

PNLA QUARTERLY

THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

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THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

PNLA QUARTERLY

PNLA Quarterly: The Official Publication of the Pacific Northwest Library Association

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President's Message

MARY DEWALT



What does it mean to be a leader? Webster's Dictionary defines lead as "to guide on a way, esp. by going in advance," or "to direct on a course or in a direction." We all can identify leaders within our library organization or within our greater library community. We find them within all strata of our library systems. We know those who lead by doing or by example, others who create innovation and change, still others who provide vision and direction.

It has been reported that between 58-68% of our nation's *librarians* will reach retirement age between 2005 and 2019. Many of these future retirees currently fill leadership roles. National and local associations are concerned with the prospect of recruiting a whole new generation of *librarians* to work in public and private libraries, colleges, universities and schools, and they face the challenge of how to prepare the next generation of library leaders.

PNLA has been working to address this issue through awareness, advocacy and networking opportunities via our listserv and at our annual conferences. This October we are pleased to be taking another important step forward by implementing the *PNLA Leadership Institute*. We were quite pleased to have received a great many applications for this *Institute* and are confident that our first 36 attendees will receive the very best training, mentoring and bonding opportunities. It is our hope that the *PNLA Leadership Institute* continues to provide such opportunities for years to come.

The PNLA Board thanks our membership, and our member state and provincial associations, for their support of this vital opportunity.

Hope to see many of you in Wenatchee, August 11-14, where I will complete my term as PNLA "leader" and pass the gavel on to Jan Zauha. ■

MISSION

The Pacific Northwest Library Association is an organization of people who work in, with, and for libraries. Its mission is to facilitate and encourage communication, networking, and information exchange for the development and support of libraries and librarianship in the Pacific Northwest.

From the Editor

MARY K. BOLIN

I'm sure the canola fields in the Northwest are a brilliant yellow as I write this, just like the June photo on my Palouse calendar. This issue features a number of case studies and other articles that explore the management of school libraries and media centers. There are some interesting accounts of life in the trenches from newer and more experienced media specialists, as well as articles on issues that are crucial for every library type.

I'm looking forward to seeing everyone at the PNLA annual conference in Wenatchee. I'm anxious to visit the Northwest, see old friends, and attend a really excellent conference. ■

Call For Submissions

All contributors are required to include a short, 100-word biography and mailing address with their submissions. Each contributor receives a complimentary copy of the issue in which his/her article appears.

Submit feature articles of 1,000-6,000 words on any topic in librarianship or a related field.

We are always looking for short, 400-500 word descriptions of great ideas in libraries. If you have a new project or innovative way of delivering service that you think others might learn from, please submit it.

Fall 2004 Issue (Deadline September 1, 2004):
Winter 2004 Issue (Deadline December 1, 2004):

There are no themes for these issues. Please submit any articles or items of interest.

Please email submissions to mbolin2@unl.edu in rtf or doc format.

Submission Guidelines

Format

Please submit all documents as either a .doc or an .rtf

Font style

PNLA Quarterly publishes in the Verdana font, size 8.

Spacing and punctuation:

- Please use a single space after a period.
- Please use full double dashes (i.e., “–” not “--”)
- Please place punctuation within the quotation marks.
- Please omit <http://> when quoting Web site addresses
- Please place titles within text in italics (not underlined).

- Please do not capitalize nouns such as “librarian” unless the word is included in a title.

Spelling

Web site, Internet, email, ILL; please use the spelling conventions of your country.

Citation Style

Please use whatever style you wish, as long as it is used consistently.

Additional Information

Please submit a 100-word biography and postal address with article.

Case Study of the Timberline High School Library

VERONICA DALEY ZALEHA

Timberline High School is nestled in the southeastern part of Boise in close proximity to the Boise River with the nearby foothill landmarks Castle Rock and Table Rock in view from the library's windows at the front of the building. Timberline is located relatively close to The Idaho Shakespeare Festival amphitheater, Boise State University, a sports stadium, concert/event pavilion, the Morrison Center for the Performing Arts, the Boise Public Library, and the downtown area with art and historical museums, parks, the zoo, the Discovery Center, Boise Contemporary Theater, restaurants and cinemas. Timberline is on the city bus route, which provides transportation to the Boise State University campus and downtown area to students who do not drive or have access to a vehicle. Timberline is one of four high schools in the Independent School District of Boise City. It is a three-year comprehensive public school with an enrollment of approximately 1000 students and 65 teachers. Timberline has been open for six years.

The school is structured around a six-period day three days a week and uses a modified block schedule with three classes each on Wednesdays and Thursdays. A zero hour is offered every day, which begins at 6:50 a.m. The school day ends at 2:50 p.m. Timberline High School is accredited by the Northwest Association of Schools and is certified by the Idaho State Department of Education. Timberline High School's "School Improvement Plan" (SIP), developed during the 1999-2000 school year by a steering committee headed by vice-principal Dr. Candy Krueger, provides profiles of the school community in four areas: School characteristics, student performance data, student and community demographics, and the perspectives of the stakeholders, providing a unique profile of this school community's development.

Timberline High School is housed in a building that originally opened to accommodate Boise's growing need for a junior high in 1992. It was built with the intention that it would later become a high school and five years later necessary renovations were made to enlarge the facility. Timberline opened in 1998 to become Boise's fourth high school to open in this suburban community of our state's capital city. The facility boasts science labs, art rooms, music rooms, gymnasiums, a training room, a career center, a media center/library, an auditorium, and four computer labs. The grounds include tennis courts, a baseball field, softball field, soccer field, a track and field complex, and practice areas.

Timberline's staff is composed of three administrators, four counselors (including a career counselor), a social worker, a psychologist, a transition specialist, a nurse, a school resource officer, five secretaries, a bookkeeper and approximately sixty teachers. More than half the staff holds advanced degrees. Timberline is partnered with neighboring businesses. Micron Technology Inc. is the largest nearby employer. Timberline has an active Parent-Teacher-Student Organization. Communication with Timberline families is a top priority and Timberline parents are very involved at the school.

At the time of the SIP report, only four years ago, Timberline's real estate area represented the third highest median home price in the state of Idaho, coming in behind Sun Valley and Coeur d'Alene. This affluence was reflected in the low percentage of students qualifying for the free and reduced lunch program. Since this report, Timberline's population has already changed. Eagle High School replaces Timberline as the third highest area of affluence in Idaho as indicated by real estate statistics. As is reported in the Timberline High School Performance Report (2002-2003), the number of students that qualify for free and reduced lunch has gone from 5.8% to 10%. In a district that averages 20% and a state that averages 35%, this number is still low. It does, however, indicate a doubling of the number of students that qualify for the program. Out of its 1000 + enrollment, 1% of the students are English Language Learners and 7% are Special Education Students. Timberline outscores both the

Veronica Daley Zaleha is a native of Boise, Idaho, where she has been teaching English for the past seventeen years, most recently at Timberline High School, where she taught Advanced Placement® Language and Composition, junior English, and Creative Writing. She has just been hired to become Timberline's education media generalist in the fall of 2004. It is with great enthusiasm that she makes this mid-career change from classroom teacher to the school's media center as a teacher of information literacy skills. She can be reached at veronica_zaleha@boiseschools.org.

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David Packard, in developing the management system at Hewlett-Packard, emphasized one of the most important concepts of any management style, indeed of any life. He believed in the concept of continual learning.¹ Learn from our mistakes and learn from our customers (read *patrons*). Allow feedback to change the way we do things. When presented with a better way, grasp it. That's one of the basics of time management: Don't waste time on ineffective processes or practices...and don't be afraid to change them.

The same principles are true for school libraries. Libraries are not in schools to be great libraries, but to be part of a great school, a school where children learn. School libraries should have no boundaries. The library should be everywhere. After all, information is everywhere.² Learning is everywhere. We must tailor our practices to support and promote this omnipresent learning environment.

I like to think in terms of a time hierarchy. At the top of the hierarchy lie those tasks that most benefit the students in my school. These include helping them select books they'll actually read, teaching them how to search the Internet, and guiding them toward differentiating creditable information from junk. At the bottom of the hierarchy lie such tasks as filling out the principal's reports. I try to force myself throughout the day to actively choose tasks that lie near the top of the hierarchy. In short, I first tackle the tasks that have the potential to *directly* affect the learning of the student.

Doug Johnson seems to disagree. The "virtual librarian," in order to become indispensable, must spend lots of time going to lots of conferences, publishing articles, serving on curriculum committees, etc.³ All these would be great (well, most of them), but not necessarily for the one-person library. The students come first. That, of course, is embedded into the brains of all librarians. However, for a one-person school library, there is usually *only* time for students. Professional development, among other activities, must be squeezed in, but not during the school day. The school day belongs to the children.

Teamwork

Teamwork takes additional time commitments, so it may seem counterproductive to include it in a paper about wise time management. However, the foremost goal in the school library is to help students become lifelong knowledge seekers. In order to accomplish that goal, learning must be fun. In order to make learning fun, at least from the library's viewpoint, the student must first be allowed to come to the library. I can make the library a fun place. I can make students want to come. But, unless I work with other teachers, the students won't be allowed to come in the first place.

Scheduling is a nightmare for today's teachers. Every time they turn around, one specialist or another is pulling students from their rooms. Teachers have to see the value of their students' spending time with me. After all, from their point of view, they need every available moment with that student. The only way to convince them is to demonstrate that I'm helping the teachers reach *their* goals.

What are the teachers' goals? Well, of course, their goals today largely revolve around the students doing well on THE TEST. If their students don't do well on THE TEST, the teachers will look bad, and they might sometime in the future lose their jobs. So, I need to convince them that the things that the students are doing in the TLC (Technology and Library Center) are going to help them accomplish their goal: Good scores on THE TEST.

Collaboration takes time. Time, as we know, is the one thing we don't have. The secret is to limit the amount of teacher socializing (or *visiting* as it's called here) without appearing cold or distant or uninterested. I've got one or two working hypotheses. I approach a teacher who only has a few minutes left before the students return from special classes or recess. I quickly say that I thought I'd do a lesson on such and such since they

One Person School Library Time Management: A Survey of Selected Practical Considerations

CHRISTIAN LOFRUMENTO

cont.

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One Person School Library Time Management: A Survey of Selected Practical Considerations - cont.

are working on it in class. I'd like to complement what they're doing so the students get extra reinforcement. The teacher is, of course, ecstatic. A day or so later, often it's mentioned that I might want to include such and such into the lesson. "They really don't get that." Perfect. We're working together with very little time wasted.

Often these collaborative episodes use the technology available in the TLC. Two heads are better than one. The librarian and the teacher together might be able to start with a curriculum item, develop it, and make it more meaningful using technology. In short, tech takes teamwork.

I don't want to sound callous. I like all these teachers. It's just that I work with about thirty teachers and there is just *no* time. It's not that I don't think a teacher's biological kid is terrific, the best basketball player or even brilliant in physics. It's just that if socialize for an hour, I have to work for another hour after school, and I don't get to see my own biological kid...or even mow my grass.

Lesley Farmer offers a fantastic solution: email.⁴ Email the teacher and share lesson planning that way. I hadn't considered it before, but I sure will now. The extraneous time-swallowing chitchat can be eliminated but the planning goes on. Terrific.

Another aspect of teamwork...

Often teachers come to me with their unit's main idea and ask me to pull together materials. I ask a few questions to get a better idea exactly what they are teaching and I get back to them in a day or two. First, of course, I pull the printed materials together. Then I begin to search the Internet for good, relevant, reliable data. If students would search from the beginning, the teacher never has enough time allotted. I make a folder in *Favorites* under Internet Explorer. The students then come in and search for answers, ideas, or work on group projects, depending on the assignment.

Judy Harrington suggests a better way. Drag all the Internet sources to a floppy. (I think I'll use a CD for more reliability.) Include lesson plans from the net. Provide links to further reading. WebQuests and Scavenger hunts are also available. Give it to the teacher to look over and let the teacher decide which ones she wants to use. The teacher, even if afraid of the net, will be able to navigate with ease if you supply the shortcuts. Later, sit down with the teacher and plan the lesson. Schedule library time for the class. Put any materials the teacher wants to use, including worksheets, on the server so they're available to all the students.⁵

This is a very workable plan and allows the librarian to be a working team member. According to the "Rules of the Garage," which were developed from David Packard's views mentioned above, productive workers (read *good librarians*) should work quickly, whenever the chance affords itself. They should trust their colleagues and share ideas and believe that together, anything is possible.⁶ It all meshes beautifully with time management in the small school library.

Teacher newsletter

What a great timesaver. Instead of explaining everything to thirty or more teachers at various times, send a newsletter. Besides saving all that time, now there's a written record that the teachers can review as often as they'd like.

The newsletter should be sent quarterly or monthly. I prefer sending it electronically, but some teachers still do not regularly check their email so I send it as a hardcopy. Doug Johnson⁷ suggests including cartoons, white space, and clipart while not exceeding one side of paper.

It's nearly impossible getting enough time at the infrequent staff meetings, so a newsletter seems the practical

way to proceed. Inform teachers of any new procedures, new materials, and new displays. Most importantly, briefly outline units with which you assisted as well as classroom activities occurring in the library. Keep it all very upbeat. Teachers need to see how the library is being used. Then, they may ask if they can do something similar to the ones outlined in the newsletter.

Without a newsletter, a large proportion of the faculty never finds out all the things happening in the library. They never appreciate its central place in the learning of students. Finally, they never see all the possibilities for their classes.

Volunteers

Volunteers, when properly used, give librarians the all-too-often unavailable time to collaborate with teachers in

- Designing meaningful research projects;
- Providing a wide range of materials to supplement the teachers' units;
- Individualizing learning materials for different learning styles;
- Participating in curriculum development; and
- Teaching students to develop multimedia presentations.⁸

Most importantly, the volunteers give the librarian time to work with individual students. It will, of course, be necessary to thoroughly train the volunteers and to author procedure manuals for reference. Because of this necessary preparation and training, at least initially volunteers may consume more time than they save. However, if the volunteers are committed for a long time period, perhaps two years, the time benefits will be greatly enhanced. If there is constant turnover, it seems to me that the benefits will not be realized in a one-person library.

The volunteer can most easily be taught to check out books while the librarian helps another student select a book or listens to a student read a selection from the book. These are tasks that make sure the student wants to, and is able to, read the book. The actual task of "beeping" the barcode is much less important and requires much less skill (certainly not an MLIS degree). Shelving books is also a big relatively non-skilled time drain for the librarian. Volunteers can be quickly taught to shelve Everybody books, then Fiction books, and finally Nonfiction books. Unfortunately, in my experience, shelving books does not hold their attention for long periods of time. Even worse, reading the shelves to check that books are in the correct order rarely holds their attention at all!

Volunteers can do many other jobs as well. How about running the book fairs; reading stories to individuals or small groups; giving puppet shows; barcoding books; cleaning the computers; escorting students to and from the library; laminating book covers; reinforcing worn paperbacks; taking inventory; typing; processing overdues; taking pictures with the digital camera? Every library has tons of jobs that volunteers can be trained to perform.

So, who are the volunteers? In a school library, students are the obvious first choice. Even in an elementary school, many students are eager helpers. I use children as young as second grade. They mostly help shelve books, but some of the older ones help to check out students during the rushes. Parents and grandparents can also be tapped. Some companies even offer release time for volunteering. Retirees are perfect. They often have the time and the patience to work

One Person School Library Time Management: A Survey of Selected Practical Considerations - cont.

with eager students.

As I said, in my library, I mainly use student volunteers for shelving. They help before school, after school and during their recess. I'd be lost without them. Last year I had an adult volunteer two times a week, but I don't have her this year. OhioReads, which is the main coordinating agency for school volunteers, only wants volunteers to work directly tutoring students. Consequently, many library tasks wouldn't fit.

Student volunteers at other times are not an option for me. The classroom schedules are just too demanding. I do not think it's sound educational practice, but the typical elementary student has virtually no opportunity to structure his/her own time. Where will they learn such important life skills? (At home you say?)

Having student volunteers throughout the day might work in middle school or higher libraries. Upper grades have more flexibility and more study hall periods. Those times would be a natural fit with a library service club.

Aha, if ever there were a time killer, shelving is it. The TLC will loan approximately 20,000 items this year, so shelving is not just once and done, but many times each and every-day. Shelving is essential, time consuming, and sometimes boring.⁹ There's lots of possible help for the multi-staffed library, but most of it is not particularly helpful for a one-person school library. For example, experts say provide the shelvees periodic breaks. In a one-person library, you have nothing *except* interruptions. I'm lucky to get five minutes of uninterrupted shelving.

Here's what I've done. First, I've marked my book trolley into sections that coincide with the aisles. Second, as books are checked into the library, they are immediately put in the proper place on the trolley. Third, the trolley is well-marked and each book is well marked. Fourth, the shelves are well marked. Fifth, various hints abound...a stuffed dinosaur on the 567.9 section, a plant on the 580 shelf, a bird on the 598 shelf, a horse on the 636.1 shelf.

The TLC student volunteers shelve most of the books. I hand them five books at a time from a section of the trolley that they already understand; they shelve the books; and then return for more. The students are all volunteers, eager to help "Mr. L." A particular volunteer might work for a month, then stop, and start up again later in the year. Some volunteers are always in training. For example, one who understands how to shelve Everybody books, say John, will work with one who is just beginning, say Tina, so that Tina begins to learn. John might later be teamed with Alice, who knows how to shelve Fiction books, so John can begin to understand that too.

