought to be involved with decisions regarding some or all of the following topics:

A. Housing and storage routines for non-book materials, including equipment.

B. Procedures for scheduling and circulation control of both materials and equipment.

C. Classification and cataloging routines to be followed if this function has not been assumed by the District Library Services Center.

With the limited number of professional personnel available to offer a maximum number of services to both students and teachers, the assumption of all classification and cataloging routines by central processing is strongly urged.

D. Determination of immediate needs for:

1. Budget allocation to materials for purchases and/or rental services.

2. The types of materials for learning to be included in the collection.

3. The types and availability of equipment needed for use of the above materials.

Paralleling the question as to the types of materials to be included is the consideration of the scope of the collection, i. e., are purchases to be directed toward general
interests, or should purchases be oriented toward specific use in definite subject areas.

4. Because of the few items in the collection at this time, wisdom in budget expenditures with the idea of building the most effective holdings in the least possible time is imperative. An administrative decision must be made, therefore, on the two points:

a. Are the initial budget expenditures for materials to be pro-rated among all departments?

b. Are funds to be allocated specifically to the departments enrolling the largest number of students?

E. Information should be gathered and be accessible to teachers regarding the full scope of materials and equipment that are available for immediate use through:

1. The District Resources Center
2. The District Library Services Office
3. The patronized rental agencies
4. The Yakima Valley Regional Library. This source of supply on a loan basis of a number of high-quality media, such as phono-recordings, tapes, filmstrips, slides, pictures, and films should be explored. The increase in the number of students plus the significantly new approaches to the teacher-learning tasks will require all librarians and media specialists to cooperate to the fullest if the material needs for education are to be met.

V. Determination of evaluation and selection procedures to be followed for both book and non-book materials.

Skilled librarians have always been engaged in the above functions with book materials. There are a multitude
of aids available to guide this purpose. The same is not true for non-book materials. Therefore, guidelines should be established for the following:

A. An evaluative criteria and list of selection sources for the purchase of non-book materials.

B. A policy regarding who is to be involved in the evaluation and selection of materials for the Learning Resources Center. Considerations should be given to making this important task the responsibility of more than one person, but should it involve:

1. Learning Resources Center personnel in cooperation with the Director of the Audiovisual Services Center?

2. Definite recommendations from department heads in cooperation with the personnel of the Learning Resources Center and the Audiovisual Services Center Director?

3. An appointed Learning Resources and Materials Committee to be composed of staff members, teachers, and students? Certainly it would seem that the involvement of the users of the materials and facilities—both students and teachers—in their selection would increase the likelihood of greater utility and effectiveness as teaching-learning tools.

C. Establishment of preview procedures and rating techniques for non-book materials.

The haste to build up an effective and useful collection should not override the requirement that all commercially-produced materials be previewed and evaluated prior to purchase. Most of the commercial producers are willing to provide their materials on the basis of preview before actual purchase. Utilization of the item is dependent upon its value to the teacher and the student and,
therefore, money, time, and effort should not be expended on the unknown quality or usefulness of the material.

Wisely established preview procedures will also acquant teacher and staff with the kinds of materials from a number of producers and with the possibility of their use in their own curriculum.

Preview procedures can also be effectively used as a means of training teachers to recognize good and poor teaching-learning devices.

VI. Determination of the basic routines to be followed in the new quarters and to accommodate the new or intended services.

The Head Librarian and the professional Librarian will, most likely, have extensive knowledge of the basic routines and procedures for good library management. Development of procedure policies will involve the tasks related to the additional services, materials, and equipment.

An early assessment of the scope of the first year of operation, the numbers and amount of clerical help, and the number of assigned student assistants will be necessary information for effective planning in this area.

Ordinary routines that do not require the professional knowledge and skills of the librarians should certainly be assigned to clerks and student assistants. The number of professional personnel assigned will require that professional time and energies be devoted to professional
duties, such as individual and group guidance, evaluations, management, and teaching.

VII. Establishment of the training program for non-professional personnel and the student assistants.

It is imperative to the success of the Learning Resources Center operation that the assistant, whether she be the mature lay person or the high school assistant, should be made familiar with all of the established routines, should have the opportunity to perform all of the assignments, and should be willing to accept the obligations implied in a service center.

The clerical duties to be assigned and the extent of the training program will be determined by the established basic routines.

The non-professional personnel assigned to the service centers should be selected for their maturity of judgment and their desire to work with young adolescents. As stated above, a careful analysis of all non-professional obligations should reveal the scope and ultimate contributions of the well-qualified lay person; their abilities and talents should be utilized as they are in all well-organized business organization.

The policy of assigning student assistants to the service centers should be based on the offering of desirable educational experiences for the student—experiences in
rendering service, in attaining vocational proficiency, and in building maturity and insights.

