Lincoln School: Evaluation of Learning Resources and Five-Year Plan for Improvement

Gilbert Dale Hanneken

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LINCOLN SCHOOL--EVALUATION OF LEARNING
RESOURCES AND FIVE-YEAR PLAN FOR IMPROVEMENT
(TITLE)

BY

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I. INTRODUCTION

THE COMMUNITY--MATTOON, ILLINOIS

Mattoon is a small city of 5.24 square miles located in Coles County in Central Illinois. It is surrounded by a rich farming area and is accessible to the large metropolitan areas of Chicago, 175 miles to the north, of St. Louis, 130 miles to the southwest, and of Indianapolis, 130 miles to the northeast.

Mattoon has a population of 19,681. (1) It is a predominantly white, native community, and this fact contributes to the conservative nature of the community.

According to 1974 publications of the Mattoon Association of Commerce, the labor climate of Mattoon can accurately be described as excellent. The total employed in the Mattoon--Charleston area is 25,350 persons. Of this number, 13,350 are employed in non-manufacturing, 6,975 are employed in manufacturing, 2,350 are engaged in agricultural endeavors, and 2,675 are employed in other areas, including self-employed, unpaid, and domestic workers. The
median earnings of a male, sixteen years old or over, is $7,664 and the median earnings of a female of the same age is $3,407.

Mattoon has a well diversified group of eighteen industries. Four of the major industries and most of the smaller industries are non-unionized, and remain as community industrial interests. The 1972 assessed tax valuation of Mattoon, Illinois, was $61,839,400.

The Mattoon Association of Commerce states that the educational opportunities of the Mattoon area are extensive. Mattoon Community Unit #2 includes nine elementary schools, two junior high schools, and one high school. There is one parochial elementary school. Vocational training and adult education are offered at the Mattoon Area Education Extension Center. At this facility, adults may not only continue their education but also earn a high school diploma through the GED program.

Higher education opportunities are varied in the Mattoon area. Lake Land Junior College was established in Mattoon in 1966 and is currently completing phase II of a $15 million total project. The students and faculty of the Class I Junior College number approximately 3,000. Three major universities are within a fifty mile radius of Mattoon. Eastern Illinois University is ten miles east of Mattoon in Charleston, the University of Illinois is forty-three miles north to Urbana, and Millikin University
is located at Decatur, forty-three miles to the northwest.

The Carnegie Public Library of Mattoon offers library services to the community and contains approximately 41,500 volumes which are circulated at a rate of about 126,000 volumes per year. The Public Library also contributes to the community by sponsoring summer reading programs in the children's and teenage department and by striving to correlate their collection with the curriculum of the schools. The library of Lake Land Junior College is also open to any resident of the Junior College District and offers over 25,000 volumes.

Mattoon is a growing community with an increasing number of industries, possibilities for employment, and opportunities for education. It would appear that a quality community must have quality educational offerings for its youth. It was the striving for attainment of higher quality education that led to the undertaking of this study.
PURPOSE

The purpose of the study was to evaluate the total learning resources currently available to and owned by Lincoln Elementary School in Mattoon, Illinois, and to prepare a five-year plan for the development of a learning resource center at the school which meets the standards recommended by the Illinois Office of the Superintendent of Public Instruction, by the Southern Association of Colleges and Schools, by the American Library Association and National Education Association.

QUESTIONS

1. What library and audio-visual materials were available for use by personnel and students of Lincoln Elementary School?

2. By what means were library and audio-visual materials made available for use by personnel and students of Lincoln Elementary School?

3. What learning resources, owned by Lincoln Elementary School, could be used as a beginning collection for the proposed learning resource center?
4. According to recommendations set forth by Phase I of the Illinois Office of the Superintendent of Public Instruction, by the Southern Association of Colleges and Schools, and by the American Library Association and National Education Association, what additions, if any, needed to be made to the Lincoln Elementary School existing resource collection to bring the collection to current standards for learning resource centers for elementary schools?

5. What changes and improvements were necessary in staff, learning resources, physical facilities, equipment, and furnishings to implement a five-year plan to develop a learning resource center in Lincoln Elementary School, Mattoon, Illinois?

DELIMITATIONS

1. This study and resulting proposal concerned only Lincoln Elementary School, one of nine schools in the City of Mattoon, Illinois.

2. The basis for adequacy of an elementary school learning resource center was limited to current recommendations.
by the Illinois Office of the Superintendent of Public Instruction, by the Southern Association of Colleges and Schools, and by the American Library Association and National Education Association.

LIMITATIONS

1. The accuracy of the data was dependent upon the accuracy of school records, the accuracy of reports submitted, and the accuracy of the knowledge and perceptions of those persons interviewed.

DEFINITION OF TERMS

Learning Resource Center--A centralized, staffed storage facility in a school of all printed and non-printed materials for easy accessibility by personnel and students of that school.

Unit Learning Resource Center--A central, unit location for the learning resources owned by Mattoon Community Unit District #2. These resources were available to the staff
of the district on a borrowing basis.

Unit Librarian--That employee of Mattoon Community Unit District #2 who, along with the Media Specialist, was head of the Unit Learning Resource Center. The Unit Librarian had the responsibility for the printed materials of the district.

Media Specialist--That employee of Mattoon Community Unit District #2 who, along with the Unit Librarian, was head of the Unit Learning Resource Center. The Media Specialist had the responsibility for all non-printed materials of the district and was the director of audio-visual services.

American Library Association (ALA)--A major library association dedicated to progress in library services.

Southern Association of Colleges and Schools (SASC)--An association originating in the Southern states which was dedicated to the betterment of libraries and library services.

Office of the Superintendent of Public Instruction (OSPI)--The executive department of education for the State of Illinois.
National Education Association (NEA)--A national association of educators which strive for improved education.

METHODOLOGY

1. A report was made by and an interview was conducted with the Media Specialist and Unit Librarian to determine services and resources available to Lincoln Elementary School through the Unit Learning Resource Center.

2. A report was made by and an interview was conducted with the principal to determine enrollment, staffing, curriculum, and philosophy of Lincoln Elementary School.

3. Through a report by and an interview with the part-time library aide, physical facilities, materials, and library services and staff of the present Lincoln Elementary School library was determined.

4. A classroom-by-classroom inventory was conducted by the examiner to determine the total resources owned by and located in Lincoln Elementary School.

5. Interviews with the business manager and Unit Librarian
were conducted to determine the present budget for Lincoln Elementary Library to help determine what funds would be available for the proposed program during the next five years.

6. Copies of the standards for elementary school libraries were obtained from the Southern Association of Colleges and Schools, the American Library Association and National Education Association, and the Office of the Superintendent of Public Instruction and were used in evaluation of the Lincoln Elementary School library.

7. A questionnaire was sent to all classroom teachers concerning the uses and services provided by the present library of Lincoln Elementary School.

8. A chart was prepared for comparing the Lincoln Elementary School library collection to the standards of the Southern Association of Colleges and Schools, the American Library Association and National Education Association, and the Office of the Superintendent of Public Instruction.

9. An interview with a private contractor was conducted to determine the approximate cost of renovations in physical facilities of Lincoln's library.

10. A year-by-year proposal was constructed for the es-
establishment of the learning resource center for Lincoln Elementary School to meet the recommended standards utilized in evaluation. The proposal included budget, physical facilities, learning resources, staff, and equipment and furnishings for each year.

11. A total cost of the five-year proposal was estimated through consultation with various catalogs, contractors, and the business manager of Community Unit District #2.