I, of course, wish I could have volunteers throughout the day, but so far that's impossible. This system works, for the most part, beautifully. Often, I have more volunteers than I can use, and I rarely shelve books myself anymore. Yes, some are shelved incorrectly. Yes, I could do a better job myself, *but* I don't have time. This is time management, right? Just as importantly, the students are learning about libraries, how they're put together, how they work. They also very often run across a book about which they had no prior knowledge and decide to borrow it. The whole experience helps them to develop, I think, a feeling of ownership. Theft, vandalism, and improper handling are virtually unknown in the TLC.

Power recommends separate shelving for new releases, popular, and classics, similar to commercial video stores.¹⁰ That would also save time in shelving, but the books would have to be marked so the students would know their proper location and the OPAC would have to be altered so students using that reference would be able to find the book. In total, I don't see the time saving, but there may be a value to the

student browser. I'm in the process of experimenting with such a system.

Checkout

The other school libraries in the area have each child's barcode with his/her homeroom in a loose leaf notebook. Then, when the child comes through the checkout line, the librarian flips to his homeroom and scans his barcode. I will probably check out nearly 20,000 items this year (as many as the other four district's schools combined), and so I needed a faster method. I made each student a permanent TLC card from a Formica sample. The card contains the name, the class number, and the barcode.

The student takes his card down from the pocket chart where the cards are arranged by class and color-coded by grade. The card is handed to me. I scan it; then I scan the book. We talk a bit. Done. When there is time later, either I or a TLC helper replace the cards so they are in the correct spots again. An additional benefit of the system is the help it gives the kindergarten teachers in teaching name recognition.

Next year, I plan to experiment with self-service checkouts. Many of the students are ready for it now. Just a few small details need to be worked out, like accountability and reliability. Okay, so they aren't really small details. That's next year's problems.

There is just absolutely no way a single overworked librarian could keep up using a card catalog system for borrowing this many items. Forgedaboutit! Even if it were possible to keep the card catalog system up to date, it would be impossible to have the time to use it. Automation has made it at least within the realm of possibility that a single librarian could manage a school library. The workload is horrific, but, hey, who needs a life anyway?

Designing the library

I had nothing to do with the initial design of the TLC. The building was laid out before I was hired. I would have done several things differently. One can never be totally satisfied. If you are in a position to design the space or re-design the space or just re-arrange the space, use architectural software. Anne Campbell used Libris Design and writes that it's a great time saver.¹¹ Such software could even be used to redesign a small section of the library, say the workroom, so it functions more efficiently. The models are easily changed and the cost estimate keeps up with your changes, so you'll know how much over budget you're heading.

It seems to me that this could be both a great timesaver for the actual remodeling and a great timesaver in how much easier it should make your work *after* the remodeling. Doug Johnson¹² argues that school libraries must become virtual libraries, connected to the rest of the school and even the world through technology. This means whole new ways of thinking and whole new ways of structuring the space. In my mind, it does not mean the reduction of reading material in the library. It means the increasing of access to *what's out there*.

Book and other item purchasing

I no longer order materials from individual publishers. I only use jobbers. I use them for only one reason...time savings. This is a major time management tool. Just recently I've taken the next step. Now I order all processing when I order the books. The books come with barcodes where I want them, with laminate book jackets, with spine labels. I

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Evaluating School Library Media Centers

COURTNEY CASTONGUAY

Introduction

Evaluating a school library media center is an important step in ensuring the quality of the center. As a new school library media specialist, I have many questions on evaluating the media center. There are many different aspects to the media center, such as the book collection, audio-visual collection, and technology equipment. Should I evaluate each category by itself? What is the research behind evaluating media centers? Does evaluation improve the quality of the center? How do I evaluate each of these categories to ensure that I am providing what the students need to be successful? These questions prompted me to find out more about evaluating media centers and how to incorporate different evaluation techniques into my school library media center.

Purpose and Delimiting Factors

I wanted the most recent articles on evaluating school library media centers, so I limited my research to only 1990 and later articles. I used the EbscoHost database collection and limited the results to full-text articles. The keywords I used for the search were evaluation and school libraries. I also tried the keywords evaluation and standards. I found articles from the following journals: *Teacher Librarian*, *Book Report*, *Library Media Connection*, *Curriculum Administrator*, *Library Talk*, and *Emergency Librarian*. I found eleven articles that fulfilled the above requirements. By reviewing these articles, I will try to answer the following questions: why should we evaluate library media centers, and what are the best methods to use?

Summary of Findings

Why Evaluate the School Library Media Center?

Three of the eleven articles I reviewed for this paper dealt with the question of why library media centers should be evaluated. All of the articles also incorporated the "how" part of evaluation, but I will discuss the major techniques for evaluating media centers in a later section of this paper.

The first article that deals with why school library media centers should be evaluated is by Doug Johnson titled "What Gets Measured Gets Done: The Importance of Evaluating Your Media Program" (Johnson, 2001). Johnson (2001) states "the assessment of a building's school library program is a vital task that can lead to improvements in the delivery of library and technology services, and improve the effectiveness of the total school" (p. 14). Johnson (2001) also states that evaluation can help our programs by "helping us increase our budgets, improve our working conditions, and direct our planning" (p. 15). Evaluation is important to the overall quality of the library media center. Unless the strengths and weaknesses of the media center are evaluated, it is hard to know what to focus on for improvements.

The second article that focuses on why a library media center should be evaluated is by Doris Epler titled "Using Evaluation to Bring Library Resource Center Programs into Closer Alliance with *Information Power*" (Epler, 1991). Epler writes that the school library resource center "must be evaluated systematically in order to review the overall goals and objectives in relation to user and instructional needs, and to assess the efficiency and effectiveness of specific activities. Regular and systematic evaluation provides the basis for decisions regarding the development, continuation, modification, or elimination of policies and procedures, activities, and services, and begins anew the planning process" (Epler, 1991, p. 8). The programs that the library develops may or may not be useful to the patrons, but it is hard to tell if the librarian does not evaluate the programs. Time and money would be wasted on programs that do not serve their proposed purpose.

The final article dealing with why library media centers should be

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evaluated is entitled "A Model for Change: School Libraries" by Debbie Wolff and Mary Kosinski (2001). This took a different look at the need for evaluation of a school library media center. The authors took a look at the recent trend toward cutting library budgets and positions. What can be done to have libraries viewed as essential within the school district and local community? Focusing on the library technology program in New Berlin, Wisconsin, the authors describe the process of evaluation from evaluating to planning and implementing, then returning back to evaluating. Evaluation is the first step to improving a program. Wolff and Kosinski (1991) state, "evaluation involves taking an honest look at the realities of the library program. The only way to successfully plan for improvement is to have a clear, concise picture of where the program is" (p. 37).

Library media centers should be evaluated for the librarian to get a sense of where the library is, with regard to strengths and weaknesses. The librarian needs to know which programs are working and which are not serving the greatest needs of the public. The librarian also needs to know the condition of the collection. The evaluation can help get a clear picture of the state of the library, and then assist in planning for improvements.

How Should the Library Be Evaluated?

All but two of the articles I reviewed touched on the techniques useful in evaluating a school library media center; some dealt exclusively with one technique while others presented a buffet of the various recommended techniques. The techniques I found to be consistent throughout the eleven articles are as follows: using standards and guidelines, using goals and objectives, using surveys and informal interviews, and using checklists. I will discuss each of these techniques, presenting the main points from the articles for each technique.

The techniques for collecting evaluation data about a library media program are changing as the view of the purpose of school library media centers changes. Nancy Everhart (2003) discusses the changes in her article entitled "Evaluation of School Library Media Centers: Demonstrating Quality." Historically, data has been collected based on inputs, such as funding, staffing, computers, and space, and outputs, such as circulation, attendance, searches, and instructional services. Librarians collected statistics on each of these inputs and outputs, which were then presented in a report to the principal (Everhart, 2003). This method does not give a complete picture of the library media center as it evolves in its mission. Hands-on evaluation of the media center, such as informal interviews with students and drop-in visits by the principal or district librarian, provides a better picture of the activity occurring everyday in the media center.

Standards and Guidelines

Many libraries are evaluated against a set of standards or guidelines. These standards and guidelines can be local, statewide, or nationwide. Standards are very useful for answering a number of questions that may be asked in regards to a school library media center. Doug Johnson (2001) wrote an article entitled "Building Standards That Are Useful," which discusses how standards can be used to evaluate a library media center. "Effectively written and widely endorsed standards can be used by educators in a number of ways: as a tool for evaluation and guide for improvement of local library media programs, as a guide to media center staff new to their schools and positions, as a tool to help guide communications with local school decision-makers, as a potential assessment tool for the status of school library media programs across the state by providing a single scale, and as a means for implementing the national information power: building partnerships

for learning standards" (Johnson, 2000, p. 19).

In the article, Johnson also discusses the actions of the Minnesota Educational Media Organization (MEMO) in constructing a set of standards for the school libraries in the state of Minnesota. Many individuals from all different kinds of libraries and schools have been working on the standards. While not complete, the standards will help to evaluate the current status of the libraries in Minnesota and push for improvements statewide. The standards will help maintain a level of consistency in the quality of the library media programs, aiming to ensure that all schools provide students with a quality school library media program (Johnson, 2000).

Johnson also touches on using standards to evaluate school library media programs in his article "What Gets Measured Gets Done" (Johnson, 2001). Standards can suggest a growth plan for all media centers. They can be used to evaluate the current state of the school's library media center and give a target to shoot for in planning for improvement.

Goals and Objectives

At the beginning of each school year, the library media specialist should establish a list of goals and objectives. These goals and objectives should come from the mission and purpose of the school library media center, and will be useful for directing the activities in the library for the entire school year. After setting goals and objectives, it is easy to evaluate the program to see if the goals and objectives have been met for the year. Evaluation becomes a part of the cyclic process of planning, implementing and evaluating.

Johnson stresses the need for setting goals for the school library media center in his article "What Gets Measured Gets Done" (Johnson, 2001). "It's important that the media specialist and the principal use their own building goals to help them select areas for focused improvements and develop long-range goals for only those areas. A close correlation to building goals helps make the media program a vital part of the entire school program" (Johnson, 2001, p.15).

Epler (1991) stresses the importance of making evaluation an ongoing process based on the goals and objectives of the school. The library media center should permit the achievement of the school's goals and objectives but also be flexible enough to respond to the new and emerging technologies that impact the future. The goals and objectives of the school should be the backbone of the library media center, with the focus on collecting material to round out the curriculum and providing for the teachers' and students' needs. Evaluation of the media center will help align the collection development with the overall mission of the school.

Wolff and Kosinski (1991) describe four challenges that can be used as the foundation for setting goals and objectives, as well as for evaluation. "The first challenge is that students take responsibility for their own learning and develop strategies for continuous learning. The second challenge is that schools design learning environments and opportunities that support active, engaged learning. They produce graduates capable of effective, creative problem solving. The third challenge is that libraries provide and organize resources for learning. They maintain access and help students and staff to develop the strategies needed to successfully function in the world of information. The fourth challenge is for librarians provide leadership and service as educators focus on the process of learning rather than the dissemination of knowledge" (Wolff and Kosinski, 2001, p. 36). These are stiff challenges that cause a library media specialist to examine the goals and objectives they have set for media center. These challenges are goals for improvement.

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Information Literacy: An Overview

ANDREA KOTYK

In an effort to keep up with rapidly changing times, schools are struggling to meet the demands of our technologically advancing society. Schools are beginning to realize that simply adding more content to the curriculum is not going to create the lifelong learning and critical thinking skills required to live successfully in our information-rich world. It is now being understood that teaching information literacy, the ability to find and use information, is what learners need to achieve in both their work and personal lives.

Information literacy can be defined as a three-part process that involves accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively.

As teachers, we are all aware of the accountability requirements outlined in No Child Left Behind (NCLB). Literacy in all forms—including technology and information—for teachers and students will improve student achievement. It will also promote lifelong learning that will exceed those accountability requirements that our administrators pay close attention to.

Information literacy is not just a list of competencies. It reflects a set of skills, knowledge and an attitude that permeates the entire curriculum. It is vital that the entire school community embraces the significance of information literacy and invests the necessary time and effort to implement its instruction. This effort will be rewarded with lifelong learning that uses information in meaningful ways to transform individuals and even society.

It has been noted that being information literate means different things to different people depending on the context and on the individual's beliefs about what constitutes success with information. For the young child, meaningful learning can take place and information literacy can begin when a child is self-motivated to find a book that he or she is interested in, be it frogs, ships or pretty flowers.

As the child grows and is exposed to the school library media center, he or she sees a more structured information learning skills presented. Discovery methods of learning help students make the transition from solely self-directed, intrinsically motivated information seeking to information seeking for academic purposes, like assigned research topics. To achieve information literacy, skill instruction must be provided steadily and consistently and incorporated into the curriculum. Naturally, skills are best taught within the context of real situations in content areas.

As students advance into higher learning, a blending of information literacy skills—*independent information seeking and structured information seeking*—are now required for more complex types of information research. Making connections with previous knowledge increases learning and helps students learn and retain information.

The Library's Role

The school library is shifting and changing its focus. It is becoming an instrument of learning, rather than a center of information. It no longer merely provides information access; it now must equip students with a process for finding and using information.

All school librarians will need to learn not only the traditional skills of scholarship; they will also need to learn the art of information retrieval to fulfill the requirements of their new roles. They will need to be experts in teaching and information science. In fact, the American Library Association's Information Power identifies the school library media specialist (LMS) as having four evolving roles, that of teacher, instructional partner, information specialist and program administrator. In the role of teacher, the LMS provides instruction in retrieving, evaluating, analyzing and synthesizing information to solve problems and make informed decisions. As an instructional partner, the LMS collaborates with classroom teachers to promote research assignments that require critical thinking. As an information specialist, the LMS accesses and organizes research relevant to the implementation of NCLB. Finally, as a program administrator, the LMS contributes to the whole school perspective and provides professional development.

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Collaboration is crucial for the school LMS to effectively carry out these expectations. The school LMS will need to work collaboratively with the teacher, the computer specialist, administrators and other staff members. Part of the vital role of the school librarian is devoted to creating assignments that tie into the classroom curriculum. This should be done through evidence-based practice. It is imperative that the school LMS be familiar with the school curriculum. In creating lessons collaboration with teachers, as well as students, is necessary to determine which specific skills need to be taught. This will enable teachers, administrators, and parents to see the impact the librarian has on student learning. When teachers see the difference the LMS information literacy program has on student learning, they will become the LMS's biggest advocate.

Evidence-based practice documents what the school LMS does and how and why this is important to student learning. Tangible outcomes should be noted and this information should be gathered and kept as meaningful evidence on the impact the instructional role of the LMS has on student achievement. Teachers will commit if they believe that information literacy is a vital skill for their students.

The teacher-librarian can proactively start from the classroom teachers' perspective in order to promote information literacy as an essential element in education. If the goal is to produce literate citizens, students need to learn how to locate, evaluate and manipulate information effectively. Students need to acquire these skills in a systematic manner. Information Power (1998) lists nine information literacy standards for students. These address processes that exist across the curriculum: locating and using information for academic and personal needs, ethical use, and collaboration. Information literacy may be viewed as a separate entity if presented as a list of skills. The teacher-librarian need to use language that is readily related to a particular content area. For example, collaboration exists in physical education as well as in the library; issues of ethical use can be debated in social studies courses, etc. The more the librarian can approach information literacy from the viewpoint of the classroom teacher, the easier it will be to promote information literacy and an integral and essential element in the school curriculum.

Flexible scheduling is part of the new role the library must now take on. The days of classes coming in to the library once a week for 30 minutes must now change to meet the needs of both students and teachers. This means that if a class needs to visit the library on three consecutive days to complete a project, it should be allowed to do so. The library resource center should be open throughout the day for individuals and/or small groups who need to access information or select reading materials. This flexible schedule creates an atmosphere that makes students feel that their personal quest for knowledge is important. If the school library program is to be integrated into the curriculum, the schedule must be flexible. This is often very difficult for librarians to manage and can create dissatisfaction among teachers and staff whose mindset is that it is only fair if everyone gets equal library time. Fairness does not necessarily mean giving everyone the same; it has more to do with giving what is needed. An extreme example of this is if a person is having a heart attack, is it necessary to give everyone in the room CPR—just to be fair?

Change is difficult, but change is necessary. It can upset the equilibrium and make people uncomfortable. However, change occurs when someone is frustrated enough to want to explore alternative options. The changes that the school library will need to undergo are not simple adjustments or alterations in procedures. It involves a complete change in attitude and will require time to implement. It is important to remember that the library program belongs to the whole school and any changes will impact students, teachers, ad-

ministrators and other staff members. Therefore, successful change must take the needs of the entire school community into account. This is the time to involve the whole school in the creation of the new program.

If information literacy permeates all education and is cross curricular, the school community needs to identify ways to ensure that all students become information literate. This can be done through identifying student weakness and gaps, determining possible reasons for these gaps, identifying and implementing interventions to address the gaps, and finally assessing the results—modifying as needed. The teacher-librarian needs to focus the instruction on the process, not just the product.

The Internet provides a wealth of information and in order to prepare students to compete in the job market, they must be adequately prepared to know how to access information through the Internet. It is the duty of the teacher and the school library media specialist not only to provide access to the Internet, but also to teach students how to become competent users. An academic emphasis should be assigned to the computers inside a school building. The trend must be for students to view computers and the Internet as a learning tool, not merely as a fun free time activity. Once an acceptable use policy has been established, then can the focus turned to using the Internet as a place to find information.