Duty assignments should be accomplished through teaching, training, and continual guidance. It should be kept in mind that the assignment of students to service duties merely as a means of getting work done is poor educational practice; the ultimate aim should be education and the development of the young person's individual potentials and growth.

VIII. Determination of the extent of the teaching program for the first year of operation.

The instructional program of the Learning Resources Center must be directed toward teaching young people how to use the tools and materials for learning, and how to select the most effective media for the assignment.

During the early phases of the development of the library as a learning resources center, the instructional program will have tremendous significance for the success of the operation. It should, therefore, receive primary consideration.

It is suggested that the teaching of library skills be assigned to one librarian as a primary responsibility for development as an integrated program. To be meaningful, these skills of selection and usage should be taught within the scope of a subject, such as English or social studies. This procedure implies that the librarian-teacher is a
member of a teaching team and should have a definite teaching assignment with that team.

IX. Establishment of policies regarding the extent of services to the subject-oriented study centers.

Responsibility for the three study centers that are scheduled for the high school should be under the direction of the school administration and the department heads. Services to these centers for loan materials, bibliographical assistance, reference in resources usage, and consultation in learning problems will be a responsibility of the Learning Resources Center personnel.

It should be made clear to teachers and students that the subject study centers are not intended to be small, decentralized libraries and that Learning Resources Center materials and services are to be distributed to these centers for temporary use as they are needed to support units of study, not as permanent possessions.

X. Development of procedures for publicizing books, materials, and services to teachers and students.

The Learning Resources Center will be a new concept in library operation, so it is essential that many means of communicating the resources and services to both students and teachers be employed.

The most far-reaching techniques for publicity will be through the classroom contacts and individual student guidance. However, other means should be conceived to
stimulate the interest of students and teachers on a continuing basis. Displays, exhibits, posters, bulletin boards, photographs, book marks, folders, hand-outs, the school and the community newspaper should all be thought of as a means of reaching both students and teachers.

Techniques of using the display facilities in the Learning Resources Center to feature the achievements of students and faculty within the school should not be overlooked. Arts and craft work, publications, poetry, writings, club activities, and individual hobbies all provide opportunities to arouse interest in the Learning Resources Center. These same techniques could very well be used to feature the above interests of the adults in the community as a means of establishing effective school and community relations.

XI. Establishment of evaluation procedures.

The development of the project toward the Learning Resources Center concept of operation must include procedures for evaluation of the management and services. Regardless of the training and background of the professional librarians and the audio-visual director, they will have few guidelines with which to direct the overall operation. Feedback will, therefore, need to be frequent if they are to be able to direct the program with confidence toward its goals.
Critical evaluation implies suggestions for improvement. The school and Learning Resources Center administrators should be alert to recognize and modify those routines or operational services which impede success in achieving stated goals.

Failure to establish a procedure for continuing professional evaluation will subject the project to an operation based on guess-work, unfounded opinion, or defensive attitudes—and the possibility of limiting the Learning Resources Center to the narrow, unsophisticated library operation of the past.

Opportunity and challenge for the future. Criticism has been sharp and frequent that the librarian herself has been the impediment to the development of libraries into modern learning laboratories. That the professional school librarian has resisted change is a common diatribe of the advocates of the learning resources center. It should be pointed out to these critics that the Knapp Projects in Library Development were conceived by librarians to demonstrate possible achievements in educational services, provided that the quantitative needs are available. The outcomes of the Knapp Projects have proven that meager budgets, limited facilities, narrow concepts, failure to adopt realistic goals, and fear of appraisals by professionals
other than librarians will continue to condemn the library's contributions to the mere "fringes of education."

The modern, well-trained school librarian stands ready to become involved in the total educational processes and to assume responsibility for curriculum development and learning processes. Rufsvoldt (30) states very aptly that the school librarian has always been involved with learning processes—that the library has always been a learning center. Our past heritage of dedication to the student needs only to be adapted by the imaginative and courageous librarian to new and challenging situations—the same challenges with which teachers and administrators are confronted in the new theories about the processes of learning.

This study of the facilities at A. C. Davis Senior High School reveals many factors in the past operation of the library, any one of which would have negated the possibility of organizing a learning laboratory concept of operation—deficiencies in quarters, facilities, materials, equipment, and staff. The administrators of the district and the school have made serious efforts to eliminate these negating factors, and they look to the development of excellence in future library services. With a forward-looking concentration on the total library program in the district, there is now a prime opportunity to initiate a program of innovations that could make A. C. Davis Senior High School
an outstanding learning resources operation in this area.

As Ellsworth puts it so succinctly:

... its past lies in its future. So little attention was given to school libraries prior to the 1960's, and the nature of that which was given was so uncritical and unsophisticated, that there is no solid record of research and scholarship upon which to base an analysis. At best one is forced to speculate on background factors and to project, from current developments, lines of future developments (11:1).