12. Drawings of the present school library and the proposed learning resource center were made.
II. RELATED LITERATURE

Children and young people now in school were born into a world virtually revolutionized by atomics, electronics, technology, a vastly increased population, and a rapidly expanding body of knowledge. All people need to understand and cope with the world in which they live, but the children and young people will be the ones to draw most heavily on the vast body of knowledge which man is accumulating. From the maze of information produced both for public consumption and for the countless specialized areas in the world of work, they will need to be able to understand, evaluate, draw out, and use that which is necessary and pertinent to their purposes. No one will really be able to find his place in this "new" world without considerable skill and ability in the use of information. (2)

According to The Illinois Program for Evaluation, Supervision, and Recognition of Schools from the Office of the Superintendent of Public Instruction, one of the major disseminators of this vast body of information to the school child is the school library. Children at the elementary school
level have as great a need for materials as students at the secondary level. Modern innovations in education have increased the necessity for a variety of materials to be available to both children and classroom teachers. Reading habits are formed in the elementary years and critical thinking is being learned through the use and evaluation of materials. (3) It is a disservice to deprive children during these formative years of the opportunity to use the wealth of materials available through a good school library program.

The purposes of the elementary school library as stated by Margaret L. Brewer and Sharon O. Willis in The Elementary School Library are "...to contribute to the attainment of the greatest achievement with the abilities of every child in self-realization, human relationships, economic efficiency, and civic responsibilities; to aid teachers and administration in curriculum planning and development; and to provide for the proper storage, classification, and cataloging of all materials." (4)

The objectives for a school library as stated by the American Library Association and National Education Association are:

1. Participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents, and other community members.

2. Provide boys and girls with library materials and services most appropriate and most meaningful in their
growth and development as individuals.

3. Stimulate and guide pupils in all phases of their reading so that they may find increasing enjoyment and satisfaction and may grow in critical judgement and appreciation.

4. Provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes.

5. Help children and young people become skillful and discriminating users of libraries and of printed and audio-visual materials.

6. Introduce pupils to community libraries as early as possible and cooperate with libraries in their efforts to encourage continuing education and cultural growth.

7. Work with all teachers in the selection and use of all types of library materials which contribute to the teaching program.

8. Cooperate with other librarians and community leaders in planning and developing an overall library program for the community or area. (5)

it was the belief of James A. Boula that the explosion of knowledge and growth of technology had greatly expanded the concept of the school library. He stated that educators recognize that teaching from textbooks alone does not provide
an education which will adequately prepare today's youth for life in this highly technical world. Within the last five years, growth in the establishment and expansion of school libraries as in instructional materials centers has occurred at all levels at a tremendous rate. (6)

According to Palovic and Goodman in The Elementary Library in Action, no longer does the elementary school library only circulate books and act as a storehouse for audio-visual equipment and perhaps a limited supply of flash cards and other media. These are no longer just checked out for classroom use and returned to the library for storage. (7) "The time has finally arrived when the library also has become a user of these and other materials for instruction, story hour, and general use." (8)

It was the belief of Marie Grieco that an audio-visual center today is looked upon as a permanent part of the elementary school library. Checking out records and other audio-visuals to children is the practice followed in schools with sufficient funds to maintain such materials. Although printed books or those on microfilm may continue to be the core of the library, such materials as records, filmstrips, transparencies, and other multi-media are becoming an essential part of the collection used both in the classroom and in the library. No one medium is necessarily the best. Children react differently and learn according to their own makeup. So, having media available will serve to meet these different
minds and individual needs. (9)

The elementary school library, as seen by Brewer and Willis, has as its responsibility to assist the school system in providing the best education for the youth of the school. This goal is accomplished by supplying the students and the teachers with the best possible information available in books, other resource materials, and/or services of the librarian and library. The library enables them to achieve competencies and adjustments in personal, social, civic, and vocational living. (10)

They further indicated in The Elementary School Library that the school administrator will find it wise to coordinate the various instructional, curriculum and multi-media resources through the elementary school library. If the library is providing films, filmstrips, recordings, tapes, pamphlets, pictures, and their servicing, then these materials must not only be cataloged, but they must be arranged and housed in physical surroundings that make use of them easy and inviting. (11)

The responsibilities of the school library administrator are multitudinous. He must see to it that all kinds of materials are carefully selected, ordered, organized, and made available for use. However, these responsibilities are the means to a greater responsibility: the best possible use of the library materials and services to meet the goals of the local school.
According to Helen E. Saunders, the factors to be considered in making up the educational specifications for the library are: the purposes of the library and the services to be offered; location; physical requirements in relation to its services; people to be accommodated; kinds of space needed; furniture and equipment; provisions for sound control, lighting, heating, and ventilation. (12) In discussing these specifics Saunders also said that some provisions for all of these facilities are necessary even for the library in a small school of two or three hundred students, when the school has the concept of the library as necessary for excellence in teaching and learning. (13)

One of the most remarkable changes in elementary education during the sixties and early seventies, as discussed by Marie Hossoff, was the extraordinary increase in the number of schools providing self-administered library service for the first time. Apparently the school library is an indispensable unit in any school, regardless of its educational philosophy. It serves as an instrument for enrichment, student guidance, and escape from the formal atmosphere of the classroom. It becomes a workshop, a center for research, for independent study, inspiration, and communication. (14)

The Illinois Program for Evaluation, Supervision, and Recognition of Schools from the Office of the Superintendent of Public Instruction stated, "Although some schools are providing good library service and have reached the top of
these standards in several aspects, others have made little or no progress in using the numerous and desirable educational materials available today." (15)

In a study made by the Board of Education and staff of Mark Hudson School, it was concluded that, in their schools, the existing pattern of media service to teachers and students should be changed. This school, at the time of the study, had a library which housed printed materials and a separate center for audio-visual materials. As they analyzed the situation, they found that the existing pattern of distribution of audio-visual materials necessitated a teacher-dominated use. Materials were rarely available for individual or small group use by students. At the conclusion of the study, the recommendation was made that both types of learning resources, library and audio-visual, be located in a centralized learning resource center. (16)

Paul Lorenze, principal of Glenfield High School, Glenfield, New Jersey, in another study, found that departmental control was divisive and inefficient. Departmental control of resources and instructional space was presenting problems for the total school utilization of space and resources. Lorenze was also very much aware of trends in education and believed that a unified media program would enable the school to develop individualized programming for students. He assumed that, if he carefully structured his moves, he could accomplish two things: the development of
a new cooperative focus by the total school staff, and an individualized approach to teaching through unified media program. (17)

Saunders advanced the philosophy that it is basic for all learning materials in a school to be under one administration. The fragmentation which takes place when textbooks are administered in one place, audio-visual materials in another, and printed materials in the library discourages the best use of all aids in learning. (18)

The Office of the Superintendent of Public Instruction of the State of Illinois urges the establishment of resource centers as will provide opportunities for the development of the child's individual capabilities to the highest level possible commensurate with his potential. Our children are the greatest natural resource of the state and must be adequately educated for a full life and for the benefit and improvement of our future society. (19)

Not only does the State of Illinois advocate the extended use of learning resource centers, but "increased activities at the national level support expansion of instructional materials centers for all grades." (20)

A recent, comprehensive study published by the United States Office of Education indicated that of schools with library services, (but not necessarily with librarians), 38 per cent were served by a centralized unit or community collection, 50 per cent by classroom collections only, and 12 per cent by a school library. Only 28.89 per cent of
the elementary schools were served by librarians.

Below are pertinent findings reached from this study:

1. In the school library collection as compared with the other two categories (classroom collection and large central collection), accessibility of resources and activities was judged by faculty and jury to be superior. Organization of materials was also rated superior in comparison.

2. The measure of the collection of materials differentiated clearly in favor of the school library category in its evaluation of the quantity of materials and in the quality of materials provided in the four selected areas: magazines, reference books, records, and filmstrips.

3. The measure of accessibility of resources and services differentiated clearly among the three library categories and in favor of the school library category.

4. The measure of the degree of mastery of library skills, relating directly to the instructional purposes of the library program, differentiated among the three categories in favor of the school libraries.

