

and still take care of groups in our library," further ideas from Dr. Briggs may reassure and challenge:

You can't have a bad school if you have a good library and a "live" librarian. In fact, if a choice must be made, better a good librarian in a substandard library than a quantitatively "superior" library kept by a guardian of the portals. Essential qualities for the school librarian include compassion and the ability to relate to others.

This, then, is the new-image school library: one that is staffed by a "live" librarian who sees his role as central to the the purposes of the school, who has the ability to relate to pupils and teachers, who is responsive to the constantly changing, ever-growing demands of the school program.

Prescriptions won't bring such libraries into being. They don't result from "so many" books, "so many" filmstrips, or other specified quantities of things. But *people* can, and do, develop good school library programs. As Paul Witt has said, "programs are mainly people."

POSITION PAPERS ON THE SCHOOL LIBRARY PROGRAM

1. American Association of School Librarians. STANDARDS FOR SCHOOL LIBRARY PROGRAMS. Chicago: American Library Association, 1960.
2. American Association of School Librarians. Knapp School Libraries Project REALIZATION: THE FINAL REPORT OF THE KNAPP SCHOOL LIBRARIES PROJECT. Editor: Peggy Sullivan. Chicago: American Library Association, 1968.
3. Henne, Frances. "Learning to Learn in School Libraries," SCHOOL LIBRARIES, 15 (May, 1966), 15-23.
4. Kuhn, Doris Young. "The School Librarian — Catalyst for Learning," SCHOOL LIBRARIES, 17 (Winter, 1968), 9-14.
5. STANDARDS FOR SCHOOL MEDIA PROGRAMS. American Association of School Librarians and Department of Audiovisual Instruction. (In preparation, 1968)

THE LIBRARY AND INDIVIDUALIZED INSTRUCTION

by

ELLEN W. DAY

(Editor's note: When we asked Mrs. Day to state her ideas about the kind of library program it takes to support a school designed for individualized instruction, she replied to the effect that who was she to tell people "how to do it good" in their own schools. But we think she has a worthwhile message).

What happens in the library when the emphasis in the school is on individualized instruction? Is there a difference in services to pupils and teachers? What types of demands are there upon the collection, on the facility itself? What is the librarian's role?

A school program does not grow from the library out to the classrooms. Rather, the program should develop from the demands of the classroom to the library. The function of any library is to *serve* its patrons. A school library succeeds or fails on the ratings of worth given it by pupils and teachers. It should be impossible to discuss the library program in isolation from the instructional program. The two cannot be divorced.

If the effort in a school is to implement an individualized instructional program, there are logical consequences. Teachers who are committed to this approach to teaching do not regiment their students. The students are not tied to the lecture or text of any one teacher or any single material. In a positive manner the uniqueness of each pupil is recognized. His distinctive learning style is analyzed. His social skill and maturity are considered. His individual achievement is assessed. In any class population it is obvious that some require more readiness activities, some require manipulative aids, others have a high degree of skill in symbolic translation. The teacher diagnoses and prescribes accordingly.

Therefore, the teachers in this type of program are committed to all types of resources. Seldom do they pull together their entire class and lecture. Inquiry, discovery, research methods with emphasis on small group and individual investigation are the most used teaching styles. The teachers direct a meaningful use of materials. They do not force feed all students in a "lock-step" approach. Individualization of instruction demands diversification — diversification of level of materials and of the material itself.



In classroom demands teachers will have freed the student to obtain necessary information and experience from many sources besides the adopted text.

The freed student must come to the library. How does the library meet his needs? First of all it welcomes him. The atmosphere, policies, and procedures within the facility can discourage or encourage use. Provisions should be made for the free movement of pupils in and out. Scheduling of classes must be flexible. No group should ever have exclusive occupancy of the facility. Never should individuals or small groups be denied access. Ideal conditions would provide wet and dry carrels for the single student, carpeted areas for large sprawling groups, chairs and tables arranged for committee work away from the general flow of traffic. Earphones and small viewers should be provided for private investigation.

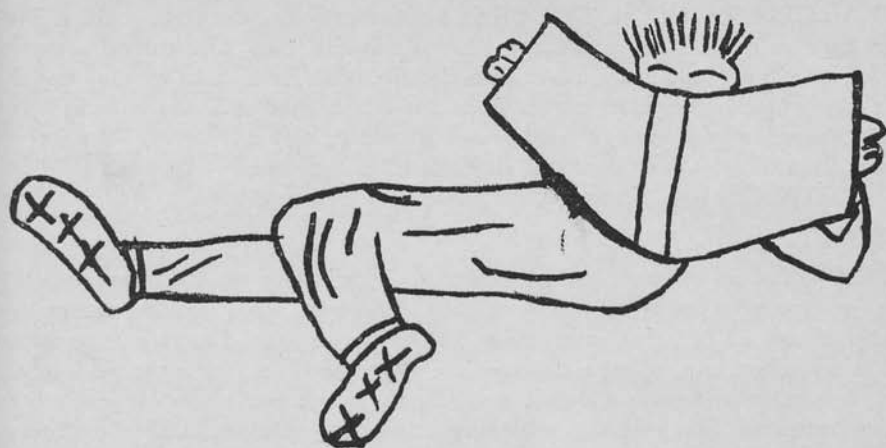
But this is not all essential. Just be sure to make way for people! They are most important in the library. Let them know it. Take out tables, chairs. Pile things on top of things if you must. Students have a desk somewhere in the school; if space is limited in the library itself, they can always take their library materials back there. The library is the distributing center, the inventory source, the organizer for materials. It need not house them all; in fact, this would be undesirable. Large classroom collections (changing ones) are needed close at hand for in-depth exploration. Possibly a really effective library would have empty shelves: everything would be in the hands of the consumer.