How the Internet and computers are used in the school should be decided upon by a committee comprised of people from the school community including the library media specialist, the technology expert, teachers, students, parents and administrators. This should not be left to the decision of one individual. Each person will have his or her own specific needs for particular technology. Each can contribute his or her thoughts and ideas to the committee thereby building a workable, meaningful technology use policy. Not everyone will agree with every decision, but at least they'll understand why the decisions were made. A wonderful result of an approach like this is that educators and technicians approach the table with a problem-solving attitude, rather than a confrontational one. They appreciate each other's uniquely difficult responsibilities.

A study at UCLA revealed that more than 50% of people surveyed believed that the information they found on the Internet was accurate and reliable. It's time for librarians to make more noise about how little Americans know about the quality of what they find on the Net, how we make it our business to guide them to quality information by making databases and lists of Web sites available to them, both in the library and wherever they conduct their searches. Too often when a student is researching, they go to Google and simply type in his/her topic. The information retrieved may or may not be accurate, but there is no real way of knowing. They are completely unaware of excellent database sources such as EBSCOhost, ProQuest, the Gale Student Research Center, and SIRS Discoverer for reliable research information. More and more, library media specialists are looked at as being the experts. This is a role they are going to have to fulfill as this is where the Internet access computers are usually situated in a school setting. If librarians are going to use the new title of school library media specialist, they are going to be expected to live up to that claim.

Teaching Information Literacy Skills

School library media centers are, indeed, teaching facilities, and teaching should be the main focus. The school library media program's main goal is to provide learning opportunities to the students. One important facet is that the school LMS teach students aspects of a good Web site. This can be done through examining the "information architecture"

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Managing a Middle School Library: A Practical Guide

DAVID BECHER

As a new school year approaches, classroom teachers will inevitably make a terrifying jump from the safety of a well-known classroom to a foreign area known as the middle school library. The thought of it makes me shiver and ask questions in anticipation. Where will I start? What do I do about a mission statement? Will my community study be helpful? Does the library meet current standards and how will I know? What do I want the library's purpose to be? Am I qualified to have a staff? How will I do the budget? What kind of data should I collect? Will teachers and students use the facilities? What should I buy? What kind of system do I use for cataloging and classification? What kind of systems should I use for automation? What will I do in the event of mass destruction and general Armageddon? Before you let the Twilight Zone music play too loudly in your head and the room spins, this practical guide might be the place to start.

After you visited your new library for the first time, take a deep breath, stop panicking and begin writing your mission statement. It is very important as a middle school librarian to let everyone know what you are going to do and where you will lead others. "Library media specialists need to do a better job of clearly articulating their roles in preparing students for the information- and technology-rich workplace of the future. It is essential for library media specialists to commit themselves to the central principles that define their roles as information specialists and educators-helping students to achieve optimum use of information literacy." (Lowe, 2000)

The mission statement should be a general statement that will guide your practice for the school year. You can always go back and revise it, but it is good to have for your students, teachers, and especially your principal. He or she will be impressed! A typical mission statement might look like this, "The mission of my library will be the complete support of the Department of Defense Dependent School System's Community Strategic Plan. The library will provide materials, support, documentation, and activities that promote partnerships, motivate students, raise student achievement, and advise and assist faculty members in the pursuit of the same." As you can see it is a generalized umbrella statement that will guide your planning.

The next stage in become the Librarian of the Year is to complete a community study. Though it may seem like a long and tedious process, the information you will ascertain will be golden. The community study gives a perspective of what materials will be important to the library patronage. For example, a library in a small, rural, farming community will have different needs from a library in downtown Manhattan. Since you are working in a middle school library, the community study for a school library will give a perspective of the educational needs of the students and how the library can appropriately support those needs. School and public libraries will differ based on the needs of the clientele and types of materials offered for circulation. When completing your community study, you will need to answer the following: name of community, population of community, number of adult males, number of adult females, number of children, people with disabilities, people confined to wheelchairs, number of hearing impaired, visually handicapped, mentally handicapped, the geography and geographic location, nearest town with population over 25, 000, prominent physical feature, economy names of largest employers in town, types of industries represented, unemployment rate, communication facilities, radio or television, number and frequency of newspapers, schools, how many schools, colleges, social Institutions, how many churches, do any religious groups predominate, dominant political party, and social organizations for children (Bolin, 2001). This community study information will give me you guidelines for assuming the possible materials that might be demanded by the school community.

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Internet Filtering and its Effects on Intellectual Freedom

MAGGIE JENSEN

In 1731, when Ben Franklin and his fellow printers of the Leather Apron Club decided to help their community by starting the first lending library, they had no idea just how significant their impact on society would be. Library collections have come a long way from the simple book lending of the 1700's to include videos, music, speeches, books on tape, and Internet access. With all these changes, the librarian's role as a disseminator of information continues to become more complex. The misuse of the Internet has caused libraries to be required to install Internet filtering software and the librarian has been thrust in the middle of the debate over the use of filtering software and its effects on intellectual freedom and First Amendment rights. Old Ben said it best, "Those who desire to give up freedom in order to gain security, will not have, nor do they deserve, either one."

The library is to be a place of intellectual freedom with free access to all no matter what the topic. If one is to have true intellectual freedom, one has freedom of mind as well as the freedom to express oneself through a chosen mode of communication. (OFIF, p. xiii) In a utopia, intellectual freedom allows everyone to choose for themselves what ideas they will access and learn. It promotes freedom and responsibility for one's actions and thinking and respect for diversity. Moreover, it is protected by the guarantees of freedom of speech and press that are found in the First Amendment and form the basis of a constitutional republic. (OFIF, p. xiv)

The opposite of intellectual freedom is censorship. It is "the removal, suppression, or restricted circulation of literary, artistic, or educational materials - of images, ideas, and information - on the grounds that these are morally or otherwise objectionable." (Reichman, p.2) The ability to think for oneself is basic to the function and maintenance of a democracy. When we are denied freedom of choice our freedom is destroyed. Telling us what we can and cannot express is a dictatorship not democracy!

The Library Bill of Rights was established as guidelines for library patrons as well as librarians. It establishes the library's responsibility to uphold a patron's First Amendment rights no matter what age, race, origin, gender or sexual orientation. Most of all, the Library Bill of Rights establishes censorship as an act against freedom. Regarding Internet filtering, "the American Library Association (ALA) affirms that the use of filtering software by librarians to block access to constitutionally protected speech violates the Library Bill of Rights." ("Plain Facts...", p.6)

There are two primary methods for blocking data acquired from the Internet, word blocking other is site blocking. In word or keyword blocking filter systems, Web pages are matched up with a list of keywords. If the Web page contains any of those keywords, the page is blocked from viewing. It is the easiest form of filtering because it is software specific and does not require human review of each Web page. Unfortunately, it is also the most inaccurate due to how the computer recognizes the keywords. It has a tendency to overblock thus many Internet users have to ask the librarian to disable the keyword filter so they can get access to such harmless pages as a culinary site discussing chicken breast preparation or the use of XXX confectioner's sugar. Then, there is the online clothing catalog carrying blouses in size XXXL! Those who have felt the "need" to out-think the keyword filter have been able to get their pornographic and obscene transmissions around the filter by altering the words with spaces and symbols between each of the letters of the "forbidden" keywords. The software will only read and stop words it recognizes on its keyword stoplist. Though not case sensitive, the words must be spelled exactly as the software has been written.

Site blocking filters match Web pages against a list of predetermined sites. When an Internet user attempts to access a site which is blocked, a screen will appear telling the user that the site is blocked or access denied. Unlike keyword filters, most site blocking stoplists are created by humans review. The filtering companies have employees who surf

cont.

*"The greatest blessing of our
democracy is freedom. But in the
last analysis, our only freedom is the
freedom to discipline ourselves."*

Bernard M. Baruch

Internet Filtering and its Effects on Intellectual Freedom - cont.

the 'net determining which sites should be included on the stoplists. The companies do not make this site stoplist available to the public or even to the library so one has no way of knowing if the filter will block a certain Web site until one tries. Many times, the site filter will improperly block or not block sites. In most cases, a library can add or delete sites to their local database which will take care of the problem in their own system. Having the filtering software changed is the responsibility of the company providing it and can take weeks and even months to rectify.

With over 118 million Web sites on the Internet and more being launched daily, updates to Internet site and keyword stoplists are never ending. The major aspect to all the filtering issues is that keyword and site stoplists created by filtering companies cannot adapt to every community let alone every person who will be viewing a Web site. In fact, over the past few years, filtering software updates have included and excluded controversial Web sites just to have them reinstated with another update. Because an adult library patron can ask that a block site be unblocked, some site first thought to be inappropriate are deemed acceptable in a certain community and are reinstated due to popular demand. In addition, who's to say just what it is we're not supposed to be seeing? If the filtering companies only block 1% of the sites, that is still about 1.2 million sites we are not able to access. What are they trying to protect us from?

Libraries are a source of intellectual information and data. With the federal government wanting to decrease the "digital divide", it enticed public libraries into becoming community technology centers by offering E-rate discounts for Internet provider costs as well as various technology grants for hardware and software needs. In an effort to take their libraries into the 21st century, many library boards jumped on the cyberspace bandwagon. Libraries being that source of information could now offer up to the minute news, health and research data via the Internet with free access to everyone. At the time libraries were expanding their collections by adding Internet to their list of services, librarians truly did not imagine they would be asked, mandated, to be "techno-babysitters."

So why do we supposedly need filtering? Prior to the Internet, those individuals who made a living exploiting people through pornography and obscene actions could only market their wares through adult bookstores, video stores, and personal ads in newspapers. With the advent of the Internet came a completely new market and as the popularity of the Internet increased, these "entrepreneurs" have been able to affect a whole world consumer base. Nothing can be done to stop these actions because adult pornography is legal and is protected by the First Amendment. However, the Supreme Court has determined that the First Amendment does not protect certain types of speech. These include:

- obscenity (ruled on in *Miller v. California*)
- child pornography (rules on in *New York v. Ferber*)
- calls to violence intended or likely to produce imminent lawless action (rules on in *Dennis v. United States*) (Elsner,p.218)

Many states have also passed statutes concerning material harmful to minors giving public libraries the right to block material deemed harmful to minors when minors are using the Internet. It is impossible to determine at what age

a minor should have access to material regarding reproduction, birth control, and sexually transmitted diseases without fearing psychological harm. Each child is different and thus accepts things differently. Libraries should not be made to decide what information is developmentally appropriate for a child as well as what speech is protected under the First Amendment and what is not.

Many have tried to stop the transmission of sexually explicit information. Congress enacted the Communications Decency Act (CDA) in 1996 in part to overhaul the telecommunications law and to protect our citizens from the evils of the Internet. The CDA made it a criminal offense for online transmission of "any comment, request, suggestion, proposal, image or other communication which is ... indecent" to a person known to be under the age of eighteen, as well as the display of 'patently offensive' material"(Peck,p218) to those under eighteen. Supporters of the CDA considered the Internet a form of broadcasting thus it should be regulated by the same rules the Federal Communication Commission used to regulate any other type of broadcast indecency. CDA was supposed to set the standard on what was harmful to minors but the law was too broad. Thus, anything considered indecent, from a George Carlin monologue to anti-AIDS, sites were against the law. Due to the fact that public libraries offered their patrons access to these types of "indecency", libraries were put in jeopardy of prosecution.

As soon as this act became law, many groups (including the American Library Association, public interest groups, publishers, journalists, and Internet providers) challenged its constitutionality. These groups were not challenging the act's anti-obscenity provisions "because obscenity was already illegal in cyberspace and falls outside the First Amendment protections."(Peck,p.127) On the other hand, they were objecting to the law in regards to "patently offensive material". Who is to say what is offense material?

After much testimony, a special federal court struck down the Communication Decency Act. The judges stated "the Internet may fairly be regarded as a never-ending worldwide conversation. The Government may not, through the CDA, interrupt that conversation. As the most participatory form of mass speech yet developed, the Internet deserves the highest protection from governmental intrusion."(Peck,p.127) The Supreme Court went on to find the CDA unconstitutional because it violated the First Amendment right to free speech and was considered a form of censorship.

When the CDA sunk, Congress immediately scrambled to bar commercial Internet expression by passing the Child Online Protection Act (COPA). This act would make it "a crime for anyone by means of the World wide Web, to make any communication for commercial purposes that is harmful to minors unless the person has restricted access by minors by requiring a credit card number. COPA imposed criminal and civil penalties of up to \$50,000 per day for violations."(Child Online) Due to the fact that COPA looked a lot like the CDA, three years of litigation started before the ink was dry. On March 6,2003, a federal court of appeals ruled unanimously for a second time that COPA was unconstitutional and would force Web publishers to block a wide range of protected speech. In addition COPA failed to protect children by not preventing them from seeing inappropriate material through Internet resources other than the World Wide Web such as chat rooms and email.

Internet Filtering and its Effects on Intellectual Freedom - cont.

In 2001, with another attempt to protect children from material that may be harmful to them, President Bush pushed for the Children's Internet Protection Act (CIPA). This act requires public libraries that receive federal funding to install and use Internet filtering software. The American Library Association, Center for Democratic Technology, and other public interest groups again took their case to the Supreme Court arguing "that when used by families, filters can be a useful tool in guiding their children's online experience but that to mandate implementation in a public venue is an unconstitutional restriction of free speech." (US vs. ALA) On June 23, 2003, the Supreme Court upheld the filtering law stating that CIPA did not infringe on First Amendment rights and that adults have the right to insist that librarians unblock legal sites in individual cases.

Wanting to keep their E-rate discounts and other federal funding, public as well as school libraries, which offer Internet access to their patrons must install and implement Internet filtering software. Along with this action, the library must also have each person using the Internet complete a User's Agreement and that must be kept on file. The Woodstock Public Library has a "tiered access" to the Internet which is part of the User's Agreement. Children under 13 are blocked from chat rooms and sites promoting adult/sexually explicit content, criminal skills, cults, drugs, alcohol and tobacco, gambling, hate, obscenity, and personal unless the site is sponsored by a private or public agency providing educational information. The second level, ages 14 to 17, blocks adult/sexually explicit content, chat, drugs, alcohol, and tobacco, gambling, and hate sites. Adults are offered blocks on sites pertaining to adult/sexually explicit content and chat or an adult can opt for full access.

In summary, one can ask, "Should libraries have to use Internet filtering?" Libraries are to promote and librarians are to protect intellectual freedom. They are the cornerstones of the communities they serve. Free access to the books, ideas, resources, and information in America's libraries is vital for education, employment, enjoyment, and self-government. Progress in science has brought us the World Wide Web which has made us a global community. Sadly, it has also made it all too easy to access or be subjected to unsolicited, inappropriate material. The First Amendment of the Constitution allows us the right to speak, think, and express ourselves in any mode of communication. Yes, the majority of us want to protect children from material that may harm them but maybe parents should take on their responsibility to teach their children what is appropriate. Internet filtering will not keep children from accessing or receiving inappropriate material. Small children should be supervised and guided when using the Internet. Then, when they are adolescents and finally adults they can make appropriate choices thus leaving the censorship to their individual tastes as we do with print material.

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Case Study of the River View Elementary Media Center, Plainfield, Illinois

KAY CARTER

Introduction

I am a first year media center specialist, in the beginning stages of obtaining my endorsement in library science. I have been a classroom teacher for the past twelve years and have taught in grades preschool through grade 5. Last year I began looking into the possibility of becoming a media specialist. I signed up to take classes, never thinking that a job in my building would become available. Things fell into place and I became the media specialist at River View Elementary. Needless to say, I was excited and petrified because I knew so little. I want to take this opportunity to learn about my media center, school policies, building and infrastructure, and the multitude of other things that I have not discovered.

Community Information: Plainfield, Illinois

Plainfield has quadrupled its population in the last few years. It began as a small prairie town with the main "business" of agriculture. The population of Plainfield as of the 2000 Census was 13,038. The 1990 Census had been 4,557 and the projected 2020 population will be 46,000. There are 6,328 males and 6,710 females. The median age of the people of Plainfield is 33.2 years, 33.9% of the residents of Plainfield are between 0-19. 8.6% are over 60. Of the population over the age of 25, 25.1% have graduated high school, while 25.5% have some college, 9.8% have associate degree; 25% have a bachelor's degree and 8.1% have graduate or professional degree. The median household income is \$80,799. There are approximately 1,425 people with disabilities.

Plainfield is located approximately 50 miles Southwest of Chicago. Many residents of Chicago have moved to Plainfield, because there is a major highway connecting the two centers and the cost of living is much lower in Plainfield. In the last ten years, Plainfield has gone from having two elementary schools, one middle school and one high school to twelve elementary Schools, four middle schools and two high schools with an additional high school opening in 2004-2005. Plainfield has become a district that encompasses 64 square miles in two counties. What used to be miles and miles of farmland is now miles and miles of new housing. The average elementary school has at least 700 students. Plainfield is struggling to keep up with infrastructure issues such as roads, schools, and shopping. The county has a community college as well as a private college four-year college. Within a 30-mile radius, there are a number of smaller colleges and universities. In Chicago, of course, there are a number of large universities.

The Plainfield Public Library was expanded and remodeled in 1991 to accommodate the growing number of residents and businesses. The library is now considering opening branches to serve more of its patrons. Residents of the south end of the community are in another township and are able to use the services of the Joliet Public Library.

There are twelve denominational and two non-denominational churches. There are two weekly newspapers as well as an area daily newspaper. Plainfield is served by Chicago radio and television stations. The community is fairly equally split between Democrats and Republicans.