5. The measure of the amount and quality of reading provided substantial differentiation in favor of the school library category, on the basis of the amount of reading. (21)

Mary Virginia Waver summarized that whatever form the
soul-searching regarding the education of youth may take, sooner or later is has to reckon with the adequacy of the library resources in its schools. In the education of all youth, from the slowest learner in kindergarten to the most intelligent senior in high school, an abundance of printed and audio-visual materials is essential. (22) The Learning Resource Center, containing both printed and audio-visual materials, located in the specific attendance center best meets the needs of our youth and their educators.
III. FINDINGS

THE SCHOOL SYSTEM--MATTOON COMMUNITY UNIT DISTRICT #2

Mattoon Community Unit District #2 contains nine elementary schools (K--6), two junior high schools, and one high school. The district includes the city of Mattoon, Humboldt, Cooks Mill, and Trilla. (See the district map in the Appendix.)

Through publications of the Mattoon Association of Commerce, Community Unit District #2, and the Citizen's Advisory Committee, and interviews with various administrative personnel, it was found that the total enrollment of the unit is currently 5,538 students. A breakdown of attendance shows special education with 153 students, kindergarten through third grade with 1,438 students, grades four through six with 1,228 students, seven through nine with 1,420 students, and tenth grade through twelfth grade with 1,299 students.

The administration of Community Unit #2 consists of a Superintendent of Education, Assistant to the Superintendent of Education, Assistant Superintendent of Education,
and a business manager. The secretarial staff for the administration totals twenty-seven persons. The district employs six supervisors, consultants, and coordinators, eleven principals, eight guidance counselors, 245 regular classroom teachers, nineteen special education teachers, and a total of nine teacher aides.

Community Unit #2 has an educational philosophy as follows:

Our philosophy of education is based upon the premise that the welfare of the individual and the welfare of society are co-equal as the dominant aim of education in a democracy.

Learning is an everyday process in living. It is the result of all the daily experiences in which a child participates in his home, school, and community. It is the task of the school to help provide the experiences most worthwhile for the highest development and learning of all the people of the community.

Education is a continuous process from the cradle to the grave. Individual students vary in their development in all areas of learning. Teachers must begin their instruction where the pupil is in the learning process. A thorough knowledge of the pupils' home background, and all influential factors on pupil development is needed by the teacher in addition to status in subject matter. Pupil needs can then be supplied by teachers in cooperation with parents and other community agencies.

Education being life itself implies that the means necessary to accomplish our aims is continuously with us. Classroom experiences must be based on the pupils' personal and social problems. Children need the opportunity to imitate, experiment, and explore. Democratic procedures must be practiced in the school and classroom. Practice in correct habit formation is necessary so that courtesy, promptness, accuracy in work, honesty, industry, and personal cleanliness become part of the daily life process. (23)
Board policy and school philosophy are currently under revision so that this policy as stated may be changed in the near future.

Community Unit #2 endeavors to work closely with the community. In turn, it reflects the predominantly conservative views of the community. One such cooperative effort on the part of the school system and the community was the construction of the athletic center for the high school which was constructed entirely with volunteer funds and labor. The schools are utilized for community projects and meetings, and Parent-Teacher Associations are active in all attendance centers.

THE SCHOOL--LINCOLN ELEMENTARY SCHOOL

Lincoln Elementary School, one of nine elementary schools in Community Unit District #2, is located on 2.27 acres of land at 1200 South Seventeenth Street, Mattoon, Illinois. The Lincoln School district is bounded on the north by the center of Marshall Avenue, on the east by the center of 14th Street, and on the west by the Illinois Central Railroad tracks. The school district goes south to the Illinois Central Branch Line railroad tracks. The boundary follows the branch line tracks to the center of
Nineth Street and continues south on Ninth Street to the south line of the city limits.

Through a report by and an interview with Mr. Vaughn Woodall, principal of Lincoln Elementary School, it was learned that the school was built in 1912 when it consisted of two floors above ground and a basement. This included thirteen classrooms and a gymnasium. In 1954 an addition was added to all three floors at the north end of the building, adding two more rooms at each floor and making nineteen classrooms in all.

At the present time the building has an enrollment of 429 students with 165 of these being bussed from the rural areas. This makes an average class of from twenty-two to twenty-five students with one or two classes having twenty-seven students.

This school has handled as many as 550 students. Lincoln's enrollment has increased and decreased over the past years, maintaining now about the same enrollment as 1968.

1968--1969.....428 students
1969--1970.....438 students
1970--1971.....461 students
1971--1972.....461 students
1972--1973.....429 students
1973--1974.....429 students (24)

According to current trends, Lincoln's enrollment seems to be decreasing.
The principal reported that since the initiation of kindergarten in the 1970-1971 school year, kindergarten has been held in the basement of Lincoln, with a morning and afternoon class. First and second grades consist of two sections each, while all other grades through sixth have three sections. In the 1972-1973 school year the number of sections of first grade was reduced from three to two because of an enrollment drop. In 1973-1974 the enrollment did not drop further but did remain steady, causing a reduction in the number of second grade sections from three to two. The principal stated that gradually Lincoln will lose one section at every grade level.

At present, music is being taught in the classroom vacated by the first grade section. The former second grade room was made into the library and the old library room was made into a learning disabilities classroom.

Special programs at Lincoln Elementary School include vocal music, a twenty-five minute period a week for grades 1-3 and two such periods a week for grades 4-6, and instrumental music which is taught in the cafeteria on Fridays by the Jefferson Junior High School band instructor. The unit’s Reading Specialist visits the school every Friday to work with teachers and remedial students.

Lincoln’s staff consists of a principal, a secretary, seventeen regular classroom teachers, a half-time library
aide, a music teacher (responsible for two elementary schools), a speech correctionist (multiple schools), learning disabilities teacher (all elementary schools), a band teacher (responsible for four elementary schools), one full-time custodian, one half-time custodian, and three cooks.

The principal stated that the philosophy for Lincoln has been and, for the most part, still is the same as that of the unit. "Our philosophy of education is based upon the premise that the welfare of the individual and the welfare of society are co-equal as the dominant aim of education in a democracy. Learning is an everyday process in living. It is the result of all the daily experiences in which a child participates in his home, school, and community." (25)

Mr. Woodall further stated that he felt the educational philosophy and objectives of Lincoln School have been updated and revised through the years, but nothing has ever been committed to writing since the above statement was written. The exact date of the original statement is not known.
The principal reported that the teachers and students of Lincoln Elementary School have access to learning resources through two means: A) Mattoon Community Unit #2 has a Learning Resource Center which makes materials available and, B) the current library at Lincoln houses the materials owned by the school. Each avenue by which learning resources are made available to the staff and students of the school is discussed below.

A. Unit Learning Resource Center

Mattoon Community Unit District #2 has a system by which the majority of the learning resources owned by the district are housed in one central location and are available to the staff on a borrowing basis. According to the Media Specialist and Unit Librarian, the unit's learning resources are divided into two sections and are all housed in rooms in Armstrong Center, the special education center for the trainable mentally handicapped in the district. The books are included in one section of the Learning Resource Center and are the responsibility of the Unit Librarian. The other section of the Learning Resource Center contains the filmstrips, filmloops, records, and other visuals and is the responsibility of the Media Specialist for the district. Each school has a small
library which houses a small collection of books that have, on the most part, been purchased with Title II funds for the specific school. The junior high schools and the high school have larger libraries with full-time, certified librarians. The elementary school, however, have the smaller collections and non-certified library aides on a half-day basis.

A report made by and an interview conducted with the Unit Librarian showed that, as of May 1974, there were 16,941 books assigned to the Mattoon Community Unit #2 Learning Resource Center. A total of 5,037 books of the 16,941 assigned to the Learning Resource Center are never in the center except during the summer months because of a rotation system used by the district. This rotation system provides each classroom in the district the use of approximately thirty different library books for a period of a month. The books remaining in the center during the school year are used by teachers to supplement the curriculum. For example, a class may be studying Egypt. The teacher will contact the Learning Resource Center through his or her building's library aide, and books relating to this subject will be sent to the teacher for use in the classroom for approximately one month. (26)

The second section of the Learning Resource Center is the responsibility of the Media Specialist for the district. According to a report made by and an interview conducted
with the Media Specialist, the learning Resource Center contains 2,400 individual filmstrips, 200 filmstrips and 150 records used as sets, 17 filmloops, and 170 (K--12) films. Other materials housed in the Learning Resource Center and made available to teachers are 872 transparencies, 609 study prints, 144 charts, 216 pictures, 13 kits, 8 maps, and 20 record/cassettes. All of these materials are available to supplement classroom teaching. Teachers order through the building library aide with a check-out system for one week or longer, unless requested by another teacher in the unit.