A Self-Service System

The library can provide for easy flow of students and yet service classroom groups too. One way is to use a self-service system. Library personnel are too valuable a resource tied to a circulation desk. Neither should student librarians carry this burden. Bright capable students cannot be shackled to clerical duties. In an individualized program they are occupied, not waiting for others to catch up. It is a relatively easy thing to teach each pupil to stamp his own card and date due slip. With a system such as this it is possible for students to attend to their own business and go their way. Library staff members are free to be consulted and assist in a more professional way.

When classes are scheduled they do need priorities. They should have priority on the librarian's attention as well as priority on materials and equipment. Teachers know their students, the librarian the materials. Together they plan an effective scheduled period. Class groups need always to be accompanied by their teacher. This is a teaching situation, not "break" time. "Story hour" is a valid library activity, but also a limited use of the library. A good place for it is in a large group situation. Two or three classrooms together in a large area can enjoy such a program collectively. It is good to leave library hour free to explore unique interests and enthusiasms. The committed teacher has motivated and fostered this attitude; the library must service it.

Trust the student to select his own materials. Adults often read superficially, largely for escape and recreation. Children should be allowed the same privilege. Also, the reverse is true. No one should be compelled to digest everything. Plenty of books are of interest solely for the pictures. Some students have few real enthusiasms, and curiosities are seldom aroused by materials in a drawer or back room. For this reason, filmstrips and their hardware should be handy, visible, and usable. Entice the consumer as does any good merchant. The library also has a responsibility for motivation and catalytic action. Always the classroom and the library must complement each other.



Students have more responsibility for their own learning in an individualized program. They must be allowed to assume it. Any child can be taught to thread the filmstrip projector for himself. The same is true of record players, combination sound filmstrip viewers, 8 mm. projectors, automatic slide projectors, microscopes. It needs to be understood that all things are consumable and were purchased with these specific students' needs in mind. They will too soon be obsolete, in any case. The faculty is encouraging independent action; so must the library.

It is really no overwhelming task to teach a school population how to run all the gadgets. They've been reared in a gadget age. Who tunes the TV set best at your house? Buddies teach buddies. Older children love to help younger. If anyone is in difficulty, it is usually quickly apparent and if they have been encouraged to feel secure they will not hesitate to call for assistance. Accept the responsibility for damaged equipment and materials. The initial instruction was not enough or the supervision was ineffective. Never penalize a user. Fines, threats, blame defeat the library's objectives.

This effort to make learning more related to each child's need and unique experiences compels more varied materials collections. Common experiences need to be gained and developed. The need for more concrete, less symbolic materials has been recognized. The sound filmstrip and sound Super-8 mm. cartridge films are examples of attempts to reach the print-threatened child. The manipulative aid reaches and teaches too. Provision must be made for all learning styles. Kinesthetic materials can easily be overlooked and are messy to inventory, but an individualized approach requires them. Put felt boards, magnetic picture forms, geometrical forms out in the main area to be discovered. If they warrant purchase with school funds they warrant inventorying and cataloging for meaningful use. A good abacus should not be allowed to get lost in some remote closet. Teachers and students need to be reminded of this resource under the card catalog subject heading "Mathematics" and a method for its circulation provided. Everything needs to be selected with an eye as to whether a student can use it on his own.

Books — Core of Any Collection

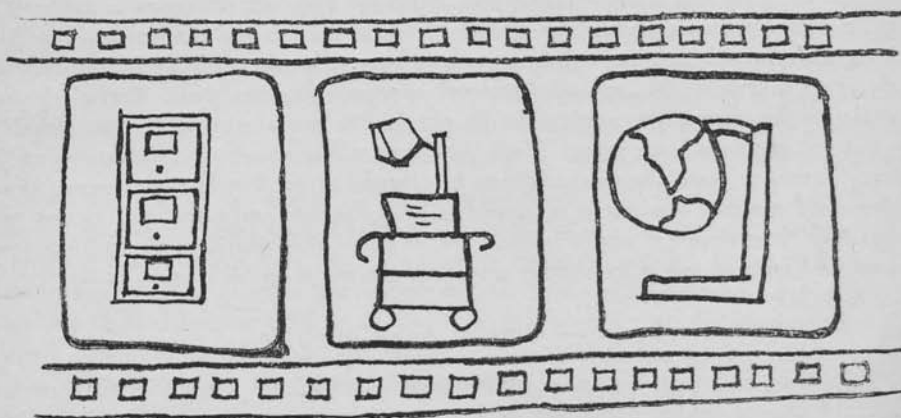
There must be lots of books — informational, recreational, inspirational. Books are the core of any collection. Magazines and newspapers, too, are essential — from NA-