Plainfield has 31 clubs and organizations. Some of the organizations for adults are the Garden Club, Lions Club, Rotary Club, Optimist and American Legion. Organizations for children are Big Brothers and Big Sisters, 4-H, Girls Scouts, Boys Scouts, YMCA, Youth Sports.

Plainfield is located in the northwestern part of Will County and is among the fastest growing counties in Illinois. Three interstates, 55, 80, and 88 are all easily reached. With its convenience to highways, trains, and airports, many businesses are moving to Plainfield.

The largest industry is housing developments and construction. The largest employer is Plainfield Public Schools with over 2,200 employees. Plainfield has resisted bringing in industry and has been hurt by the lack of tax revenue that these businesses bring to the community.

I teach in Plainfield Community Consolidated School District, which

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accommodates the community of Plainfield as well as the surrounding communities. My particular school is actually in the city limits of another town, and many of the students use a different public library and pay taxes to other townships. The school district is enrolling an additional 2,000 students per year and this growth is expected for the next 15 years, taking the total student population near 50,000. We cannot build schools fast enough and the current tax rate is not high enough to support the additional buildings, forcing us to look at other possibilities. We have two viable options. The first is to try and pass a referendum to make up for the shortage of funds so that we can continue to build the buildings we need. The second option is to go to year-round school, thus eliminating the necessity to build as many schools and saving about \$350,000,000 over the next 15 years. This is a dilemma for the community.

Characteristics of the Library: River View Elementary Media Center

River View Elementary has 800 students fairly evenly distributed among six grade levels, K-5. There are five to six classes of each grade level with approximately 25-30 students in each class. There are 45 certified staff and an additional 55 non-certified staff. The school is located at the southern end of the school district in the middle of a fairly large subdivision and right next to a middle school. Students arrive at school by bus, car or by walking. Most of the students come from within the subdivision but some do travel a small distance. The media center is located on the first floor of a two-floor school, and is in the middle of the building. It is connected to the Principal's office and has a classroom within its walls. The classroom was originally built to be a production lab complete with computers, printers, scanners, and filming equipment but because of space constraints is now a second grade classroom. The classroom has a door so noise is blocked; however, the students must enter and exit their classroom through the media center. The media center is approximately 1,000 square feet. We have one full time media specialist and one media clerk who works six hours a day. Two volunteers each work two hours per week, and we are seeking more. The media center is governed by district policies. I am observed and evaluated at the building level through the use of observations and a Management by Objectives (MBO) program. A district media office works with us to provide staff development, cataloging services, ordering and purchase order services, along with assistance and training using the automation software.

We use a flexible scheduling model to serve students. With so many students and so few staff hours, the flexible schedule is the only way that we could survive. It also happens to be the wave of the future. Allowing students to come to the media center when they need it is preferable to having a teacher sign them up for a 30-minute block. The students are able to use the media center for many different things such as checking out books, research using reference materials, research using the Internet, and a quiet space to make up work that was missed. There is also space that can be used for testing. Students come to the media center to produce assignments using Powerpoint, Word, publishing software, and so on. Having a flexible schedule means that the media center is available anytime the school is open.

Budget: \$7,600

The budget is monitored, developed, and tracked by the media specialist, building principal and the district media office. The budget is divided into seven areas; repairs/maintenance, library books, AV materials, equipment, periodicals, supplies, postage/media, and grant money. Currently, my

budget is as follows:

Repairs/Maintenance	\$1,000
Library Books	\$2,300
AV Materials	\$2,300
Equipment	\$500
Periodicals	\$1,000
Supplies	\$500
Total:	\$7,600
Title V Grant Money	\$3,272

The media center's line-item budget must be accepted by the principal. The principal can override the budget and use some of the funds if he or she chooses.

Next year's budgets are being constructed, based on criteria sent out by the district media office.

Budget considerations as provided by District Media:

Minimum of 10,000 books per 500 students or 20 books per student.

# <u>900</u>	students
# <u>10,431</u>	books in collection
# <u>7,569</u>	books needed

As a general rule, most books over 10 years of age should be weeded.

# <u>3,816</u>	books over 10 years of age (educated guess)
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<u>Suggested Budget Guidelines</u>		<u>Current %</u>
Books/periodicals	68%	41.25%
On-line reference & databases	10%	0%
Supplies	3%	6.25%
Equipment	2%	6.25%
AV Materials	12%	28.75%
Contingency/Repair	2%	12.5%
Other	1%	5%

The current budget does not match the suggested budget guidelines. One of the most obvious areas is the online reference and database services. We have those services, paid for this year by the district. Next year, the library budget will pay for those services. The budget for books and periodicals needs to be increased. The current percentage is at 41.25% because we earn about \$10,000 in books from commercially-sponsored book fairs every year and buy a lot of books this way. A budget line for books is still necessary, because of the need to buy a non-fiction and reference books, which are not areas that the book fair companies carry very much of. The equipment budget line will stay the same or increase, since we need to replace equipment such as iBooks and CD/tape players, as well purchasing more headphones for listening centers.

Policies: Collection Development

A collection development policy is important in determining what to buy, what to weed, and how to evaluate gifts. It also ensures continuity in the collection and protects the library against special interests. This policy helps determine future budgets and how the budget money will be spent. It is important that the policy be written and that everyone in the library understands and enforces the policy.

cont.

Case Study of the River View Elementary Media Center, Plainfield, Illinois - cont.

Evaluation of the collection is an important step in the collection development cycle. This year the library implemented the inventory module of Follett's automated system. This module has helped us evaluate the collection. It gave us a very good snapshot of the collection. Follett's "Title Wise" is collection analysis software. It yields a wealth of information, but the collection information synopsis proved most valuable. This information was obtained from that analysis.

Circulation System:	Alexandria
Data Integrity:	Good: 97.89% holdings recognized
#of holdings:	10,656
Recognized Call Numbers:	10,431
Average Age:	1994
Enrollment:	817
Books Per Student:	12.77

This information is based on the collection in October of 2003. The analysis can go much further, breaking down the collection by fiction/non-fiction, etc. It can also break down the collection by Dewey call number. For example, looking just at the 500s, Natural Sciences/Mathematics, the system can calculate the average age of the books (10 years), total number of items (776), and percentage of the total collection (7.44%). A weeding list, based on age, can also be produced.

The next step in collection development and management is weeding. There are three reasons to weed. The first is if materials are in bad condition. If it is cheaper to replace than to repair, it is better to weed the old and buy a new copy. The second reason to weed is if information is dated. In health and technology constant weeding is necessary since that information becomes outdated quickly. This is an area where Follett's collection analysis becomes very helpful. The third reason for weeding is that a particular title is not relevant to the community you are serving. Occasionally we purchase items that would be best used at the middle school or the high school. We weed by sending them to the appropriate location. Cerny says that "weeding is not a one-time project. It must be an ongoing, routine part of any professional librarian's work schedule. In the long run, continual review of the collection will improve the quality of the library and save you from the exhausting and depressing 'megaweed' syndrome from which many of us suffer."

Weeding leads us to the next step: selection. We select materials in many different ways. This is an area that I am still learning about. Thanks to monthly meetings with other media specialists and the district media team, I get many suggestions on what to buy. Various vendors come to the meetings and show us their materials, and, of course, encourage us to buy from them. I have also received a lot of help in this area from seasoned media specialists who know which vendors have good products, service, and prices. I have also brought the teachers into some of the decision-making. I am a member of the school improvement team and have used that position to encourage teachers and staff to turn in wish lists that follow the curriculum and school improvement team goals.

Once the selection of materials is complete, it is time to order. This was also new to me. I was unfamiliar with the district's use of purchase orders, and at times was frustrated at the cost of items that were available elsewhere for less. Ordering a CD player for \$100 was difficult when I knew that I could go to a discount store and get the same thing for \$50. However, it was not the "way we do things", and I made peace with that issue within myself and went back to ordering. Ordering is a time-consuming process. I am expected

to be assisting and teaching students the entire school day, so ordering and management issues must be handled before or after the school day begins.

After acquisition, it is back to community analysis, which for me is also curriculum analysis. I look at specific curriculum areas and compare them to collection areas. There are still many areas that need to grow. Each year we receive grant funds, based on student FTEs. To qualify for these funds, you must specify what the money will be used for and then account for it after it is spent. Last year, our goal was to build the nonfiction collection to mirror the curriculum. A committee representing each grade level evaluated the curriculum and compiled a list of science and social studies topics covered. The current collection was evaluated to find weak areas, and grant funds were spent on the weakest areas. The teachers became more interested in the process because we gave them a voice and a role in the decision-making.

Circulation Policies

Circulation policies are straightforward. Kindergarten students are allowed to check out one book per week, with one renewal. Students in 1st-5th grade may check out two books for one week with one renewal. Exceptions are made if the student needs more time; however, an extremely popular book can only be renewed twice. Students must pay to replace lost or damaged books.

Teachers may check out as many books as they like and keep them until the end of the school year. We have multiple copies of guided reading books and a fairly extensive professional library that teachers can use.

Circulation of magazines is something new. In the past, magazines had to be read in the media center. Students had very little time to do this. We ordered protective covers and begin circulating magazines. Students love this new service and the first week of circulation nearly all issues were checked out.

Personnel

On-Site Personnel:

There is a full time teacher-librarian in the media center (myself). My responsibilities include teaching, being an instructional partner, an information specialist, and a program administrator. It is very difficult for one person to be responsible for all of these roles. My job is to look at curriculum, assignments, learning goals, performance descriptors, and learning in terms of informational resources, processes, and technologies required for success from students. We must be professional, organized, flexible, friendly, and helpful to encourage a team approach and to encourage teachers to come to us for planning, collaborating, and information. I teach five information literacy classes to 5th graders each week, focusing on library skills, information skills, and researching skills. The research techniques use the Big 6 approach. I have weekly story time for twelve kindergarten and first grade classes each week and I take some of that time to teach the students about the library and about how to care for library materials. I work with 2nd - 4th grades in small and large group settings on how to use the library and how to find materials using the online catalog, the Dewey Decimal System, and basic researching skills. I attend weekly staff meetings and weekly school improvement team meetings. I am responsible for collection analysis and development. I attend monthly meetings at the district media office and receive in-service training from that office. I attend the annual conference held

Case Study of the River View Elementary Media Center, Plainfield, Illinois - cont.

by the Illinois School Library Media Association. I troubleshoot technology problems within the building and if I cannot solve the problem, I put in a work order to the district technology department. I am responsible for setting up any AV materials for meetings, workshops, and staff development seminars held at the building.

There is also a six-hour Media Clerk. This clerk's responsibilities include circulation and database maintenance responsibilities. Other duties include filing in the card catalog, mending, and withdrawal of weeded items.

Off-Site Personnel:

The district media director is responsible for organizing all the media centers in the district. She holds monthly media meetings, contacting speakers and presenters who inform us of new practices and products. She is an advisor on purchasing products and is liaison to the administration and to the Board of Education.

The district office manager is responsible for creating purchase orders and sending the orders to the vendors. The district cataloging specialist does all cataloging that is not supplied by vendors. She produces the cards and barcodes materials.

Volunteers

There are two volunteers but more are being recruited. The volunteers come in two hours in the morning and assist with many circulation responsibilities and with processing of new materials. The volunteers are trained in proper procedure. They are given brief in-service training and must submit to a criminal background check (paid for by the district) and a TB test (paid for by the volunteer).

Building and Infrastructure

Facilities

The district has thirteen elementary schools, four middle schools, two high schools, and an administration center. The media center is on the first floor, as are the gym/cafeteria and administrative offices, as well as 21 classrooms. There are twelve classrooms on the second floor and many small offices/classrooms that are used for special education.

Computers

There are 22 student computers in the media center, as well as two computers used for circulation and another at the front desk used solely for accessing the catalog. Six of the student computers also have catalog access. Each teacher in the building has a classroom computer; the fifth grade teachers have two. Office personnel and administrators each have a computer. There are 45 iBooks, kept in sets of five in carts that can be checked out by teachers. The computers are all connected to a district network and district approved software is pre-loaded. All schools have wireless capability.

Procedural Information

Cataloging Methods

Vendor-supplied cataloging is preferred. It is fast and cost-effective. Other cataloging is done through the district office, which supplies cataloging for nineteen schools.

Vendors

We can choose which vendors to use. Preferred book vendors are Follett, PermaBound, Scholastic, World Almanac, and Capstone. For AV equipment, we use a local company that gives us good pricing on boom boxes, headphones, transparency rolls, etc., and they deliver quickly. We purchase the supplies through Demco.

A database service from EBSCO provides children's searches, as well as ERIC and other periodical indexes. We purchase all periodicals through EBSCO.

Automated Functions

Our automated system is called Alexandria. It is used district wide, and is currently being reviewed along with other vendors that are available for future use.

Use of Standards and Relationships with other Libraries and Organizations

Information Power Library Standards

There are nine information literacy standards for student learning. The district has had training to review these standards and discuss ways that we can use them in the own buildings.

Information Literacy

Standard one: The student who is information literate accesses information efficiently and effectively.

Standard two: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

Independent Learning

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

cont.

Case Study of the River View Elementary Media Center, Plainfield, Illinois - cont.

These standards should be adopted district-wide, state-wide, and federally. We have been encouraged to use the standards. They are lofty and I often feel humble when I try to pattern my program after these standards.

State of Illinois Library Standards

State level standards are mixed within the other learning standards. They are intertwined with language arts, science social studies, and technology standards. Some examples are given below and taken off of the Illinois State Board of Education Web site.

Using Technology

"Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results. Computers and telecommunications have become basic means for creating messages and relaying information. In offices and homes, people write using word processors. Audio and visual media are used for both creative and practical forms of communication. The use of on-line services is now commonplace among researchers, authors, farmers and auto mechanics. Skilled use of these technologies provides students with necessary opportunities to search and process information, be in touch with experts, prepare documents, and learn and communicate in new, more effective ways."

"Use the language arts to acquire, assess and communicate

- A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.
- B. Analyze and evaluate information acquired from various sources.
- C. Apply acquired information, concepts and ideas to communicate in a variety of formats."

Heritage Trail Library System

"The Heritage Trail Library System is a multitype library system formed in 1993 when the Burr Oak and Starved Rock Library Systems merged. Library systems were established and organized in 1967 under the authority of the Illinois Library System Act. The Heritage Trail Library System serves the libraries in Grundy, Kankakee, Kendall, LaSalle, Putnam, and portions of Bureau, Cook, DeKalb, DuPage, Kane, Lee, Marshall and Will counties. The System presently serves 172 libraries, including 56 publics, 6 special, 6 academic, and 104 schools. Heritage Trail is funded by an annual area and per capita grant and grants for special projects as appropriated by the Illinois General Assembly. The System is governed by a Board of Directors consisting of 15 voting members chosen by the library members in accordance with System Bylaws. System Headquarters employs a staff of 22, including 4 full-time professional librarians."

Services provided by the System and available to member libraries include:

INTERLIBRARY LOAN

ONLINE CATALOGING AND CIRCULATION SERVICES

CONSULTING SERVICES AND CONTINUING EDUCATION

NEWS OF MEETINGS, WORKSHOPS AND ACTIVITIES

DELIVERY SERVICE RECIPROCAL BORROWING

Illinois School Library Media Association

"ISLMA Mission And Goals:

Mission Statement:

"To promote life-long learning by the students of Illinois, ISLMA will provide leadership and support for the development, promotion, and improvement of the school library media profession and programs in Illinois.

Goal I: Promote efforts to ensure that every student has intellectual access to information in all formats and a broad range of ideas in an atmosphere of free inquiry, ethical use, and confidentiality.

Goal II: Provide leadership to initiate and sustain collaborative planning and teaching which integrates information literacy into the curriculum.

Goal III: Support the professional development and personal achievement of school library media personnel.

Goal IV: Promote the library media professional and the value of school library media programs in the learning process in the educational community, library community, and the community as a whole.

Goal V: Maintain a viable and responsive organization for quality Illinois school library media programs."

As you can see, there are many avenues that we can pursue for help in just about any area. I have found it a big help to have these services with their Web sites and informed staff.

Plans and Projects

MBO

Since I work for a school system, I have two ways of being evaluated professionally. I am evaluated based on a formal evaluation of my teaching and also through an MBO program. I write objectives for myself and media center for the year. I chose the following:

- To familiarize myself with the media learning goals as covered above so that I can work more closely with the teachers to achieve those goals.
- To meet regularly with the teachers to discuss current units they are working on and how we as the media center can be of help.
- To familiarize myself with the curriculum of all grade levels to assist me in the ordering process and buy necessary products that enhance the curriculum.

I am working on improving and enhancing communication and problem solving with the teachers to become a trusted part of the educational team. The following are ideas I am currently working on:

Newsletters

Currently I send out a monthly newsletter to teachers about changes in scheduling, new materials purchased, concerns regarding the media center and any other important information. I also write a blurb in the school newsletter that goes home to parents on a monthly basis.

Case Study of the River View Elementary Media Center, Plainfield, Illinois - cont.

Alignment of Curriculum with Materials

By meeting with teachers and investigating current materials, I am trying to ensure that the media center has the materials needed to enhance the science and social studies curriculum. The school improvement plan focuses heavily on the science and social studies curriculum.

I provide lists of materials in the media center that fit directly with the curriculum of the school. When a teacher is studying a particular topic, he or she can find out exactly what we have for them.