Only limitations in imagination, fear of innovation, failure to evaluate, adapt, or change policies and routines on the part of all persons involved in the management and administration are likely to be the inhibiting factors to the eventual success of the operation.
CHAPTER V

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

The purpose of this two-year study has been to explore the factors involved in the planning, organization, and operation of a senior high school library which is to function as a learning resources center. The library facilities under construction at A. C. Davis Senior High School were studied in detail, and the curriculum philosophies, educational specifications, auxiliary district services, and student population at this school served as the bases for the proposed program of development.

The procedures of this study were to make first-hand observations of the organization and actual functioning of the present A. C. Davis Senior High School and to assess the feasibility of establishing a learning resources center operation in the new quarters. In addition to serving as one of the two librarians at the school, this writer has studied the current literature related to such projects. At the same time, personal contacts with the planning and supervisory personnel of District 7, study with a limited number of media specialists, experiences gained from attendance at a workshop dealing with the subject, attendance at professional district and regional meetings, and visitations
at school operations of similar size which are now functioning as learning resources centers in Washington, Oregon, and Utah were included as means of gaining insights and experiences related to the study.

**Implications of the study.** As a result of this study program, it is believed that realistic proposals for library services of the type explored must be conceived within the framework of the actual operational situation: the stated or anticipated school facilities, the student and teacher population to be served, the goals to be achieved, and the quantitative standards of the budget, staff, materials, and equipment which have been achieved. To do otherwise will ignore those variables which make each school program unique. This statement is not to infer that goals and standards should not be established, but to be meaningful they must be related to the management problem at A. C. Davis Senior High School. The study of the literature and the observations of other operations of like nature provided guidelines and insights into program possibilities, but these then had to be re-assessed in terms of their feasibility of operation in the given situation—the above-mentioned high school.

One implication resulting from this study is that the school philosophy and the curriculum content must be the basic considerations around which a realistic program of a learning resources center can be conceived. Therefore, the administrative philosophies, the long-range educational
goals, and the new library quarters were studied in detail.

Cautions in the literature and experiential advice from persons who were and are actually involved in resources center functions made three specific recommendations. These are (1) that specific policies and procedures be developed prior to the actual initiation of the center, (2) that the schedule of proposed services be outlined, and (3) that staff size and assignments be designated.

The second implication resulting from the study is that both the school administrator and the learning resources center staff must establish specific goals for the initiatory as well as the long-range developmental program. The literature emphasizes systematic adherence to stated goals. Failure to be mindful of the long-range objectives, as well as the current problems, tends to obscure the aims and purposes of the services center. Furthermore, the long-range program should be stated in terms or phases which can logically be achieved in first-, second-, and third-year steps. Only by concentrating on defined achievable tasks can the overall program be accurately assessed.

A third implication derived from this study is that a functionable learning resources center is dependent upon the willingness of the teaching staff to adopt the multi-media approach to the learning situation. Therefore, it is recommended that the school administration and the Learning
Resources Center staff establish a continuing in-service training program for those teachers who have not had wide experience in the use of many materials and devices which aid the teaching function. The wisdom and tact with which this phase of the developmental program is managed will influence the extent and the acceptance of the entire program. The concept of the learning resources center is to make available to both teachers and students broader avenues of approach to learning through the provision of both materials and services. Inability or hesitancy to make profitable use of the available resources will nullify purposes for initiating the program.

II. RECOMMENDATIONS FOR FURTHER STUDY

Proposals in this study for innovating the learning resources center concept at the school level have been projected from the standpoint of a program toward excellence in services to teachers, staff, and students.

As stated by Ellsworth (11:1), there is little actual research upon which to base scholarly analyses of the effect of the learning resources concept upon both learning and teaching. The staff who will be involved in the management of this school-level center will have excellent opportunity to contribute to library literature by continuing analyses and studies of various phases of the program. There are
five areas in the proposed program which lend themselves to further study and research:

1. Are there significant effects upon the learning attitudes and achievements of the high school students when they are provided the opportunity to select a number of non-book materials in their assignments?

2. What is the effect upon the rate of the school library circulation when both book and non-book materials are made available to both students and teachers?

3. Does the availability of non-book materials for study increase or decrease the use of the book materials?

4. To what extent would the students, teachers, and the adults in the community use the learning facilities if the Learning Resources Center were to make its resources available during evening and Saturday hours?

5. Is there a definite composite of characteristics of personality traits, experience, and formal training that could be used as a reliable selective device in the appointment of librarians and audio-visual specialists in the learning resources centers?

6. What is the range of non-professional technical, mechanical, and routine duties that can be assumed by the lay person in the Learning Resources Center?
BIBLIOGRAPHY