The professional library is also the responsibility of the Media Specialist. This library is rotated on a monthly system to be used by teachers in the various schools. (27)

Mattoon also belongs to the Eastern Illinois Area Film Cooperative which, although it is not a part of the district's Learning Resource Center, is used extensively by teachers to acquire 16mm films for use in the classroom.

B. Lincoln Elementary School Library

Physical Facilities

Until the 1973--1974 school year the Lincoln Elementary School Library was located on the second floor of the building in a 24 x 26 foot room. The library had a single door entrance, two windows, and a seating capacity for twenty
students. The ceiling was fourteen feet high and the floors were hard wood.

Due to the decreasing enrollment, as shown by enrollment figures obtained from Community Unit #2, a larger room became available and the library was moved to a vacant second grade room which is centrally located on the second floor. The new library is approximately 26 X 31 feet with four large windows on the east wall and two entrances, one on the west side and one on the south side. On the west wall of the library are large bulletin boards with two aluminum display tables positioned in front of them. On the north end of the west wall is one of the four bookcases in the room. The card catalog, the record storage, and the other three bookcases are on the north wall. Along the east wall are the librarian's desk which is used as a check-out station, the typewriter, a file cabinet containing transparencies, a wire paperback rack, the "Swap Shop," a bookcase and file cabinet holding the Educational Developmental Laboratories (EDL) Controlled Reading filmstrips and folders, and the EDL cart and machine. The south wall includes one entrance, a blackboard, and a bulletin board.

The library contains six intermediate tables and two primary tables with a seating capacity for approximately thirty-two students. The new library has the same very high ceiling and a hard wood floor which tends to make the library very noisy. (See Diagrams A and B in the Appendix.)
Materials

Before the 1973-1974 school year and the movement of the library to the vacated classroom, the previous library, 24 x 26 feet, greatly limited the extent of what could be included in the library. The only type of instructional materials housed in the library was books. At the present time, only a few additional materials such as the transparencies and the EDL Reader and EDL materials have been added to the library's resources. Many materials are still kept by individual teachers in their classrooms.

Many of the learning resources or instructional materials that are available for use by the teachers are not kept in the individual school. According to the Media Specialist, it is the present unit policy that all filmstrips and most other audio-visual materials such as transparencies, charts, posters, etc., be housed in the Learning Resource Center and checked out to teachers on a borrowing system. These materials may be kept by the teacher for a week. The purpose of this policy is that the teachers will have access to a greater variety and selection of instructional materials than would be possible if they used only materials purchased with the individual school's budget. A small 16mm film collection is owned by the unit, but the majority of the 16mm films used by the teachers are obtained from the Eastern Illinois Area Cooperative Film Library which is headquartered in Charleston, Illinois.
The following is a list of all learning resources owned by and housed in Lincoln Elementary School. Because all learning resources are not stored in the library, to formulate an accurate list of all materials in the school, an inventory had to be taken not only in the library, but also in each separate classroom. The criteria used for evaluation and delineation purposes in this paper are taken from *Evaluating the Elementary School Library Program*, the Southern Association of Colleges and Schools, and the joint standards of the American Library Association and National Education Association.

Instructional materials available at Lincoln Elementary School and library, as inventoried by the researcher, are as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Subcategory</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>Titles</td>
<td>850</td>
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<tr>
<td>Slides</td>
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<td>16mm Projectors</td>
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<td>10 x 10 Overheads</td>
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<tr>
<td>Opaques</td>
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<tr>
<td>Item</td>
<td>Quantity</td>
<td>Location</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>----------</td>
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<tr>
<td>Filmstrip Viewers</td>
<td>5</td>
<td>School</td>
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<tr>
<td>T.V. Receivers</td>
<td>1</td>
<td>School</td>
</tr>
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<td>Microprojectors</td>
<td>1</td>
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</tr>
<tr>
<td>Record Players</td>
<td>8</td>
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</tr>
<tr>
<td>Tape Recorders</td>
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<td>Cassette Tape Recorders</td>
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<tr>
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<td>Heat Press and Tacking iron</td>
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</tr>
<tr>
<td>Paper Cutters</td>
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<td>Ditto Machines</td>
<td>2</td>
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<tr>
<td>Micro-Readers</td>
<td>0</td>
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<td>Tachistascopes</td>
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<td>Controlled Readers</td>
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<td>School</td>
</tr>
<tr>
<td>Materials (filmstrips and folders)</td>
<td></td>
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</tr>
</tbody>
</table>

In an inventory of the individual classrooms, various drill games and other similar teaching aids were found in addition to the materials listed above.

The library aide and principal of the school established that the materials of Lincoln Elementary School, for the most
part, are not catalogued nor centrally located. Due to the limitations of the library, as mentioned previously, most materials were stored in the individual classrooms, with the teachers not being aware of what materials their own school contained.

There is no formal training in the use of the library unless done by the classroom teacher. The library has a book check-out system with books being checked out for two weeks by the students. The students may renew the book at the end of this period if so desired. Books held over the due date are assessed one cent per day fine.

**Budget**

The total assessed valuation for Mattoon Community Unit District #2 for 1973 was $105,270,493. The total expenditures for the school system was $5,361,016. This was an expenditure of approximately $968.05 per pupil. (28)

Mrs. Linda Young, the Unit Librarian, stated that the budget for learning resources is about $1.50 per pupil which includes supplies and visuals. (Total enrollment 5,538 x $1.50 = $8,307.00) The expenditure for books and visuals other than filmstrips, loops, and films totaled $2,883.01 spent in April, 1973. The remaining was spent on filmstrips, loops, films, etc., handled at that time by Mrs. Catherine Layton, the Media Specialist.
Lincoln's library received $354.03 worth of books from 1973--1974 Title II funds under the National Defense Education Act. (29)

$1.50 per pupil \times 429 \text{ students} = 550.45

\text{Title II, NDEA} = \text{354.03}

\text{Total learning resource funds for Lincoln Elementary School} = 904.48

\textbf{Library Staff}

The library staff at Lincoln Elementary School consists of one part-time library aide, a non-certified person with one year of college level education. Mrs. Nancy Pasley described her duties:

Each morning the previous day's book cards have to be sorted and alphabetized. Then I take all of the books that have been returned and put the book cards in the pocket. They are then ready to be put in their proper place on the shelves.

The kindergarten and primary grades are scheduled for one day a week in the library to check out books of their choice. I help them select a suitable book. The upper grades visit the library at various times during each day. Once a month I have story hours for the two kindergarten and two first grade classes using new books, phonograph records, etc.

Since most of our material is ordered from the Unit Library, I spend quite a lot of my time ordering these books, filmstrips, study prints, etc., for the Lincoln teachers. These have to be checked in, boxed, and returned on the proper due dates. Special rotation books are also sent to each room and for various holidays to the library. Once a year we rotate about 500 books between elementary schools in Mattoon. These have
to be boxed and properly handled.

I process new books and magazines purchased for use by the unit and see that they are displayed for use by our students. We also receive professional rotation books for use by our teachers. I notify them when they are received and what is available to them. Bulletin boards in the library have to be decorated and kept current.

I help students find encyclopedias and reference books for particular areas of study when their teachers send them to the library for help. Lincoln students are proud of their library and have developed it into a Learning Resource Center.

My work hours are from 8:30 to 11:30 each morning. (30)

The principal of Lincoln evaluated the library aide as very capable in the fulfillment of her duties. However, library standards stipulate a full-time, certified librarian, and the author feels this is a valid recommendation.