Staff Development Offerings of the Media Center

I offer monthly staff development seminars to learn about a new piece of technology, preview new materials, or do book talks. Up until now, I have asked other people to lead these seminars, but my goal is to learn enough so that I can provide them to the teachers.

Other Plans

Another goal is to create a comfortable area where students can come, peruse new materials, read a magazine or a book, or just sit and reflect. The media center has tables and chairs but it lacks a cozy area.

The media center is large enough to accommodate fairly large groups for assemblies and special programs. I would like to bring in more guest speakers and authors for the students.

I would like to become comfortable with technology-related materials. Online databases, electronic resources, Imovies, video production, Smartboards, and various other new products are items that we have or have access to. I need to become more comfortable with them so that I can get the teachers more involved with them.

Evaluation

According to Everhart, these are the things a principal looks for when informally visiting the media center:

- Students are "actively engaged" with books or technology.
- The *library media* specialist is interacting with teachers and students.
- There is an organized, clean, inviting environment.
- A variety of materials are available.
- There are relevant displays.
- Students are borrowing books.

The following items are the situations a principal becomes concerned about when they see:

- The *library* is empty.
- Materials are in poor condition.
- Students are doing busy work.
- Students are made to feel unwelcome.
- Materials are going unused.

These are good indicators of whether or not you have a child-friendly, learning-based, interactive media center.

Recommendations

I recommend returning the responsibility for the 5th grade information literacy classes to the information literacy teacher. That would free up time to promote the same type of activities in smaller groups. I would reinstate the four-hour per day clerk position that was cut this year, with the goal of keeping up with new materials being processed and books being shelved, inventories, repairs, etc. I have monthly meetings with teachers on all grade levels to share new materials. I would also use this time to receive feedback from the teachers. I would somehow try to create more hours in a day so that I could attempt to meet the needs of all the teachers. I feel very fortunate to have the job that I do. There are new challenges every day.

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Internet Issues in Elementary School Library Media Centers

CYNTHIA FISHER

The Internet is a valuable asset used by millions everyday. For students it is the ticket to the Information Highway. Students can access and use resources from around the world, communicate and collaborate with individuals and groups across the globe and significantly expand their available resources. Effectively using the Internet is a life long skill. Today's students will use the Internet to find jobs, in their employment and at home for leisure and work. Internet use today is as commonplace as the use of the phone or television.

The Internet is an open forum for communication from all channels of life. Some of the material presented on the Internet is appropriate only for adult audiences and not for the elementary student. Such sites may include violent, sexual, unlawful or racist subject matter. It is necessary for schools to initiate policies that protect students from exposure to such materials.

The responsibility for protecting students from inappropriate materials on the Internet at school often falls on the shoulders of the Library Media Center Director. Many issues confront those developing a safe and responsible Internet use plan. Some of those may include Internet ethics, Federal and State laws, Filtering and Blocking, and Censorship.

Internet Ethics

The Internet is the world's new frontier. Virtually unregulated, unedited and easy to access, the Internet is only limited by where you log on. As new laws control access in our major institutions, schools and libraries, limitations are increasingly being set by financial means. Is this fair? Is this ethical? Should access to unlimited information be determined by economics? This is just one of the ethical questions being raised today. The Internet is so relatively new, it is difficult at this point to set parameters and make pronouncements regarding the moral nature of this untamed beast. On one hand we try to protect the freedoms of our citizens and on the other protect our citizens from harm. At this point in time, as we struggle with the rights and wrongs of a medium we have only begun to understand, we must believe that education is the best answer available. Teaching our students and citizens how to conduct themselves in uncertain situations, understanding that with the privilege of the Internet comes responsibility, keeping an open mind and flexible nature will go far in developing the Internet ethics of the future.

Federal Laws

There are currently several pieces of Federal legislation that directly impact an Internet Use Plan. Four in particular are the Children's Internet Protection Act (CIPA), the Children's Online Privacy Protection Rule (COPPA), the Student Privacy Protection Act and the Copyright Act provisions.

CIPA

CIPA requires school districts receiving e-rate funding to monitor how students use the Internet, implement technology protection measures and develop an Internet Safety Plan that addresses the access to inappropriate material, the safety and security of students when online, unauthorized access and unlawful activities on the Internet and unauthorized disclosure, use and dissemination of personal identification regarding minors. (Willard)

Monitoring student's use of the Internet can be accomplished by:

- Purchasing software which blocks or filters student access to inappropriate [Web](#) sites. Some software is capable of recording student's attempts to access banned sites.
- The use of passwords to control differing levels of filtering.
- Use of bookmarking for younger students.
- Adult Supervision
- Student Training in safe online communication

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"Congress shall make no law...abridging the freedom of speech, or of the press." First Amendment to the U.S. Constitution

"Books won't stay banned. They won't burn. Ideas won't go to jail. In the long run of history, the censor and the inquisitor have always lost. The only sure weapon against bad ideas is better ideas. The source of better ideas is wisdom. The surest path to wisdom is a liberal education." Alfred Whitney, *Essays on Education*

"You see these dictators on their pedestals, surrounded by the bayonets of their soldiers and the truncheons of their police. Yet in their hearts there is unspoken - unspeakable! - fear. They are afraid of words and thoughts! Words spoken abroad, thoughts stirring at home, all the more powerful because they are forbidden. These terrify them. A little mouse - a little tiny mouse! - of thought appears in the room, and even the mightiest potentates are thrown into panic." Winston Churchill (www.rjgeib.com/thoughts/burning/burning.html)

Censorship is an issue that affects people from all walks of life and all periods of time. It is not a word that brings neutrality of feeling, rather it is one that brings forth strong ideas, voicing of beliefs, and sharing of convictions. According to the *American Heritage Dictionary of the English Language*, censorship is the "act or process of censoring" and a censor is "an authorized examiner of literature, plays, or other material, who may prohibit what he considers morally or otherwise objectionable" (Morris 217). Censorship in the twenty-first century is an on-going battle. Yet, there are concerned citizens who feel that the freedom to read and explore ideas is an important part of the American culture. These librarians, students, educators, and everyday people are trying desperately to win the war against censorship that occurs in their lives.

The American Library Association discusses the issue of censorship in its Library Bill of Rights. The policies include language on censorship and the removal and exclusion of other library materials. Items one and two of the Bill of Rights include language that refers to excluding materials due to "origin, background, or views of those contributing to their creation..." or "materials should not be ...removed because of partisan or doctrinal approval (American Association of School Libraries 152). Censorship can take place in regards to these items by certain groups trying to prevent books from being part of the library based on content.

Censorship affects all kinds of people within the literary world. Schools that feel pressure from parents, administration, and school boards often cave when it comes to putting books on their shelves. Take the case of writer Martha Freeman, for example. Freeman wrote *The Trouble with Cats* followed by *The Trouble with Babies*. The first in the series was quite popular, but the second has had trouble selling. The reason: "a brief passage buried in the book about two gay fathers and their adopted son apparently had discouraged many librarians across the country from buying the title (Getlin A1). Because of this trend, Freeman's book might not be sold in large numbers which could affect the reprint editions and the paperback editions. According to Freeman, the story has nothing to do with gay issues and the reference is a background issue. In fact, the only reference to gays is in one tiny section.

"Oh, now I get it," [Holly] said. "You mean they're gay."
Dr. X nodded. "Exactly."
Mom and William have friends who are gay. Some of them have kids. But this was the first time I had met a kid with two dads and no moms.
"Okay," I shrugged.
"You don't think that's weird?" Dr. X asked me.
"It's not usual," I said. "But it's not weird."
(Getlin A20)

But, in order to sell books, Freeman has to decide whether or not to include the characters in future series books. This sort of censorship has a ripple effect from publishers to authors to librarians to children. Roger

cont.

The Effects of Censorship

JONELLE R. WARNOCK

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Sutton, publisher of the Horn Book Magazine, sees a problem with this. "If a library refuses to acquire a gay-themed book for teenagers...they can still find it in other places...because they have disposable income. But most younger children do not have this freedom and are dependent on adults for books to read" (A20).

This controversy brings up a whole bunch of issues surrounding censorship. For authors, censorship can be a help or a hindrance. Mark Twain saw censorship of his book *Adventures of Huckleberry Finn* as a good thing. After finding out that his book was to be banned by the Committee of the Public Library of Concord, MA, he wrote a letter to his publisher stating "that will sell 25,000 copies for us sure" (Noble 210). Leslie Newman, author of *Heather Has Two Mommies*, notes that the controversy surrounding her gay-themed book helped make it a mainstay in many libraries and bookstores, thus improving her sales (Getlin A20). But for writers who write and sell less frequently, like Martha Freeman, this kind of thing can have a negative impact.

It also shows the decisions that librarians must make in cases like this. Many librarians stay away from issues like this by simply not putting controversial books in the library. That is exactly what Connie Cauvel, a Pittsburgh-area librarian, considered when she took Freeman's book off the shelf. "You get to the point where you can't win every confrontation" (A20). And now, with so many libraries, both public and school, in a time of budget cuts, there is less money to purchase books.

Examples censorship occurs year-round in schools across the country. One example from the Boise School District in Boise, Idaho, involved the book *Siddhartha* by Herman Hesse and it became a classroom teacher's fight against censorship. Student A was assigned Hesse's book along with the rest of his class. While reading it, he became uncomfortable with sexual references and he shared just these passages with his parents. His parents contacted the teacher and inquired how to pursue the elimination of this book from the curriculum. They were referred to the language arts coordinator and the media specialist coordinator for the district and a committee was put together to investigate (Boyd). The committee consisted of students, parents, teachers, and administrators, and all members were required to read the book so that they could provide comments on the appropriateness of the text for sophomore accelerated language arts. After the teacher and the parents had given their opinions on the matter, the committee then released them from the meeting and discussed the options. The committee unanimously decided to keep the book in the curriculum. But, unfortunately, the trauma of the investigation has since kept the teacher from assigning *Siddhartha* as a whole class read. Instead, it is offered as an option. This was a case where one student was uncomfortable with references. This was a case where the parents never read the book in its entirety. This was a case that unfortunately scared the teacher out of trying this text as a whole class text again.

This is an all too common occurrence in classrooms across the nation. Teachers, who are already overworked, don't want to have to deal with the trouble of having a hearing; so many times they cave into pressure and don't assign books that might be deemed controversial. Many teachers talk to students before assigning controversial novels and give them other options to read instead. This just gives support for censorship advocates and their goals of controlling the minds of the youth through limited reading opportunities. And many of these issues don't just exist with novels or textbooks. In many classrooms today, visual media aids are used to enhance

the learning materials. Many times, teachers must get permission to show even historical footage because they might seem inappropriate to some audiences.

As seen in the case of *Siddhartha*, censorship issues have grown and continue to be a challenge today in many schools. These censorship issues confound the ordinary classroom teacher who is simply trying to convey as much information to students as possible. In educational establishments, censorship can rear itself in a variety of ways. There might be open incidents of censorship brought by parent groups, individual teacher or library censorship of certain texts, and even theft of books by persons not wanting the texts in the schools (Sherrow 15). Censorship issues can be based on sexual content, language, religion, or political beliefs. They can center on an entire text or be based on one paragraph. Censorship can be brought to the attention of the schools by parents, students, civic groups, school boards, school district officials and any other group with an agenda in mind.

In the *School Library Journal*, there is a section called "Censorship Roundup" which shows different places around the country and the continual fight against censorship that is taking place. In the November 2003 issue, there are three examples of the censorship fight going on in Texas, Michigan, and Tennessee. In Texas, it was noted that during the 2002-2003 school year, there were 36 books banned with 134 book challenges in 71 districts. "The most frequently banned books were *Alice on the Outside* by Phyllis Reynolds Naylor and *Forever* by Judy Blume" (*School Library Journal* 26). In Fowlerville, Michigan, the school board reinstated a book that was previously banned. *Whale Talk* by Chris Crutcher was supported by teachers and students and eventually made its way back on the shelves. Crutcher "plans to visit Fowlerville and thank his supporters" (26). And in Tennessee, *Seventeen* magazine was removed from some middle schools and subscriptions were cancelled because of some indecent material. These are just cases within a few month time period. It is obvious that censorship cases are an ongoing educational issue.

Many banned authors, like the aforementioned Mark Twain, don't mind the stigma. Many times they reference it in discussions or other places. Chris Crutcher, whose books frequently make the banned book list in junior and senior highs, takes a light-hearted view of censorship in his memoir *King of the Mild Frontier*, but he also takes a serious take on it too. In his foreword to his short story book *Athletic Shorts*, Crutcher mentions the criticism he gets for graphic hardships and inappropriate language. "Like most writers, I like to think the praise is well deserved, the criticism harsh and unfair...but whether I am praised or criticized, writing is my passion...my passion lies in connecting with people through the written word, through stories" (Crutcher x). Judy Blume, another often-criticized and censored writer, is a very popular children and young adult author. Her books are read from elementary to high school and are often used in the classroom setting. For many years, Blume's publishers tried to keep her away from the controversy, but now she is well aware of the push for many of her books to be kept out of libraries. Blume sees this as hurting the kids in the long run. "The point I would like to make is that it is the kids who are the losers in all these battles. We're really talking about what they have a right to know, what they have a right to read" (Foerstel 109). She goes on to say when we remove or censor books, we are really giving the censors power. Both of these authors, like many others, write about issues that kids are dealing with every day and they feel that kids need to be able to read and personalize these topics for themselves. They write for the

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kids, not for the controversy.

There are some differing views on censorship in schools. In the *Opposing Viewpoints* books, a series of books that concentrate on two sides of an issue, two scholars see different things when discussing censorship in schools. Thomas Sowell, an economist and writer appearing in the *Washington Times* believes that the recent cries of censorship are taking the issue of choosing or not choosing texts too far. "...school and library officials must make judgments about which books to purchase and their decision not to buy a particular book do not constitute banning or censorship" (Bender 70). In opposition, Michael Granberry, a writer from the *Los Angeles Times*, says "libraries officials say the wave of book banning and restrictions have never been higher" (65). Granberry goes on to say that the most common reason for book censorship is that material is offensive and that the censorship cries are coming not only from fringe groups, but mainstream ones as well.

In William Noble's book *Bookbanning in America*, Noble devotes a chapter to censorship and textbooks. He cites Vietnam as the catalyst for the beginnings of fighting certain places of authority. Until then, schools had been considered off limits to attack. "Schools were bastions of authority. Parents understood this. They rarely questioned it, and breathed easier when they didn't have to make a nightly journey through textbook pages with their student son or daughter" (177). Noble discusses the arrival of many textbook critics in the 1970s that provided a voice for conservative and religious groups who were against many things that were in school textbooks. Mel and Norma Gabler became prominent school-text critics. The Gablers created an organization called *Educational Research Analysts* and they traveled the country (more than 200 days in a good year) fighting "the debasing of 'traditional' American values" (181). Most of their work was done in their home state of Texas, but Noble believes that the Gablers created an agenda for textbook censors throughout the ages.

Until recently, when one thought of censorship in schools, one thought of textbooks and library books. Schools also have censorship issues with Internet access for students. Usually, a school's Internet access is ruled by a higher power and has a filtering system built in to its programs. In many school districts, there are network "nannies" that do the filtering work at the central district office. The filter controversy has become a bigger issue for public libraries. In Jeannette Allis Bastian's journal article "Filtering the Internet in American Public Libraries: Sliding Down the Slippery Slope," Bastian argues that libraries and specifically librarians have to be part of the process of monitoring Web sites. "The key to resolving the dilemma...lies in the ability of librarians to reassert their responsibility for the information that is in their libraries...and by not shunning their roles as Internet information mediators, and, yes, as gatekeepers" (10). In most public school districts though, the role of being a gatekeeper is not in the hands of the librarian, but in the hands of the district officials. The frustrating things about these filtering mechanisms are that they often filter out vital information that students need to succeed in school. For example, many filtering systems block out references to sexuality issues which oftentimes eliminates gay authors such as Tennessee Williams or Walt Whitman. So where does this leave educators in their fight against censorship? It comes down to educational institutions being ready to handle a censorship situation when it arises. And based on the statistics in the last twenty years, it will inevitably do so. According to a National School Boards Association report written by Linda Chion-Kenney, nearly 1/3 of all challenges

result in materials being removed or use of those materials lessened ("Banning Books from the Classroom..." 1). A few of these cases have made it into the limelight through legal avenues. The landmark censorship case presented before the Supreme Court was the *Island Tree Union Free High School vs. Pico* in 1982. This was a case involving one junior high school and four high school students. They challenged the school district for removing nine books from the school libraries under the district's control. This move was justified by the board on the ground its "duty, or moral obligation, to protect the children in our school from this moral danger as surely as from physical and medical dangers" (OIF ALA 300). The Supreme Court affirmed the student's case in a 5 to 4 decision. In Justice Brennan's plurality opinion, he states that resolving these censorship issues might come down to the local level and the "established...unbiased procedures for the review of controversial materials" ("Banning Books from the Classroom..." 2).

This is what seems to be the crux of the schools' fight in the censorship battle. There must be a solid system in place for selection of materials. Henry Reichman, author of *Censorship and Selection, Issues and Answers for Schools* asserts that "selection policies should weigh the viewpoints of various groups...(and) must consider community and parental concerns and demonstrate acceptance of national diversity" (2). When hit with censorship issues in a school, schools must respond immediately and professionally. There is a myriad of responses that different groups have suggested including: meetings, review committees, an appeals process. Chion-Kenney the author of the National School Board Report believes that having a response in place will help the process as a whole. "The challenge is not to avoid censorship, but to meet it head on with adequate policies and procedures that provide an open forum for deciding what should—or should not—take place in public schools"

(3). Censorship is an issue for schools, libraries, and the general public. It is one that needs to be faced with policies in place to guard against future problems that could occur. The *Intellectual Freedom Manual* put out by the Office for Intellectual Freedom and the American Library Association states that "libraries are storehouses and access-distribution-and-retrieval centers for an exploding body of human knowledge and opinion. They serve as neutral grounds for opposing positions" (OIF ALA 261). If this is true, and policies and procedures are in place, then censorship could possibly be avoided in the future.