TIONAL GEOGRAPHIC to TV GUIDE. Let students clip, work the puzzles. They'll never learn to treasure or even know what is inside if their first natural response is killed. Microfilm is saving it all; a million libraries don't have to. In musical recordings don't ignore fine contemporary music. These are today's children living in today's world. If the Beatles are good enough for Leonard Bernstein, why not for our libraries? Programmed materials — both texts and all kinds of gadgety ones — keep the child going and learning on his own. Some of these particularly lend themselves to student-produced materials.

All kinds of student contributions need to be in the library too. Circulate booklets and language experience papers written by children. Sandpaper, wood samples, strange stones, a lump of coal all in a box satisfy some kinesthetic longings. Dramatic play materials such as a sandbox, clay, puppets, costumes can all be available. Play is the work of childhood. Remember to include a United States jigsaw puzzle and a Scrabble game. Science inquiry materials like magnets, stethoscopes, simple machines fulfill the "concrete" specifications of some children. Growing things and "smelly" things should not be overlooked. A turtle, a rabbit in his cage waiting to be checked out, are not impossible. A flower bulb coming to life in some gravel, a real fresh pineapple — all bring the real world closer.

Library skills are taught as the student exhibits the need or desire to acquire them. Starting each school year every class needs an over-all orientation. After that any library skill can be taught as a natural outgrowth of need and demand. Student time is too valuable to be wasted in frustrating research. Librarians need to assist in any possible way. Sometimes all it takes is a pointed finger to locate the bird books. Pupils learn most often by example, not by directions. As they peer over a shoulder, it is easy to explain just what steps are being used to locate their request. All students do not need to be trained reference librarians. The objective is to let them know what is available in the library and to get material and student together. Sophisticated research skills are developed through need and desire. Through individualization teachers do their best to motivate both. The library and staff serve this demand.

Not only the students need help; teachers can use every bit they can get. Theirs is the crucial task in the schools. Every bit of support and aid should be theirs. Because of the nature of the individualized approach, elaborate preplanning often gets sidetracked.



Flexibility of everyone involved is an essential characteristic. The library must accommodate itself to the classroom's philosophy of striking when the iron is hot. Aroused curiosities should not be compelled to wait until next Thursday at 10 o'clock for their answer to burning questions. The answer to the question *now* is the important thing, not the retrieval system (which is changing drastically, from year to year). Let children learn what to ask for and what services they can expect; this is the only way to develop users, consumers, patrons of a library.

The librarian needs to be an active participant in teacher planning. As a media specialist her suggestions can be most helpful. Equally important, she needs the feedback. Brief visits to the classrooms to view displays or listen to committee reports are invaluable helps to her in evaluation and selection. She needs to be aware of what pupils and teachers feel to be top purchasing priorities. She must know the curriculum and their approach to it.

In summary, the school library services to pupils and teachers in an individualized instructional program should not really be too difficult. Certainly, though, there are demands from this style that must be met. There are materials and services to meet all needs. The ideal library is administered to allow all to take maximum advantage of its resources and services.

"WHERE THE ACTION IS"

The examples which follow are samplings from school library programs in action and reports of significant developments at national and state levels.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

The new STANDARDS FOR SCHOOL MEDIA PROGRAMS, prepared jointly by AASL and DAVI, were approved by both organizations in the spring and are now in process of publication. REALIZATION, the final report of the Knapp School Libraries Project, is a major contribution to the literature on school library services to pupils and teachers, reporting and evaluating approaches pioneered in the Knapp Project demonstration school libraries. It's *must* reading for librarians, teachers, administrators; have you ordered your copy? Both publications are cited elsewhere in this issue. In the July-August 1968 issue of ALA BULLETIN, "Memo to Members" announces the appointment of Robert N. Case, formerly school library consultant, Ohio Department of Education, as director of the School Library Manpower Project (see NORTH CAROLINA LIBRARIES, Spring, 1968, p. 90). As these examples show, we have a high order of leadership in our national professional associations.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

We've come to take it for granted that state leadership in North Carolina, under the direction of Cora Paul Bomar and the staff of the Division of Educational Media and ESEA Title II, is out in front, finding and creating new opportunities and new sources of support for school library development. A major contribution with tremendous impact has been the demonstration school libraries program supported by grants from Title II of the Elementary and Secondary Education Act (1965). Further directions and di-