The library staff also consists of approximately fifteen to twenty sixth grade girls who spend one and one-half hours, three at a time, each afternoon in the library to assist those students who wish to check out books when the library is normally closed. The student librarian program is directed by one sixth grade teacher with the assistance of the library aide. The girls give up one-half hour of their regular classroom time to check out books. In the school year 1973--1974, the eighteen librarians gave assistance to approximately 2,140 students in the ninety minutes they opened the library in the afternoon. (31)
EVALUATIVE COMPARISON

The questions utilized in this evaluation are included in Evaluating the Elementary School Library Program, Southern Association of Colleges and Schools. The following section is an evaluation of Lincoln Elementary School Library using these questions as a guideline.

DOES THE SCHOOL HAVE A CENTRAL LIBRARY ROOM USED THROUGHOUT THE DAY FOR LIBRARY PURPOSES?

Lincoln has a large room which is used as a library. Use of the library is limited to the morning when the library aide is on duty. In the afternoon the library is opened one and one-half hours for checking out books. Sixth grade student aides are used at this time, so there is no professional supervision.

DO CLASSES, SMALL GROUPS, AND INDIVIDUAL PUPILS MAKE FREQUENT USE OF THE LIBRARY?

The Lincoln School faculty limits class use of the library to the mornings, scheduling periods with the library aide. In the afternoon, the library is not used for class work except for EDL (Educational Developmental Laboratories) training by two sixth grade classes. Individuals and small groups utilize the library at any time it is open.

DOES THE LIBRARY CONTAIN THE MATERIALS NEEDED BY PUPILS
AND TEACHERS TO SUPPORT THE CLASSROOM PROGRAM AND PERSONNEL?

Lincoln's library does not contain enough materials to support classroom programs. Materials are ordered from the Unit Library when requested. Ordered materials are usually received in two to three days if available.

DOES IT PROVIDE BOTH NON-PRINT MATERIALS (SUCH AS FILM-STRIPS, SLIDES, AND RECORDINGS) AND PRINTED MATERIALS (BOOKS, MAGAZINES, PAMPHLETS)?

Lincoln's library provides printed materials, but provides non-printed materials on a very limited basis.

DO TEACHERS REGULARLY BORROW FOR THEIR CLASSROOM, MATERIALS RELATED TO CLASSROOM STUDIES, AND MAY THESE MATERIALS BE RETAINED FOR THE LENGTH OF TIME NEEDED?

Lincoln's faculty uses the materials located in the school library with a simple check-out system being used. Teachers may keep these materials until finished, unless requested by another teacher. Other materials may be ordered from the Unit Library for one week with extensions being issued if no other requests are made for said materials. Often Unit Library materials must be returned before teachers are actually finished with them.

ARE PROVISIONS FOR TEACHING THE USE OF THE LIBRARY AND ITS RESOURCES INCORPORATED IN THE CURRICULUM, IN A PLANNED, DEVELOPMENTAL PROGRAM OF INSTRUCTION?
Lincoln has no program for teaching the use of the library. The library aide assists students when they visit the library. Any other instruction on the use of the library is presented in the individual classrooms at the discretion of the individual teacher.

ARE PROVISIONS MADE FOR A PLANNED PROGRAM OF GUIDANCE TO PUPILS IN READING, LISTENING, AND VIEWING?

There are no provisions made for guidance in reading, listening, and viewing, other than that taught in classrooms at the discretion of the individual teachers.

ARE PUPILS GIVEN CONTINUOUS OPPORTUNITIES FOR AND GUIDANCE IN THE USE OF THE LIBRARY FOR INDEPENDENT STUDY?

Opportunities for any type of study are limited to the mornings, 8:30 to 11:30. The library aide gives guidance in study when it is possible.

ARE THE LIBRARY MATERIALS SELECTED COOPERATIVELY BY TEACHERS AND LIBRARIAN?

All materials are purchased by the Unit Librarian with requests made by teachers for materials they desire. Teachers are usually notified as to the amount of the budget, but they usually tell the Unit Librarian to use her own judgement in purchasing what she feels is needed.

ARE LIBRARY MATERIALS AND EQUIPMENT ORGANIZED TO PROMOTE READY LOCATION AND EFFICIENT USE?
The library is used basically for book storage. Most other materials and equipment are scattered throughout the building. There is no easy accessibility to machines and equipment.

The following pages of charts show the standards recommended for school libraries by the Southern Association of Colleges and Schools, the American Library Association and National Education Association, and the Library and Media Services Section of the Illinois Office of the Superintendent of Public Instruction. The standards or recommendations for each facet of the library are then compared with the current circumstances at Lincoln Elementary School Library.
<table>
<thead>
<tr>
<th>SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS</th>
<th>AMERICAN LIBRARY ASSOCIATION</th>
<th>ILLINOIS OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION</th>
<th>LINCOLN SCHOOL LIBRARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Facilities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each school provides adequate space and equipment for all services necessary to achieve the purposes of the program.</td>
<td>Quarters must be easily accessible, large enough, and planned for comfort and convenience. There should be seating for at least 45-55 in schools with 200-500 students with additional space for audio-visual materials and for the professional library.</td>
<td>Seating should be provided for 10% of the student enrollment at 40 square feet per student, plus 2,500 square feet for basic functions. 30% of that seating should be in independent study carrels.</td>
<td>The library of Lincoln School has seating for 7.8% of the 429 enrollment, with an area of 706 square feet. There are no study carrels and no space for storage of audio-visual materials.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books Recommendation is ten books per child.</td>
<td>For a school with 200-999 students, there should be 6,000 to 10,000 books or approximately ten books per child.</td>
<td>The recommendation is 3,000 titles or six volumes per pupil, whichever is greater.</td>
<td>Lincoln's library has 1,950 titles or approximately 4.6 books per student.</td>
</tr>
<tr>
<td>SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS</td>
<td>AMERICAN LIBRARY ASSOCIATION</td>
<td>ILLINOIS OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION</td>
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</tr>
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</tr>
<tr>
<td><strong>Magazines</strong></td>
<td>Schools with grade 1--6 should have twenty-five magazines.</td>
<td>Each school should have ten to twenty-four titles (including some adult, nonprofessional periodicals).</td>
<td>Lincoln School subscribes to eight juvenile periodicals and two professional publications.</td>
</tr>
<tr>
<td><strong>Newspapers</strong></td>
<td>Three to six newspapers is the recommendation.</td>
<td>The recommendation is one to two newspaper titles.</td>
<td>Lincoln School subscribes to one newspaper that is used and stored in one sixth grade teacher's classroom.</td>
</tr>
<tr>
<td><strong>Pamphlets</strong></td>
<td>The school should have an extensive collection covering many subjects.</td>
<td>The school should have an organized collection of appropriate materials to implement the curriculum, updated by an annual budget appropriation.</td>
<td>Lincoln School has approximately 300 pamphlets or clippings which are not sorted or catalogued.</td>
</tr>
</tbody>
</table>
Audio-Visual

Each school should have a sufficient number of all types of audiovisual materials for use in the classrooms and library. Also, films, filmstrips, recordings, slides, and transparencies should be evident.

Filmstrips

The school should have 200 titles or \( \frac{1}{2} \) print per pupil, whichever is greater.

Super 8 or 8mm Films (Filmloops)

The recommendation is one title per ten pupils.

Lincoln School Library

Lincoln School has a number of audiovisual materials in the school, but they are scattered throughout the nineteen classrooms. There is no central storage and, therefore, the machines are not easily accessible to all teachers. Some audio-visual machines have been purchased privately by teachers.

Lincoln School has 59 titles in its library, but additional filmstrips are available from the Unit Learning Resource Center.