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Case Study of The Timberline High School Library - cont.

district and the state on Idaho Standard Achievement Tests, the ACT and SAT, and Advanced Placement® Exams.

Timberline students come from homes where most mothers and fathers have earned undergraduate and/or postgraduate degrees. Families' per capita income compares favorably to the surrounding counties and state average. The racial composition is reflective of the state with 93% white and Asian, Black and Hispanic ethnicities representing the remaining percent. The student body is equitably gender balanced. Timberline has more working students than the national average, but they work less overall hours. There is a 97% average daily attendance. A computer can be found in 95% of Timberline students' homes, and 86% of the student body completes homework on the home computer. Advanced Placement® classes are offered in the social sciences, languages, science, math, economics and English. Timberline's classrooms include a special education resource room, a self-contained classroom, and a classroom for the severe/profound students in the Boise district. Some Timberline students are dual enrolled while being home schooled or attending university classes.

Timberline offers a wide range of clubs and activities to augment the students' days in the classroom. They include: art, music, sports, business, science, cheerleading, chess, debate, drama, languages, history, journalism, creative writing, publishing, community service, leadership, math, mediation, tutoring, politics, dance, environmentalism, and video production. Between classes, activities, and work, Timberline students keep plenty busy, but that still doesn't prevent discipline reports for tobacco possession, alcohol, drugs, fights, insubordination, harassment, and truancy. The school offers in-house detention as an alternative to detention being served away from school. Participation in the national Challenge Day program and school peer mediation are on-going efforts to unite the student body and prevent bullying and/or harassment.

Stakeholders surveyed seemed to agree on areas of strength in the Timberline community and areas where growth should be encouraged. Areas of strength were recognized as: a safe, clean, pleasant environment and a facility that supports educational programs, the school's promotion of

good communication, teachers' availability to provide help to students, and student access to a variety of resources. Areas for growth included: dealing with the problems of substance abuse among the student body and lack of student motivation in studies, students' difficulty relating studies to life, inequitable distribution of teacher instructional loads, lack of instruction on morals and ethics, and problems with sexual harassment.

Based on Timberline High School's Mission Statement: "Timberline prepares students to live in a changing society by providing a challenging curriculum, diverse programs, and a sense of community" (Krueger 51), a dozen belief statements were developed. They follow:

1. Students can take responsibility for their actions and learning.
2. Students can learn to communicate clearly.
3. Students will learn the basic values of respect, responsibility, and honesty.
4. Students are provided with a curriculum that develops academic, aesthetic, and physical skills.
5. Students are introduced to a variety of instructional approaches and learning activities.
6. Students and staff can be competent in the basic skills of technology.
7. Students and staff are recognized and valued as individuals.
8. Students can become effective problem-solvers and decision-makers.
9. Students' learning can be an integral part of their lives beyond the classroom.
10. Students can be treated equally without harassment or favoritism.
11. In order to create a positive school community, physical and emotional safety is a basis for all decisions.
12. Classroom discipline builds character and promotes a positive learning environment. (Krueger 51)

Case Study of The Timberline High School Library - cont.

The SIP Steering Committee, made up of parents, teachers, and students, used these belief statements to determine categories of "Desired Learner Results." These desired learner results are categorized as: expanding knowledge, thinking and reasoning skills, communication skills, interpersonal skills, and personal and social accountability (Krueger 53 – 55). Performance objectives were then identified for different areas of academic discipline including: art, English, foreign language, mathematics, music, physical education, health, science, social studies, special education, and vocational education. Finally, an analysis of instructional and organizational effectiveness resulted in an action plan of six goals:

1. Use End of Course Test data to analyze areas of limitation.
2. Apply classroom knowledge beyond the classroom.
3. Connect assessment to intended goal and purpose.
4. Maintain percentage of passing or above on the Direct Writing Assessment.
5. Align teaching strategies, learning activities, resources, and assessment with curriculum.
6. Promote sense of community. (Krueger 78-96)

Although the library/media center is noticeably absent from the teaching areas responsible for promoting the mission, beliefs, desired learner results, performance objectives and goals for Timberline's School Improvement Plan, it can and does indeed play a critical role in furthering all of the above. In fact, many compare directly to the "Information Literacy Standards for Student Learning" outlined as "Information Literacy," "Independent Learning," and "Social Responsibility" in *Information Power: Building Partnerships for Learning* (8-43). This case study of Timberline High School's library/media center examines how this school's community study can inform and affect the library/media center's services and facilities. The community study answers the question, "What shall this particular library try to do and be?" (Weingand 29).

"[The] vision," as *Information Power* describes it, "for the student-centered library media program is based on . . . collaboration, leadership, and technology" (4). It goes on to include as part of the library media program's mission "to provide intellectual access to information through learning activities that are integrated into the curriculum . . ." (6). Foundational to students' development are standards of Information Literacy (*Info. Power* 8-43). The student that is information literate is able to access, evaluate, and use information (*Info. Power* 9-22). Indicators of this standard relate directly to the above-listed belief statement numbers two ("students can learn to communicate clearly") and eight ("students can become effective problem-solvers and decision-makers"). Independent Learning Standards are indicated by the student who pursues information related to personal interests, appreciates literature and other creative expressions of information, and strives for excellence in information seeking and knowledge generation (*Info. Power* 23-32). This same student would be expressing belief statements one ("students can take responsibility for their actions and learning"), four ("students are provided with a curriculum that develops academic, aesthetic, and physical skills"), five ("students are introduced to a variety of instructional approaches and learning activities"), six ("students and staff can be competent in the basic skills of technology"), and nine ("students' learning can be an integral part of their lives beyond the classroom"). Social Responsibility Standards are indicated by positive

contributions to the learning community and democratic society, ethical behavior in regard to information, and effective participation in groups to pursue and generate information (*Info. Power* 32-43). This standard responds to remaining belief statements three ("students will learn the basic values of respect, responsibility, and honesty"), seven ("students and staff are recognized and valued as individuals"), ten ("students can be treated equally without harassment or favoritism"), eleven ("in order to create a positive school community, physical and emotional safety is a basis for all decisions"), and twelve ("classroom discipline builds character and promotes a positive learning environment"). It is evident that the information literacy standards for student learning and Timberline SIP's student-based belief statements are ends to the same means. Through the "leadership, technology, and collaboration" achieved by "program administration, learning and teaching, and information access and delivery," the "learning community" illustrated by "The Information Power Logo" can be supported by Timberline High School's Media Center (*Info. Power* 48).

"Numerous research studies conducted during the past decade indicate that well-stocked, professionally staffed school libraries contribute to improved student achievement on standardized tests, an important finding at a time when education programs and activities are increasingly judged on the results of such tests" ("Libraries Called Key" 1). One has only to look at Timberline High School's SIP to see the importance placed on test scores. ISAT, SAT, ACT, and AP scores are used to profile the students in the community study, and End of Test scores and Direct Writing Assessment scores are mentioned as useful tools for implementing the action plan. Keith Curry Lance, director of library research service, Colorado State Library and University of Denver, makes the following recommendations:

- Staff School Libraries with professional and support staff.
- Stock them with current books and licensed databases as well as computers for Internet access.
- Fund them to support the school's curriculum and the state's standards.
- Adopt flexible scheduling.
- Use the school computer network to extend the library program's reach into every classroom. (qtd. in "Libraries Called Key" 2).

Timberline's library staffing is in accord with the Idaho Department of Education's Library Management Personnel policies (Beckwith 2-3). There is a professional media generalist who manages one-and-a-half paraprofessional staff members and supervises student aides. (Due to budget cuts, one of the staff's hours was cut to part-time last spring). Timberline's collection is stocked with 16382 holdings (14.54 books per student) with the average age of 1984 (*TitleWise* 2). For those Dewey ranges that are considered acceptable for only 3-5 years, 80% or more of our collection is considered beyond age range (*TitleWise* 16-17). Timberline's budget provides for several excellent resources that include: New York Times, Gale Group's Literature Resource, Grangers Index to Poetry, Masterplots, Magill's, and American Decades. The district's budget provides Gale Group's Opposing Viewpoints and Biography Resource, and SIRS. LiLI-D, the cost of which is covered by the state, provides Proquest, EBSCO, Big Chalk and World Book. The library houses thirty-nine computers with Internet access for student use on thirty. The district funds Timberline's media center with a budget allowing for

Case Study of The Timberline High School Library - cont.

\$10 per student and the building adds \$500 in department discretionary funds each year. The library hours are from 6:45 a.m. – 4:00 p.m., allowing zero hour students access before class begins and providing access for a little over an hour after the last class has ended. The school's library network has a [Web](#) page with links to the World Wide Web and our licensed databases. It can be accessed from the other classrooms in the building and even from the students' homes. Licenses allow for home use and students are provided user names and passwords to access the databases from any computer connected to the Internet. This service is appropriate as the percentage of students with home computers in this community is high. It would appear that Timberline's library follows Lance's suggestions. This could be an indication of why its students test so well.

According to Northwest Evaluation Association's Lighting Lab evaluation, the amount of natural light a student receives will also increase their test scores (qtd. in "Designing Green"). In general, Timberline's facilities do not bear this out. Many of its classrooms have four interior, windowless walls. Maybe test scores would be even higher if full-spectrum lighting could be added ("Lighting Lab"). Timberline's library is the exception to the rest of the building's artificially lit atmosphere. Skylights allow for sunlight to stream in or for the sound of rainfall's patter. High, wide windows create most of the northeast-facing wall providing a view of the nearby foothills. The exposure to natural lighting and sensory glimpses of the outside world invite both teachers and students to stop in and browse the shelves, linger over a magazine, or read the newspaper. Perhaps these stolen moments are reflected on some students' scores.

According to Ross J. Todd, the connections between the school library and student learning should not be left to chance. "Irrefutable Evidence" promotes the implementation of "evidence-based practice – the process of carefully documenting how school librarians make a difference in learning" as the "key to being recognized" (Todd 1). As the community study clearly demonstrates, student learning is the school's, hence the library media center's, main mission. Todd suggests ways to gather proof that the library's lessons are helping students become better learners with outcomes that are tangible and able to be documented. Timberline's media generalist creates and distributes a quarterly report census that quantifies library use. This instrument, along with surveys, conferences, and portfolios could provide convincing data. It is Todd's hope that "the multidimensional role [the librarian] play[s] will become clear to [her] teaching colleagues" (3).

"Libraries Called Key" quotes Keith Curry Lance's "five roles of an empowered and empowering school librarian" as "school leader, program administrator, information navigator, technology facilitator, collaborative teacher and learner" (3-4). *Idaho SLIM* quotes Donald Murray, when writing about the "Information Age," as saying, "experienced educators know that we must add an 'a' to 'tech'; technology in isolation ignores the 'a' in 'tech'" (Beckwith 1). It is clear that, among the varied roles the media specialist plays when working in the school library, "teacher" is paramount. This is why the Boise School District seeks to recruit media generalists that have had experience in the classroom.

Timberline's library is fortunate to have an outstanding media generalist. Barbara Pond has been a librarian at the elementary, junior high and high school levels. She is masterful at her work. She is an expert at selection and collection development. This expertise was very valuable as she opened two brand new libraries: Les Bois Junior High and Timberline High School. Pond anticipates the staff's classroom needs as

well as their personal interests. She informs them when new materials they would benefit from or enjoy arrive. Those who work with her and any who visit the media center feel her warmth and friendliness. Students respect her knowledge and feel comfortable seeking her help. Pond will retire at the end of this year. It will be a challenge for the new media generalist to maintain the feeling tone established by her gracious and hospitable presence.

Timberline library's collection development is curriculum driven, and each discipline's curricula are written in accord with Idaho State Standards. Pond describes her method of material selection as follows: She uses *Booklist*, *Voice of Youth Advocacy (VOYA)*, and *School Library Journal* as resources. Pond is able to seat herself where she is physically visible and easily accessible to library users while she browses the reviews in these journals. Using a highlighter and notes, she marks those selections that may go in her "Consideration File," an excel spreadsheet she developed on her computer that includes the title, author, publication, review source, and notes. Depending on the reviews of new literature available, Pond considers young adult (YA), mature (YA/M), adult books, and adult non-fiction, but "nothing too esoteric." If any doubts exist about a questionable ordering decision, she shares the philosophy held by both the previous and current district library/instructional media supervisors: "How much time are you willing to devote to defending a book?" Pond then goes online to check Mackin and/or Amazon for at least two additional reviews before ordering. Items she is particularly watching for are those that will augment the curriculum, such as world authors for senior English, and those of student interest: "Many of our Timberline kids love sci-fi and fantasy."

Timberline's students originally held the attitude that a school library just couldn't provide what the nearby public library could. They would overlook the school library and go directly to Boise Public Library to conduct research. Public libraries may have larger collections, but, as Pond makes clear, "public libraries are not curriculum driven." Timberline's collection is tailored to meet its community's needs. Pond has gained allies among the staff by educating teachers about what is available in the school library. Teachers now encourage students to start their research in the school's library where they will likely find all they need. By promoting the materials and services the library offers to students during sophomore orientations, Pond shows students that the school library is student interest driven. Pond has successfully converted Timberline students to become school library users.

Ordering for teachers' classroom use depends on the staff and can change with new hires. As Pond points out, teachers' favorite units in their curricula can drive the collection. If a new history teacher has a special interest in the 50's, Pond orders more materials to cover that period. A new English teacher more attentive to diversity in his curriculum would keep Pond on the alert for multicultural literature. If new economics or government teachers made requests for orders covering mainly one side of the political spectrum, Pond would find opposing views to balance the materials requested. Pond strongly advises, "Don't rely on 'best of' lists, unless they fit the school community's personality and needs." Pond also cautions that librarians should never weed during the first year they are in a building: "You have to see the circulation." After that she weeds old books with lack of circulation or those in poor condition. Disposal of books that are duplicates or still have value can go to the alternative school, Mountain Cove, other libraries, or to the warehouse.

While Pond is respected as an "expert" by her staff and student aides, she appears to employ a "humanist" leadership

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style (Bolin 24). For personnel evaluation she uses an online instrument. An evaluation form is also available in *Idaho SLIM* (6). Pond asks her employees to fill out a self-evaluation on the form, which they then discuss. She also schedules a weekly informal meeting to get their feedback on how things are going. Pond asks questions such as: "What needs fixing?" "What's making you crazy?" The responses help her to fine-tune procedures and approaches or problem-solve issues with student aides. Timberline's full-time library assistant is in charge of film distribution, she processes those books ordered from independent booksellers, she mends books needing repair, and she runs and distributes overdue fine sheets and collects fines. Students are allowed a three-day grace period, but Timberline's library does charge fines. Pond believes this is a "real life issue." Boise State University and Boise Public Library charge fines. Collecting money is not the point. Students may bring in "food for fines:" one can of food equals up to one dollar of the fine. Our school counselors and social worker distribute the food that is collected to those in need right in the school community. The full-time assistant remains in the afternoon until closing and shuts the library down. The part-time assistant is in charge of audio-visual equipment including purchasing, repair, and circulation. She also generously does laminating for teachers.

Pond's philosophy with student aides is that they are both in a class and on the job. According to Pond, one aide per class period is ideal. She will not allow for more than two. They are recruited at registration, or later by the counselors, for one or both semesters. She considers their progress reports to be employee evaluations. Student aides are provided a training manual. Each aide has a "mailbox," (an envelope tacked to a bulletin board) that they check every day. Among their tasks are: circulation, shelving, reading the shelves, delivering or picking up A-V equipment, delivering call slips or any materials a teacher has requested, and Internet site evaluation. The training, the pre and post-tests, and the worksheets designed for the student aide's evaluations of materials make it evident that this class/job includes valuable learning and development of information literacy.

Timberline's library is automated and currently uses Mandarin software. Timberline works with either Mackin or Follett jobbers. Cataloging is done via MARC records on disks that come with orders that have been processed, or the MARC records are downloadable online. Pond considers the staff doing the library's processing as "an impractical use of time." It keeps materials from being circulated more immediately. The library maintains magazine subscription orders for those titles of which students or teachers want hard copies. Newspapers are included in the annual budget as well. Gale Group takes one-third of the library's budget at \$3500, but that figure is far less if the savings it provides is calculated. By purchasing licensed software databases the library saves money on reference book supplements, readers guides, and magazine subscriptions. Pond advises that the school librarian always have a "yes list" of those materials under consideration, so that they may be ordered as opportunities arise.

The library has just reached the end of its six-year plan to add new (albeit, hand me down) computers, and create a [Web](#) page with links to the school's Intranet. The [Web](#) page provides access to good Internet sites and the licensed databases for student use from the classroom or home (*Timberline High Library Media Center*).