Lincoln School has no 8mm films in its library, but 17 titles are offered by the Unit Learning Resource Center.
<table>
<thead>
<tr>
<th>SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS</th>
<th>AMERICAN LIBRARY ASSOCIATION</th>
<th>ILLINOIS OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION</th>
<th>LINCOLN SCHOOL LIBRARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16mm Films</strong></td>
<td>Each school should have unrestricted access to a minimum of 1000 titles (including cooperative film libraries and rental sources).</td>
<td>There are no 16mm films at Lincoln School. 170 titles (K--12) are located in the Unit Learning Resource Center. All teachers also have access to the Area Cooperative Film Library.</td>
<td>There are no 16mm films at Lincoln School. 170 titles (K--12) are located in the Unit Learning Resource Center. All teachers also have access to the Area Cooperative Film Library.</td>
</tr>
<tr>
<td><strong>Tape and Disc Recordings</strong></td>
<td>Each school should have 500 titles, representing 500 records or tapes, or one per pupil.</td>
<td>142 records are located at Lincoln Elementary School, but approximately one-half of these are too old for practical use and should be discarded.</td>
<td>There are no 16mm films at Lincoln School. 170 titles (K--12) are located in the Unit Learning Resource Center. All teachers also have access to the Area Cooperative Film Library.</td>
</tr>
<tr>
<td><strong>Slides</strong></td>
<td>The attendance center should have a collection representing the basic curriculum needs.</td>
<td>Lincoln has 100 slides covering no particular subject area. The slides were bought and donated by teachers. The collection needs weeding.</td>
<td>There are no 16mm films at Lincoln School. 170 titles (K--12) are located in the Unit Learning Resource Center. All teachers also have access to the Area Cooperative Film Library.</td>
</tr>
</tbody>
</table>
Graphic Materials

Each attendance center should have art prints, pictures, study prints, posters, photographs, charts, diagrams, graphs, and other types of graphic materials as needed for the implementation of curriculum.

There should be one globe in the media center and additional as needed.

There should be one map for each region studied and special maps (economic, weather, political, historical, and others) for each area studied.

Globes

There should be one globe in the library, and nineteen located in various classrooms.

Maps

Lincoln School has one globe in the library, and nineteen located in various classrooms.

The library has 60 small maps of states and countries. There are 39 maps located in various classrooms. The maps do not cover all areas that are studied.

Lincoln School has fifty study prints, no photos, and eighty posters. These items are not catalogued and need weeding. Other such materials are available through the Unit Learning Resource Center.

Lincoln School has fifty study prints, no photos, and eighty posters. These items are not catalogued and need weeding. Other such materials are available through the Unit Learning Resource Center.
<table>
<thead>
<tr>
<th>SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Transparencies</td>
<td>Each center should have a collection of transparencies and subject matter masters representing teaching needs.</td>
<td>Lincoln has 654 transparencies located in a file cabinet in the center. This collection is not catalogued. There are no subject matter masters.</td>
<td></td>
</tr>
<tr>
<td>16mm Sound Projectors</td>
<td>Each attendance center should have one per ten teaching stations, plus one per media center.</td>
<td>Lincoln School has three 16mm sound projectors, one on each floor of the building. Two of these are self-threading and relatively new, but one is an older Bell and Howell that needs replacing.</td>
<td></td>
</tr>
<tr>
<td>Super 8 or 8mm Projectors</td>
<td>There should be one per media center.</td>
<td>Lincoln School does not have a Super 8 or 8mm projector, but there is one located in the Unit Learning Resource Center.</td>
<td></td>
</tr>
<tr>
<td>SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS</td>
<td>AMERICAN LIBRARY ASSOCIATION</td>
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</tr>
<tr>
<td>2 X 2 Slide Projectors</td>
<td>There should be one per media center.</td>
<td>Lincoln School has one Kodak Carousel.</td>
<td></td>
</tr>
<tr>
<td>Filmstrip or Combination</td>
<td>Each attendance center should have one per ten teaching stations, plus one per media center.</td>
<td>Lincoln School has one combination filmstrip/slide projector and three regular filmstrip projectors.</td>
<td></td>
</tr>
<tr>
<td>Filmstrip/Slide Projector</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound Filmstrip Projectors</td>
<td>There should be one per media center.</td>
<td>Lincoln School has none.</td>
<td></td>
</tr>
<tr>
<td>10 X 10 Overhead Projectors</td>
<td>The recommendation is one per five teaching stations, plus one per media center.</td>
<td>There are three in Lincoln School, one located on each floor of the building. This is approximately one per six teaching stations.</td>
<td></td>
</tr>
<tr>
<td>Opaque Projectors</td>
<td>There should be one per floor level.</td>
<td>Lincoln School has one located on the third floor of the building.</td>
<td></td>
</tr>
<tr>
<td><strong>SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS</strong></td>
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<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>Filmstrip Viewers</td>
<td>There should be one per five teaching stations, plus five per media center.</td>
<td>Lincoln School has five located in various classrooms of the school, but none in the media center.</td>
<td></td>
</tr>
<tr>
<td>2 X 2 Slide Viewers</td>
<td>There should be one per media center.</td>
<td>Lincoln School has no slide viewers.</td>
<td></td>
</tr>
<tr>
<td>T.V. Receiver (23 inch screen)</td>
<td>There should be one per school for classroom use, plus one per media center where programs are available.</td>
<td>Lincoln has one T.V. receiver that is located in the central office of the school.</td>
<td></td>
</tr>
<tr>
<td>Microprojectors</td>
<td>There should be one per building or access to one.</td>
<td>Lincoln has one microprojector located in one of the sixth grade classrooms.</td>
<td></td>
</tr>
<tr>
<td>SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS</td>
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</tr>
<tr>
<td><strong>Record Players</strong></td>
<td><strong>The recommendation is one per five teaching stations, plus one per media center.</strong></td>
<td><strong>There are eight record players located in various classrooms of Lincoln School. Two record players have been purchased privately by teachers for use in their own classrooms.</strong></td>
<td><strong>Lincoln School has three Wollensak reel-to-reel recorders and two cassette players/recorders located in various classrooms.</strong></td>
</tr>
<tr>
<td><strong>Audio Tape Player/Recorder</strong></td>
<td><strong>There should be one per five teaching stations, plus one per media center. Each recorder should have one set of earphones.</strong></td>
<td><strong>There are no listening stations in the school.</strong></td>
<td><strong>There are three sets of headphones located in various classrooms.</strong></td>
</tr>
<tr>
<td><strong>Listening Stations</strong></td>
<td><strong>Each attendance center should have two portable listening stations with multiple student positions.</strong></td>
<td></td>
<td></td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS</th>
<th>AMERICAN LIBRARY ASSOCIATION</th>
<th>ILLINOIS OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION</th>
<th>LINCOLN SCHOOL LIBRARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projection Carts</td>
<td>One of appropriate height should be purchased per major piece of projection equipment at the time the equipment is obtained.</td>
<td>Lincoln School has three 54 inch, three shelve carts and three 36 inch, two shelve carts. Three additional carts are needed for existing major pieces of projection equipment.</td>
<td>Lincoln School has three 54 inch, three shelve carts and three 36 inch, two shelve carts. Three additional carts are needed for existing major pieces of projection equipment.</td>
</tr>
<tr>
<td>Projection Screens</td>
<td>There should be one screen of appropriate size for every major piece of projection equipment.</td>
<td>Lincoln School has two projection screens located in various classrooms and one large six foot screen in the media center. Two teachers in the building have purchased their own screens for use in their classrooms.</td>
<td>Lincoln School has two projection screens located in various classrooms and one large six foot screen in the media center. Two teachers in the building have purchased their own screens for use in their classrooms.</td>
</tr>
<tr>
<td>Radios -- AM-FM</td>
<td>The recommendation is one per media center.</td>
<td>Lincoln School has no AM-FM radios.</td>
<td>Lincoln School has no AM-FM radios.</td>
</tr>
<tr>
<td>SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS</td>
<td>AMERICAN LIBRARY ASSOCIATION</td>
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</tr>
<tr>
<td>Photo-Copying Machines</td>
<td>There should be one per school.</td>
<td>Lincoln School has no photo-copiers.</td>
<td></td>
</tr>
<tr>
<td>Thermal Copy Machines</td>
<td>There should be one per school.</td>
<td>Lincoln has one thermal copier that is located in the central office of the building.</td>
<td></td>
</tr>
<tr>
<td>Light Control</td>
<td>There should be adequate variable light control in every classroom and the media center to the extent that all types of projected media can be utilized effectively together with devices that filter or restrict outside light.</td>
<td>The lighting in all rooms consists of one on-off switch controlling two rows of fluorescent lights located approximately fourteen feet from the floor.</td>
<td></td>
</tr>
</tbody>
</table>
### Local Production Equipment Per Building

- Each school should have paper-cutters, a thermo transparency maker, a film splicer, a primary typewriter, a mechanical lettering device, and a dry mount press and tacking iron.