The relatively new-to-the-district library/instructional media supervisor, Marcia Beckwith, is increasing collaboration and in-service training for Boise School District librarians. Secondary school media generalists are currently meeting on

a monthly basis. They are discussing ways facilitate better relationships and materials sharing between libraries. To this end a common automation system is being discussed. Follett may be replacing Mandarin software, or Endeavor may be considered for the entire district as Boise State University's Library and Boise Public Library use this service. The district doesn't have a union catalog at this time. Obtaining a regional union catalog is in the works. Currently material sharing is done on an informal basis using [e-mail](#) and in-district distribution lists. For example, area high schools loan to Mountain Cove Alternative School as they have a very small collection. Timberline can request from our feeder junior high school, Les Bois, if we need something for a lower level reader. Adopting a common automation system across the district can simplify material sharing procedures and save the district money.

Timberline's library media center will continue to develop its collection to meet its community's needs. Pond put together Timberline's opening day collection with district funding, the shared materials from other high school libraries in the district, and gifts from the public and university libraries and the community. It could now work on updating and replacing of outdated materials that were identified in the *TitleWise Collection Analysis*. Age sensitive areas of the collection that are eighty percent or more beyond age range are: systems data/computer programs, political science, social problems and services, education, commerce communications and transportation, astronomy and allied sciences, life sciences/biology, medical sciences/medicine, and geography, maps, and atlases (*TitleWise* 17). Timberline's library budget might also have to adjust to the loss of LILI-D's service being provided by the state. If state budget cuts eliminate this service it could dramatically impact the school district's library budget. Accommodations would have to be made accordingly.

Timberline's library media center's practices illustrate the best methods of organizing and managing small libraries. From the facility and its collections to personnel management and budgeting, thoughtful time has been given to all its policies and procedures. Timberline's library is a vibrant, active environment. Students are waiting to get in the door in the morning and sometimes have to be shooed out at the end of the day. Between classes scheduled to do research projects and sophomore orientations to inform new users, the library's calendar is almost constantly booked. In spite of this, Pond figures out a way to accommodate teachers' needs and schedule classes. She and her aides will also create carts of books on any topic to help create a temporary classroom library.

Timberline's library is relatively new, as is the community it serves. From the community's initial conversion from a junior high to a high school population, composed of students and teachers that had developed affection and loyalties to other school communities, to the six-year-old community that has evolved, many changes have already taken place. Students are now coming into Timberline as sophomores. Many have older brothers or sisters that are Timberline graduates. Teachers have come and gone and welcomed brand new professionals to their ranks. Effort has been put into providing programs that encourage participation in the wide array of opportunities the community offers. The population itself has changed bringing more diversity to the student body. Time and these constructive efforts are effectively creating a community that is finding its own way and creating its own traditions.

Timberline's library media center is the hub of this school community. It plays a vital role in its development and will continue to do so by responding to this community's ongoing needs. By anticipating and providing for this community's needs, the library will provide a learning environment that of-

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fers physical and intellectual access to all of Timberline's staff and students. Timberline's library media center will continue to provide services that allow students to become information literate, independent learners, with the sense of social responsibility that the world they enter beyond high school will demand, and their lives will be the richer for it.

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love it. I stamp them with my TLC stamp and put them on the shelf...the new materials shelf. I hesitated ordering the service for three years since I didn't want to waste a penny of my book money. No more. It's funny that now I use a jobber who doesn't charge for the service and whose prices for the books are very competitive.

Even if the cataloging services did cost extra, I'd still use them. It's false economy when we don't figure the cost of the librarian's time into the formula. I think most administrators understand that. They work with labor costs all the time. It's the librarians who have to be convinced.

Software

I have a CD pack consisting of seven to twelve CDs for each student computer (25 computers in all). These are all commercially produced, learning game CDs such as *Blue's Clues* and *Carmen Sandiego*. A student enters the TLC, checks out a CD pack and goes to the proper computer to use it. We spent lots of time modeling and practicing proper CD treatment and now the students are nearly all expert.

Immense amounts of time have been saved by the students knowing that those activities are always available without asking. Even though the CDs are plainly marked for possible grade levels, the kindergartners and first graders often seek my help in selecting one that is appropriate for them. Then we get to do a little evaluative question and answer that may (or may not) help them select independently next time.

So much learning takes place, *on an individual's level*, by using appropriate software and ~~Web sites~~. No teacher or librarian could accomplish so much learning at such an individualized rate without the computer. And I don't only mean drill. Lots of software is available that stresses higher levels of thinking. Every librarian should make careful selections and have them available in the library.

Software, with an eye toward time management, also includes computer safety programs. Theoretically, programs such as Clean Slate or Fortres help to keep students from changing operating system parameters. Unfortunately, they are often configured to allow users very little freedom to use most of a computer's features. Maintaining this level of control removes many of the features that students need to become truly computer literate. Those students without home computers will be at a major disadvantage when confronted with computers without all the controls in higher education or on the job.

Consequently, I have declined to use such software. Instead, I impress upon the elementary students that everyone uses these computers, and we should therefore be careful. However, I also tell them not to be afraid to try something. Short of physically damaging it, they cannot hurt the computer. We can fix any problems.

Now a word about "helpsticks". Each computer has a paint stirrer velcroed to it. When a student needs assistance, he/she simply pulls off this helpstick, turns it around so it sticks up high, and re-velcroes it down. Then the student keeps working until I'm able to get to them. Often, a neighbor helps them before I get there. That's a very encouraged behavior. Teamwork. Help. Don't you love it? The helpsticks also save me from hearing my name called constantly throughout the day!

Email and Listservs

I'm constantly amazed at the amount of time librarians spend helping each other answer questions via email and listservs. It is, on the one hand, admirable to help so much. After all, helping is our profession. It's why we're in it. On the other hand, it's a time black hole.

I'm not alone in this quandary. Articles sometimes appear in the professional press asking for guidance or just posing the problems.¹³ I simply cannot find the time to even

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to **the LM_NET postings on a regular basis. I have to use the archived versions. For those of us in time management crises, every minute of our time has to be prioritized. Is this the most important thing I could be doing right now? Will it best help my library to attain its goal of guiding these kids to be lifelong seekers of information? Sometimes I'd like the answer to be different, but I find it necessary to adhere to my hierarchy.

~~Web site~~ or not?

Establishing and maintaining a Web site is a grueling process. I recognize it as being a great way to share information.¹⁴ If it is not done well, it's worse than useless because it turns people away from the library instead of drawing them toward it. There's a truckload of books and articles on Web site management, but I have thus far felt that investing the time is not possible for my library. I say this with much regret for I am somewhat of a computer phreak, but time management does not allow me to make the kind of commitment that would be necessary. We librarians have progressed from the days of the card catalog swallowing a huge hunk of our time to the days of the ~~Web site~~ doing the same. Neither one is high enough in the job hierarchy to be allowed to monopolize my time.

Getting it done

Basic everyday principles that fit everyone, not just librarians:

1. Clean up the desk. Clutter wastes time. Get rid of anything on your desk that you don't need everyday. (This is one of my biggest problems. I would love a neat desk, but it is so unattainable!)
2. Handle paper only once. Empty your mailbox, look at each piece and throw it away, file it, or act on it.
3. Ditto for your email. Even more to the point, delete most of it without opening it. (You can always say you didn't get it!)
2. Don't procrastinate. At least get a little done. A little done plus a little done plus a little done equals a lot done. Break up a big job into smaller, more manageable tasks.
3. Keep the number of meetings to a minimum. Those in education administration, DO YOU HEAR THAT?
4. If the meeting is really necessary, end it as quickly as possible anyway.
5. MAKE LISTS! Then you won't have to waste time thinking about the next task when you have a few minutes to actually work.

Many principles that may work in other situations are *not* suitable for the one-person school library:

1. Place your desk facing away from main areas of traffic. (The heck with all those kids wanting to check out books. ☹)
2. Spend part of the day at home so you can work in a more peaceful environment.
3. Plan for uninterrupted hours to tackle those big jobs.
4. Plan your day around your peak biological times.¹⁵ If you are better in the late morning, schedule your most difficult jobs then. I love this one.

Professional education

Here's one to draw the wrath of the library schools across the nation. Speaking purely from the standpoint of a school librarian, real time management might include a decision on the importance one wishes to assign professional studies. To start, it's *my* feeling that a teaching background is more important for a school librarian than an MLIS. I would much rather that a teacher who loves children's literature becomes the librarian rather than someone from an MLIS degree program (who might just love organizing). He or she might have little or no background in teaching. My point in this paper is not to argue the case one way or the other, but simply to consider it from a time management point of view.

MLIS programs take time. That means time stolen from the tasks higher on my hierarchy. Heck, even U of I certification programs do that! Is the trade off worthwhile? Isn't it more urgent to do the other stuff? Is it more important? Is Bill Crowley right that ALA-accredited master's programs should remain the standard?¹⁶ I agree that professional growth is extremely important, but shouldn't it be considered in the total mix of time management?

So, if the librarian's time management program is really important, even such decisions as professional development must enter into the equation. Is the training worthwhile? If so, how can it best be squeezed into the schedule? Will distance ed work? Will it allow for the same amount of professional growth? Are conferences the great learning opportunities we hope they'll be? Can organizers at least schedule the important stuff on weekends?

Valuable time must not be taken from the students. Using my guiding hierarchy, time simply is not available during the school day to attend conferences.

Resource sharing

An Inter Library Loan (ILL) is simply a way for connecting a patron to the information that he or she needs.¹⁷ I initially looked at the ILL as a time saving feature. However, I'm finding out that it doesn't save time for the home library. Still, the public library and the school library need to cooperate more fully. It benefits both, but, more importantly, it benefits the students and therefore the community.¹⁸ I'm presently using a modified ILL service for the students of the school. I've installed a desktop icon on every computer in the TLC. The icon brings up the homepage of the local public library.

Attached to each computer is a sign stating the TLC's corporate card number and password. After searching the TLC, the student searches the public library's OPAC (which includes access to that library's entire system of libraries) and orders any materials needed. I pick up the materials and check them out to the students on their TLC card. Unfortunately, the barcodes are not readable by my software. I've inputted a bunch of barcodes and simply called them *Public Library Fiction* or *Public Library Nonfiction*. I scan one of those and make a hard copy note of the book's title.

Let's return to the original point. It certainly doesn't save me any time to offer this service, but it most assuredly saves the students' and the teachers' time. That's the goal for this venture. Any new service costs time, but it is the librarian's job to determine if that time is well spent. If so, we must minimize the time as much as possible while maintaining high service. As time passes, I'm sure I'll figure out ways to save more time. In the meantime, a whole new world is opening up for this very poor, very rural community that often can't get to a public library.

cont.

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Good Tech Support

If you are blessed with a good tech department, say a thankyou mantra everyday. First, let's outline a good tech department. Does it offer you training? (Right answer = Yes) Does it *quickly* respond to emergencies? (Right answer = Yes) Does it zealously guard all tech know-how so it can prove itself needed over and over again? (Right answer = No) Does it help you investigate ways of integrating the technology into learning experiences? (Right answer = Yes) Does it acknowledge that *you* are the expert in your field and tech is the support? (Right answer = Yes) Does it have people skills and not just tech skills? (Right answer = Yes)

Good tech support saves time every day. If you are well trained, you can make many tech adjustments constantly as the needs arise. The tech department only has to be consulted for *real* problems. However, if the tech department does everything and you are unable to do any of it, delays inevitably occur. These are not only delays for one student. The delays can affect the whole class or even the whole school. Of course, if the tech person is working right there in your center and is available at the precise moment something goes wrong, then you have the best world.

That's not likely to be the case for many of us. We have to be prepared for problems before they arise. That means training, if not through the tech department then through other means, such as courses (traditional or online). It's been said a million times, but it's just as true as ever: people, not computers, solve problems.

In short, the tech staff, the library staff, and the teaching staff should be a team.¹⁹ Hello! That means they should work together, aid each other, and function as one for the good of the students.

Technology itself is, during the long learning curve, a time eater rather than a time saver for both students and teachers. Students have to learn how to use, say, the ILL. They have to learn to search the Internet. They even have to learn to use the library's OPAC. Librarians can't practice saying "it's over there" anymore. They have to train students to use the resources and continue to help them locate information.²⁰ A supportive tech support is necessary to make the school a real learning community.

Scheduling

If the library uses traditional scheduling or flexible scheduling, it's still necessary to get the class into the library quietly and quickly. Practice, practice, practice at the beginning of each year and even throughout the year. Meet the class at the door and establish eye contact with each of the students.²¹ (Patterson, 2001)

Block scheduling, flexible scheduling, rigid class scheduling are all hot topics in school library circles. This paper is unable to provide the scope of coverage necessary to examine their time management requirements. All the scheduling systems have positives and negatives. It may be, as I suspect, that different systems work best for different levels of school students. Traditional class scheduling may be the best thing to ensure that all children get library access in elementary school, while block scheduling may work best in high school or middle school. Much clarifying research, tempered with individual school preferences, remains to be conducted.

When can be said, from my point of view, is that the overriding concept of the time hierarchy still applies. The tasks that benefit the child most, regardless of the scheduling system, are attended to first. The tasks that offer no direct benefit are pushed to the bottom, even if that means they

eventually die a death of abandonment. Actually, now that I think about it, that's not a bad outcome for many tasks in the lowest levels of the hierarchy.

Weeding

Weeding is a thankless job that requires time. It takes time, but saves time in the long run by eliminating worthless or damaged books. It also eliminates the possibility of a student being turned off to reading by exposure to a boring, possibly incorrect book.

Why not enlist the help of other faculty?²² First grade teachers might weed part of the Everybody section. Kindergarten teachers might do another part. Fourth grade might weed Fiction A through K. A group of intermediate teachers might do the Nonfiction 500s. At the same time, they could recommend subjects or titles not in the library.

Several side benefits occur. The onus is removed from the librarian for "throwing out perfectly good books." Teachers begin to understand the Dewey Decimal System. The librarian might save some time.

In addition, a volunteer could be taught how to delete the item and possibly the record. Voila! More time saved.

Reference Questions

Develop a good list of Web sites to answer questions. In areas where I cannot hope to keep up, such as games or rock stars, I use the expertise of my patrons. For example, when Isaac asks me to help him find out information on ATVs, I look around the TLC for someone who has already explored that subject and get them together. They learn how to cooperate, how to help, and that an adult is not always necessary when searching for knowledge.

The **Web** is immense and getting "immenser". It's necessary to know how to find the answers for the most unexpected questions. The cool thing about being a librarian is that we are information seekers, not information knowers. It's actually better for us to say, "I don't know" than to give out the answer. We help the student become a searcher.

Conclusion

I always think about ending a paper with the statement, "There is no conclusion." That seems to me to be the status of our times. Conclusions, especially for librarians, are hard to come by. We are in the questioning business, not the answering business. There don't seem to be many conclusions, and the people who clamor for them often only want to hear that they've been right all along.

Still, I feel perfectly comfortable stating that I have found the time hierarchy to be of immense use to me in my everyday work. *Is this the most important thing I can be doing now for the benefit of the students? Will this task directly help them to become lifelong seekers of knowledge?*

Those of us in a one-person library feel many pressures. If we don't do it, it doesn't get done. If we don't help the student, no one else will. If these books aren't put away, the students won't be able to take them out tomorrow. If I don't get this order out, the books won't get here in time. We have to design new ways to manage our time to lessen those pressures. I've tried to elucidate some of those ideas in this paper.

I know that, above all, we need teamwork. I know that without it, we are bound to fail. I know that we cannot fail. The school, no the whole world, must become the questioning playground for the minds of our students. That takes teamwork in unimagined portions.

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The futures of these many children are in our hands, just as our futures are in their hands. It is all interrelated. It is all a [Web](#). We must weave it well.

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Evaluating School Library Media Centers - cont.

Surveys and Informal Interviews

Only one article discussed using surveys and informal interviews, but I feel this is one of the most helpful evaluation techniques. Interviews with teachers and students help me to understand what is needed in the library, what they feel is useful, and what could be weeded from the collection.

Nancy Everhart touched on using surveys for evaluation of school library media centers in her article "Evaluation of School Library Media Centers: Demonstrating Quality." She compares the students in the school to "customers," pointing out the need to apply surveys and interviews to elicit opinions and attitudes (Everhart, 2003). "An advantage of surveys, or questionnaires, is that information can be gathered, summarized, analyzed, and put to use in a short amount of time. An added advantage for school library media specialists is that they can achieve high response rates to surveys" (Everhart, 2003, p. 18).

Interviews are another technique that can be used to gain input from students. Interviews have many advantages in that misunderstood questions can be clarified, responses are obtained quickly, and spending individual time with the students strengthens public relations. Disadvantages are that interviews are time-consuming, don't provide specific figures, and sensitive issues are not usually involved (Everhart, 2003).

Checklists

Another widely used technique used for evaluation is using a checklist, or a set of questions. Three of the articles I reviewed included checklists for evaluating the school library media center. Checklists are useful to compare a list of guidelines or benchmarks to the library media center. Two of the eleven articles provided detailed information on how to use checklists in evaluating school libraries.

One of the main articles for checklists was one described in a previous section by Doris Epler (1991). In her article, Epler (1991) describes the formation of the AASL subcommittee entitled Evaluating School Library Media Programs. The subcommittee's function was to "improve the effectiveness of school library media programs by promoting the need for research to define more clearly their essential elements, identifying areas which need study, and serving as a clearinghouse for information on evaluation instruments and activities which demonstrate that effective school library media programs have

a positive impact on student learning" (Epler, 1991, p.9). The committee analyzed the major components of an effective library media center and grouped the components into categories. From these categories, six checklists were formed for use in evaluating school library media programs.