### Budget

- **A minimum of** $2.50 per pupil shall be budgeted and expended annually for library books and magazines.

- **In schools of** 200--249 at least $1,000 to $1,500 should be spent for library resources. In schools housing 250 or more at least $4.00 to $6.00 should be spent per student. Additional funds should be spent for other materials.

- In providing annual funds for materials, it is important that no school fall below 1% of total operating budget per year.

- **In September of 1973** Lincoln School had an allotment of approximately $1.50 per student for library materials. Approximately $90.48 was spent on audio-visual materials in 1973--1974.
Library Staff

The recommendation for a school with seven to eleven teachers is one librarian for one-third of the time. A school with twelve to sixteen teachers should have one librarian, one-half time. A school with seventeen or more teachers should have one full-time librarian.

The recommendation is one librarian for 300 students. If the head librarian has partial responsibility for audiovisual materials, the number of librarians should be increased by 25% and in case of full responsibility for the audiovisual program, the number of librarians should be increased by 50%.

The recommendation is one full-time certified teacher with library science and audio-visual education for each 500 students. Below 400 students, the recommendation is for one half-time teacher. Training for each teacher should total 18 semester hours of library and/or audiovisual course work within three years.

Lincoln School has seventeen full-time regular classroom teachers and one half-time, non-certified library aide. There is definite need for a full-time, certified librarian.
FIVE-YEAR PLAN FOR LEARNING RESOURCE CENTER

The following proposal for improvements in the library in Lincoln Elementary School is being offered after considering the needs of the school as indicated by the comparison of the preceding standards used in evaluation. This proposal is based upon the projected enrollment which should maintain the present level.

Purchasing for the schools in Mattoon Community Unit #2, and therefore this project, is done through the office of the business manager, Mr. James Arnholt. Asquisitions are made from companies giving special discounts for large purchases. Mr. Arnholt stated that exact prices on materials and changes in facilities are not available, but an estimation of the cost of the entire proposal has been approximated and is presented at the end of this section. (32)

The improvements which will result in a Learning Resource Center for Lincoln Elementary School are projected into a five-year plan. This plan is presented on the following pages according to the school year and what should be accomplished in that year for the proposal to be completed successfully.
Budget

The budget for this year and all following years should be increased from $1.50 per student to $2.50 per student for Lincoln Elementary School.

Physical Facilities

Carpet and padding for the present 26 x 31 foot library should be purchased. A vacuum sweeper should also be purchased for proper maintenance of this room. The fourteen foot ceiling should be lowered four feet to the top of the existing window sills. A new lighting system should be installed with light-control switches. Two study carrels with individual electrical outlets should be installed.

Learning Resources

Approximately three hundred books should be purchased during the school year using local funds or Title II, NDEA funds. Three magazine titles and one newspaper title should be added to the library. Thirty filmstrip titles, ten 8mm filmloop titles, and twenty-five record titles should be added to the present collection. All new materials purchased in this and any following years should be catalogued and stored in the library. The present
collection of transparencies and other graphic materials (posters, photos, study prints, etc.) should be gathered from all the classrooms, outdated materials purged, and the remainder catalogued. They should be adequately stored for easy and convenient access by the teachers and students.

**Equipment and Furnishings**

It will be necessary to continue to store most machines in individual classrooms because the present library is not large enough for storage. However, a record player, a set of headphones, and three filmstrip previewers should be moved and permanently located in the library. One 16mm projector and one 10 X 10 overhead projector should be purchased. The T.V. receiver should be moved into the library and connected to Cable Company, Inc. Since the lack of storage space prohibits a central location for all audio-visual equipment, a copy of an inventory of such equipment and its location should be given to each teacher and the library aide so that they can more easily obtain desired machines.

1975--1976

**Staff**

Mattoon Community Unit #2 should employ a full-time,
Physical Facilities

The walls between the present library and the main hall and between the main hall and the present third grade classroom should be removed. This classroom will have been vacated this school year by the loss of one third grade section due to student enrollment. The walls between the third grade classroom and the learning disabilities classroom should also be removed. The learning disabilities room will be moved elsewhere in the school. Professionals should be consulted and the needed ceiling supports used. A check-out counter should be installed. A divider should be constructed between the graphic materials and machine storage and the library media specialist's office. (See the illustration of the proposed library, Diagram C, in the Appendix.)

Learning Resources

Approximately three hundred books should be purchased during the school year using local funds and Title II, NDEA funds. Three magazine titles and one newspaper title should be added to the library. Thirty filmstrip titles, ten filmloop titles, and twenty-five record titles should be purchased, catalogued, and added to the library's collection. As the budget allows, the library should
increase the number of sets of transparencies and pamphlets. Additional sets of slides and additional maps should also be ordered and should remain in the library for use there.

**Equipment and Furnishings**

Any extra tables not being used in the classrooms should be requisitioned for the enlarged library. Ten portable study carrels similar to those purchased in 1974--1975 should be purchased for the library. The following is a list of machine purchases for 1975--1976.

1. One 8mm projector
2. One 16mm film projector
3. One slide viewer
4. Two sets of earphones
5. One cassette recorder

With the new media storage area all machines, including those formerly in classrooms, should be stored in the media storage room and a simple check-out system should be initiated.

An in-service workshop should be conducted for the Lincoln faculty to explain the new central storage system and to instruct the teachers in the use of those machines they have not, as of yet, operated. Many teachers do not know how to operate the equipment in Lincoln School at the present time.
Physical Facilities

Carpet and padding should be installed in the remainder of the library. The ceiling should be lowered four feet to the level of the previous library (1974--1975). Lights should also be installed with light-control switches.

Learning Resources

Approximately three hundred books should be purchased through local funding and Title II, NDEA funding. Three new magazine titles and one newspaper title should be added to the library. An additional thirty filmstrip titles, ten filmloop titles, and twenty-five record titles should also be purchased to enlarge the library's collection. Graphic materials and transparency sets should be purchased as the budget allows. The present collection should be weeded to update and delete ineffective and outdated materials. Cassette tape sets and blank tapes should also be obtained.

Equipment and Furnishings

Three file cabinets should be purchased for the media storage room and the library media specialist's office.
The following list of machines should be purchased:

1. One portable projection screen
2. One cassette recorder

1977--1978

Staff

One full-time library aide should be employed to assist the library media specialist, specifically for clerical duties.

Physical Facilities

The library media specialist and principal should evaluate the library and determine changes that need to be made. They should have considerable input from classroom teachers and older students in the school. Rearrangement of furniture, materials, or procedures may be desired. The condition of the carpet, the window shades, and the older furnishings should be considered and future plans formulated. Additional electrical outlets, bulletin boards, and projection screens may be desired.

Learning Resources

Approximately three hundred books should be purchased from local funds or Title II, NDEA funds. Three
magazine titles and one newspaper title should be added to the learning resources. Thirty filmstrip titles, ten filmloop titles, and twenty-five record titles should be added to the collection. Graphic materials and transparency sets should be purchased according to budget allowances. Cassette tapes (tapes and blanks) should be purchased and catalogued.

**Equipment and Furnishings**

An additional study carrel should be purchased for the library. A complete listening station with tapes and materials should be purchased. One coordinated program or subject area covering grades four through six instruction should be obtained. Equipment to be purchased in 1977--1978:

1. Two record players
2. One listening station (listed above)
3. Two projection carts
4. One book cart

1978--1979

**Physical Facilities**

Changes should be made in the library as the fourth-year evaluation indicated.
Learning Resources

Three hundred book titles should be purchased for Lincoln School's collection. Three magazine titles and one newspaper title should be obtained. Thirty filmstrip titles, ten 8mm filmloop titles, and twenty-five record titles should be obtained to elevate the library's collection to recommended standards. Graphic materials and transparency sets should be purchased, perhaps more this year because of smaller furniture requisitions.

Equipment and Furnishings

One additional study carrel and a complete listening station should be purchased. Other furnishings should be purchased as evaluation deems necessary. Equipment purchases are as follows:

1. One opaque projector
2. Two 8mm filmloop projectors
3. Two projection carts
4. One book cart
5. One portable projection screen
6. One portable listening station (listed above)
COST OF THE FIVE-YEAR PROPOSAL

The estimated cost of the overall proposal for Lincoln Elementary School's Learning Resource Center is $51,103.00. This cost has been arrived at through consultation with the business manager for Community Unit District #2, with Mr. Vaughn Woodall, Lincoln's principal, and through prices recommended by various school supplier catalogues. (33)

Of the $51,103.00 total expenditures, the estimated cost of all audio-visual machines, equipment, and furnishings is $2,303.00. The expenditure for all books, graphic materials, magazines, newspapers and other learning resources and aids is estimated to be $4,500.00. The salary of the library media specialist for four years is included in the total expenditures. This conservative figure is $32,000.00. The salary of the full-time, non-certified library aide for two years will be approximately $8,000.00.

When all the recommendations in this five-year proposition are acted upon, the Lincoln Elementary School Library will meet the standards for school libraries as recommended by the Southern Association of Colleges and Schools, the American Library Association and National Education Association, and the Office of the Superintendent of Public Instruction for the State of Illinois.
IV. RECOMMENDATIONS AND CONCLUSIONS

After consideration of the findings of this study and in the interest of quality education, the following recommendations and conclusions are offered.

RECOMMENDATIONS

1. It is recommended that this study and the resulting five-year plan for the development of a Learning Resource Center for Lincoln Elementary School be presented to the Board of Education of Mattoon Community Unit District #2 with the recommendation that the plan be accepted and implemented. It is also recommended that the Board of Education provide in the fiscal budget an allotment for the implementation of the five-year plan.

2. It is recommended that the Unit Librarian and Media Specialist should require that the elementary schools of Mattoon Community Unit District #2 inventory all learning resources owned by and housed in each individual school.
From this inventory, a comprehensive list should be made available to all teachers in that school, so they may more effectively utilize the resources in their school. This list should be updated annually.

3. After an inventory has been made for each school, the findings should be sent to the community unit Media Specialist and Unit Librarian. They should then compare the available resources with the standards established by the Southern Association of Colleges and Schools, by Phase I of the Illinois Office of the Superintendent of Public Instruction, and by the American Library Association and National Education Association. Recommendations should be made by the Media Specialist and Unit Librarian for annual purchases for each school from their budget which will enable the learning resources to more fully meet recommended standards.

4. After or during the implementation of the five-year plan for the Learning Resource Center of Lincoln Elementary School, an inservice workshop should be conducted by the Media Specialist and Unit Librarian of Mattoon Community Unit District #2 and other specialists in the field. This workshop should be attended by elementary attendance center principals and other interested personnel and should acquaint the participants with the concept of a Learning Resource Center located in the attendance center and with its goals,
objectives, purposes, and services. The participants should also be made aware of the developmental processes of Lincoln School's Learning Resource Center.

5. It is recommended that the current system in Mattoon Community Unit District #2, of library aides with no specific library or audio-visual training be revised so that qualified personnel be hired to serve the elementary schools. Also these library aides should be employed full-time.

6. As reported by Mattoon Community Unit District #2, the enrollment for all elementary schools is declining. It is recommended that as space becomes available to each elementary attendance center, the Board of Education of the district consider a similar plan of development to that of Lincoln Elementary School for a Learning Resource Center in the specific school.

7. It is recommended by the Citizen's Advisory Committee for Community Unit District #2 that a new attendance center be built to replace out-dated schools. If a new attendance center is created, it is recommended that this school have a Learning Resource Center which will meet the standards recommended by the Southern Association of Colleges and Schools, by Phase I of the Illinois Office of the Superintendent of Public Instruction, and by the American
Library Association and National Education Association.

8. It is recommended that the preceding findings, proposal, and recommendations for the development of a Learning Resource Center located in the individual elementary school be investigated and considered not only for schools in Mattoon Community Unit District #2, but also for other elementary schools in other school districts.

CONCLUSIONS

After completing the preceding study involving the learning resources of Lincoln Elementary School, the author formulated the following conclusions:

The available library and audio-visual resources are insufficient for the personnel and students of Lincoln Elementary School.

The Board of Education of Mattoon Community Unit District #2 should adopt and allocate funds for a five-year plan for improvement of the learning resources of Lincoln Elementary School.
All elementary schools in Mattoon Community Unit District #2 need to inventory their learning resources and develop a plan for acquiring those resources needed to meet the accepted standards. These learning resources should be centrally located to insure effective utilization by personnel and students.

Inservice workshops should be held by the Media Specialist and Unit Librarian to acquaint elementary attendance center principals and personnel with the concept of the Learning Resource Center and with its goals, objectives, purposes, and services.

The present system of library aides for the elementary schools of Mattoon Community Unit District #2 is inadequate. The system should be revised and full-time, qualified librarians should be employed.

In view of projected decreasing enrollment in the elementary schools of Mattoon Community Unit District #2, other studies should be begun with the idea of establishing Learning Resource Centers in all schools.

The preceding findings, proposals, and recommendations for the development of a Learning Resource Center located in Lincoln Elementary School should be investigated and
considered not only for schools in this district, but also for elementary schools in other school districts.
V. APPENDIX
VI. FOOTNOTES


3. Ibid., p.47.


8. Ibid., p.182.


23. *Educational Philosophy for the Schools of Community Unit District #2, Teachers Handbook for Mattoon Community Unit District #2.* (Mimeographed, date unknown).

Teachers Handbook for Mattoon Community Unit District #2. ( Mimeographed.)

25. Interview with Mr. Vaughn C. Woodall, Lincoln Elementary School Principal.

26. Interview with and materials received from Unit Librarian, Mrs. Linda Young, and Media Specialist, Mrs. Catherine Layton.

27. Ibid.


Mattoon Association of Commerce, This is Mattoon, Illinois.

29. Interviews with and reports from the Unit Librarian, Mrs. Linda Young, and Media Specialist, Mrs. Catherine Layton.

30. Interview with Mrs. Nancy Pasley, Library Aide for Lincoln Elementary School.

31. Material for the sections concerning Lincoln Elementary School Library obtained from personal interviews and reports from Mrs. Pasley and from Mr. Woodall.

32. Interview with and report from Mr. James Arnholt, Business Manager, Mattoon Community Unit District #2.

33. Consultation with Mr. James Arnholt and Mr. Vaughn Woodall and the following school supplier catalogues:


VII. Bibliography


Mattoon Association of Commerce. This is Mattoon, Illinois. 1973.


Southern Association of Colleges and Schools. Supporting Services for Children and Staff. Atlanta, Georgia: Southern Association of Colleges and Schools, 1969.

INTERVIEWS AND REPORTS

Mr. James Arnholt, Business Manager, Mattoon Community Unit District #2.

Mrs. Catherine Layton, Media Specialist, Mattoon Community Unit District #2.

Mrs. Nancy Pasley, Library Aide, Lincoln Elementary School.

Mr. Vaughn Woodall, Principal, Lincoln Elementary School.

Mrs. Linda Young, Unit Librarian, Mattoon Community Unit District #2.