The checklists formed by the AASL committee focused on the six different participants in school library media center evaluations: teacher-librarians, school administrators, district and regional library directors, teachers, parents and legislators. Each participant has a different focus, but all are striving for the same goal: a quality library media. The checklists are composed in different ways; the librarian, administrator, teacher and director checklists have a five point rating scale, while the parent and legislator checklists are a straightforward yes or no. The checklists are filled out and analyzed to find the strengths and weaknesses of the media center, which are then used in planning for the desired changes (Epler, 1991).

The second article I reviewed was by Susan Williamson entitled "Some Questions to Ask About Your Library." The questions served as a checklist for different items of interest when evaluating a school library media center. The answers would be very helpful in planning for improvement. The questions focused on five different areas in the school library media center: facility and management, the collection, equipment and technical services, instructional program, and professional development (Williamson, 1997). These five areas are important to the overall quality of the library. This article is one that I will keep on hand to use during my self-evaluation of the library, as the answers would provide a very well rounded view of the school library media center.

Jean Fidyk presents a list of questions to ask about the reference section in her article "How Does Your Reference Section Stack Up?" The article takes a close look at how to evaluate the reference section and how to know which items to include. The reference section has traditionally been made up of books. With the changes in technology, it is important to take a closer look at the reference section to see what is currently being left out. CD-ROM encyclopedias and dictionaries are often missing items, as well as reference to the periodical databases that the school has access to over the Internet. The checklist of questions listed by Fidyk (1999) is a great way to examine the contents of the reference section and identify the missing items.

What Should Be Evaluated in a School Library Media Center?

The previous sections of this paper have reviewed articles on the different techniques for evaluating school library media centers. All of these techniques could be used to evaluate many different items in the school library. I was interested in finding what other library professionals thought were important components of the library program to evaluate, and which components warranted space in an article.

Edna Boardman wrote an article entitled "Who Really Needs All This Anymore?" in 1997. She described an experience with a patron coming into the library, looking around, and asking, "who really needs this anyway? I can get everything I want on the Internet." This caused the author to really think about what is important in the library media center and what warrants close evaluation in light of today's world of changing technology.

Boardman provides a list of concerns and questions about areas that should be evaluated. The first concern is the ability of the librarian to locate and evaluate materials in the new medium. The second concern is regarding the teaching of information skills. The students need to be able to find information on the Internet as well as in books. The mode of research has changed from looking it up in a book, to searching the Internet to find the information. Librarians need to be able to guide students and teachers in the latest research techniques. The third concern is with management of the students in the electronic library setting. There is a lot of material on the Internet, and not all is appropriate. Acceptable use policies and researching procedures need to be evaluated to make sure they are relevant in today's world. The fourth concern is with adequate staffing. The fifth concern is with budgeting. The new technology and equipment is much more expensive, and the budget for today should reflect the increase in prices. The last concern is with keeping the traditional educational values and not discarding the print sources of information. Technology is wonderful, but a balance must be found between the old and new (Boardman, 1997). This list of concerns outlines the components to evaluate to make sure the library media center is meeting the informational needs of its users.

Arlene Kachka (2001) presents a more collection-centered view on evaluation in the school library. "Evaluating Your Library Media Center Collection" (Kachka, 2001) discusses different ways to evaluate books, periodicals, and technology. She states, "fine-tuning the collection is a vital and ongoing part of every library media center program" (Kachka, 2001, p. 19).

When selecting new titles, books need to be evaluated in light of the new information available on the Internet. Budgets have become very tight in many schools, so it is important to conserve money. Purchasing a book that contains information easily found on the Internet is not a good use of funds. Weeding books is also an important part of the evaluation process. Books do not stay current forever. As the information becomes outdated, it is important to discard these books and purchase new, up-to-date ones. Social issues also change from generation to generation. Today, students need books on teen depression/suicide, urban terrorism, family violence, Internet use, and gun control.

Periodicals need to be evaluated from year to year and purchased based on the different needs of the users. Use of each periodical should be examined to see if it is still relevant to the users. Online databases are providing access to many periodicals, so the need for print periodicals is no longer as

great. Interviewing the students and faculty will provide information on which periodicals would be useful.

Technology is another area that requires frequent evaluation. Many resources are available for purchase on the Internet. Every day, additional databases, encyclopedias or reference materials are available for subscription. Librarians should look for a free trial before subscribing for any resource over the Internet. Equipment also needs to be evaluated to ensure that it is useful and current.

Kachka (2001) stresses the importance of making evaluation an ongoing process. School curriculum requirements, class requirements, and student enrollment change often, so the library resources should be evaluated often to ensure they are meeting the needs of the school.

Implications

After a school library media center is evaluated, what is the next step? Where does evaluation lead? As touched on throughout this paper, evaluation should lead to improvement in the library media center. There are steps that can be taken to ensure that assessment leads to improvement. The steps outlined by Johnson (2001) are as follows: the librarian and principal agree on goals based on recognized standards and building needs, establish yearly objectives that help meet those goals, develop a formal method for reporting the attainment of those objectives, and use the assessment of the program as part of the media specialist's professional evaluation.

Evaluation is a time-consuming process, but the work is not done after a media center has been evaluated. Planning for improvement and establishing goals and objectives from the evaluation data is also a time-consuming process. Evaluation can show the areas that are lacking and in need of change, but there are factors that influence the degree of change achieved: vision, broad-based support, prioritizing time, leadership, ownership in personal development, willingness to change, periodically revisiting the annual plan, and commitment (Wolff and Kosinski, 2001). If any of these factors are missing, the change may not be successful.

Two of the eleven articles I reviewed looked at programs after they went through the evaluation and planning process. Edna Boardman wrote an article entitled "The Best \$1,130,000 Ever Spent on School Libraries." The article discussed the Knapp School Libraries Project, which gave a grant to develop exemplary libraries in elementary and secondary schools. In the 1960s, five elementary and three high schools were selected to house the model school libraries. Each library received between \$40,000 and \$100,000 to be upgraded to meet the 1960 standards. Professionals could come to visit the libraries to view the programs in progress. The project allowed educators to see the value of a centralized library. Libraries helped teachers make better use of their time and efforts. School libraries that met the standards also helped boost educational quality. Librarians also promoted information finding with their knowledge of indexes and materials available. Quality school libraries began emerging all over the country from the Knapp Project (Boardman, 1994).

The second article that looked at the implications of the evaluation and planning process was by Laura K. Dianis (2000). She wrote "Library Power," which discussed the findings from the evaluation of the national library power program. This program provided more than \$40 million to public schools to enhance the role of school libraries. The money enabled

cont.

Evaluating School Library Media Centers - cont.

schools to renovate library space, purchase new books and upgrade the equipment, and provide professional development to teachers and librarians.

After the schools were upgraded, they were evaluated to see if the investment was worthwhile. The major findings of the evaluation are as follows: improved collections, refurbished facilities which enabled the schools to accommodate more users and more activities, higher student traffic, greater instructional collaboration between the librarian and teacher, and expanded professional development. These findings help make the case for additional and sustained investment in public school libraries (Dianis, 2000).

Conclusion

The overriding theme in the articles I reviewed was that evaluation is a very helpful, very necessary process in the school library media center. It is an intimidating and very involved process, but the benefits are worth the time and effort. Library media specialists are charged with providing an environment that allows students to find information and become lifelong-learners. To ensure the library media center is achieving its purpose, it needs to be evaluated. There are many techniques that can be used in the evaluation process; each having unique advantages and disadvantages. To gain the most accurate and useful information, a variety of techniques should be used.

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Information Literacy: An Overview - cont.

of a particular site. Information architecture has to do with how information is organized on a Web page. How well the information is organized and presented will determine how successful the student will be in retrieving information from the site for research tasks. The architecture goes a lot deeper than fonts and colors selection.

If the architecture of the library home page models the curriculum, the curriculum will, in turn, be reinforced every time a student logs on to that site. Since many information curriculums are based on the Big6 skills, an effective library Web site can facilitate information search strategies, location and access, use, and synthesis of information by having these skill areas prominently represented. Search strategies will guide the student through the research process by providing links to the online catalog, electronic databases, and high quality Web sites. Location and access refers to the layout of the information on the page. Users should be able to easily navigate through the site. The student should be able to connect with and use the information presented interactively through reading, listening, and viewing in order to enhance learning. The student will finally be required to synthesize the information accessed through note-taking, reorganizing and rewording in order to present it in a new way.

As we seek 21st century skills for our students, teacher-librarians must develop and model the necessary skills to elevate the levels of student performance. Students must also be given tasks that require use of higher level thinking skills. The best way to teach information literacy skills (such as Big6) is in the context of the curriculum. The most effective way this can be done is, again, through collaboration with the classroom teacher.

The school LMS is not only trying to produce competency in students, he/she is aiming for "fluency". Students fluent with information technology (FIT persons) are able to express themselves creatively, to reformulate knowledge, and to synthesize new information. This entails a process of lifelong learning where learners continually apply what they know to become successful in their work and personal lives.

While many students only do research because it is a class assignment, this burden can be alleviated and their reluctance lessened if the research topics are of interest to the students. Inquiry-based research involves the student examining what he/she already knows and determining what additional information he/she needs to learn. This promotes student ownership in their research. The student's own interests become the driving force in his/her own research. For older students, using a subject encyclopedia can help to develop and refine a research question. This can often provide the curiosity that motivates students to examine the topic further. Before formal research is embarked upon, students should state their topic in writing saying, why they chose it, what it means to them and what they hope to learn. By engaging the student in this type of critical thinking, information literacy skills are being encouraged.

Students must also learn effective searching techniques. They must be taught how to take a research question or topic and condense it into keywords that describe it. Keyword searches are vital in learning how to access meaningful, pertinent information. Not only does the teacher librarian need to model effective techniques, he/she must provide opportunities for individual practice. Students need to be taught how to isolate keywords, determine possible synonyms and/or word variations in order to perform effective searches that are a vital cog in the information literacy machine.

Effective information literacy skills also involve being critical readers of the vast quantity of information available.

Students must be taught to evaluate sources and determine which are reputable and reliable. They should learn to judge resources based on content, authority and validity rather than length, convenience or entertainment value.

In addition, students need to be reflective on their learning. This can be done by simply noting three things they learned during the research process, listing techniques that improved the way they conducted their research and what further help they might need. This reflective piece will add an element of closure to the process and also assist the teacher-librarian in planning future information literacy needs of the students.

Conclusion

The ability to explore information resources efficiently and critically evaluate the results is information literacy. These are process-oriented skills requiring critical thinking. These skills are transferable to other disciplines and to everyday life. Students' future learning, both in and outside the classroom will be positively impacted. If we believe that it is important for our students to become information literate—lifelong learners and critical thinkers who can access, process and communicate information—we must accept the new role of the librarian as a teacher-librarian (teacher first). Not only must we accept the power of collaboration, we must actively pursue it in our planning. It is imperative that we seek out effective teaching strategies for our students so that they become masters at information literacy and gain the necessary tools for success in school, work and life.

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Managing a Middle School Library: A Practical Guide - cont.

Once you have your mission statement and community study completed, you can begin working with students to reach the standards. It is very important to look at your school curriculum standards regarding information literacy. Once you have determined what standards you will work towards, you must design activities for the students to demonstrate their abilities of them. Some examples of literacy standards and activities follow.

The student who is information literate accesses information efficiently and effectively.

In order to reach this standard, I will have to prepare activities such as book races, topic searches, and other collaborative learning experiences so that children will become more familiar with the library and how it functions.

A book race would entail two-four teams of students with one runner. I would yell out a certain book, and the first group to find the book would win the point. Later for a second point, the group would need to say what information they used to find the book, how they knew the book's location, and tell one fact about the book.

Topic searches would follow along the same lines, except students would receive a list of questions from different types of resources (I would find interesting facts), and each team would look find the appropriate resource, write the answer with an explanation of how they found the resource, and submit it.

The student who is information literate uses information accurately and creatively.

With collaborative learning, students would work together to prepare a WebQuest of a certain research area that they are completing in class. We would discuss validity of Internet Sites and students would need to search different databases to find different types of electronic resources for their topic.

The student who is an independent learner is information literate and pursues information related to personal interests.

In order to make students interested in different possibilities for research, I would post provocative or interesting questions in the hallways. For example, "Your fingernails grow four times faster than your toe nails. Ever wonder why?" Then underneath, I would copy from the *GOT MILK?* advertisements and use *GOT RESEARCH?*

The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

In order to reach this standard, I would encourage the use of Accelerated Reader technologies with students and English teachers. I would also have book passes where I find high-interest passages from different books and read those parts, so students are intrigued into reading them. Students would later be responsible for finding a book with an incredible passage and sharing the passage with the class (cliffhanger like).

The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

This standard could be reached by assessing different types of information. I would provide teams of students with different types of information: biased, generalized, technical, etc., and students would have to tell what is wrong with the information and which would be the best to use.

The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

I would create a "What Would It Be Like" activity for

students and create news, stories, and book titles that were completely false. I would then have students describe what the United States or any democratic society would like if no one but the rich and powerful had access to the books. They would then have to develop a presentation that describes the world with intellectual freedom and tell the importance of information to a democratic society.

The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology. (DoDEA, 2003)

The students and I will discuss rules for ethical behavior, include what unethical behavior looks like and then I would let students practice it. I would probably also let them develop a movie or short commercials that could be used with different age groups that talks about ethical behavior regarding information (no plagiarism).

By matching your standards to your activities, you ensure that students are gaining the expertise that your school system wants.

As a librarian, evaluation is an important tool. According to Latrobe, "student learning, the place of information literacy for student learning within the curriculum, the role of information technology in the school, the quality of facilities and resources, and the quality and relevance of policies and procedures" must always be evaluated for improvement.

Communicating with your school administrator is also vital to the success of the library program. Branaugh recommends submitting semester-based reports that detail the library's mission statement, learning centers, displays, goals, objectives, and future plans that deal directly with media skill instruction, media production, public relations, curriculum instruction, and organization of materials (Branaugh, 2002). Once your principal is impressed with what you are doing, obtaining new items will be as simple as can be. Setting your budget is the next step in achieving library perfection. Librarians must know where they intend to lead the library before the budget can be determined. Hopefully by now, you will have a leadership team of your library. This group will need to conduct a needs analysis of the current materials and services, a community study to determine most appropriate collection development and costs thereof, and operating expenditures to cover the materials and personnel to run the programs.

The first step in the process is determining and agreeing upon goals and objectives of the library. Next the budgetary committee needs to look at previous budgets and identify any trends towards spending and purchasing. After that, looking at the library's further funding organizations to determine what other money will be available is necessary. You then need to determine the type of budget to use: line item, performance, or program. Finally, you will need to determine the total costs of items necessary in a long range and short time frame. Sounds easy, doesn't it? Once you have determined your budget for the year, it's time to decide what works and what doesn't.

Collecting appropriate data is the first step in the process of arriving at evidence. You should collect data that tie directly into the service the library provides. Guenther suggests collecting data that deals with circulation and reference services and collection development (Guenther, 2000). Once you have arrived at some evaluation point, you should let your principal know about the wonderful things that you doing. Not only is it important to let your principal know about these, but let others know as well. The more publicity you have for your library, the more students will be interested in seeing what's happening.

Managing a Middle School Library: A Practical Guide - cont.

The following is a list of ideas that you can try to make sure kids love coming to the library!

- Train everyone who works in the library to be responsive to the students' needs. The best PR is a satisfied customer.
 - This will prove to be a task! Generally in our school system, aides are hired to assist librarians with shelving and circulation, but they are not always educated in library science or with working with students.
- Offer lunch-hour recreation. Purchase some games, such as chess, checkers or Scrabble, and make them available to students in the library during the lunch hour. The library will become "the place to be."
 - I will also have contests and competitions during lunch break to encourage kids to use the library and find out what kind of great resources it has.
- Feature students and their activities on library bulletin boards.
 - The more kids can see themselves having fun in the library, the more exciting it will be for them to come. Taking pictures of kids and posting them on a board will be an easy way to handle this.
- Celebrate holidays and special days, such as National Library Week, St. Patrick's Day and National Handwriting Day.
 - Though I have never heard of National Handwriting Day, I am sure there is one. It would be fun to create a library handwriting contest and have students write their handwriting samples on the board. I could then give awards for the best handwriting, the sloppiest handwriting, the best graffiti writing, etc.
- Hold contests and more contests. Literary quizzes frequently appear in THE BOOK REPORT.
 - I might try having ongoing class competitions to building interest in throughout the different grade levels.
- Organize a library club.
 - A library club could assist in making decisions about library rules, activities, and assessment.
- Conduct surveys. Find out what students think about the library; what services they'd like to have.
 - I could set up an online database through Lotus Notes where students could enter and tell me about their usage of library services and what the library needs to better meet their needs.
- Do something special for students. For example, a slide-tape show for graduating seniors, welcome displays.
 - With PowerPoint technology, it would be simple to create a slideshow showing kids in the library and having it looped so that it continually plays.

Teachers

- Keep a supply of recreational reading in the professional collection. Never allow a teacher to leave the library empty-handed.
 - I disagree; teachers don't necessarily need a bunch of useless materials to take. They might stop coming if I do that.

- Publicize the work of the teachers.
 - A "Did You See" board would be a neat idea. It could exhibit the great activities that teachers have throughout the building.
- Be flexible. Bend the rules once in a while.
 - To elaborate, I think the role of the librarian is to be flexible under all circumstances.
- Make room for a teachers' corner in the library. Jean Evans of Elysians Fields (Texas) High School offered a table and stacking trays. Before holidays, she placed magazines with holiday materials in one tray. Articles of professional interest were always available in the trays.
 - This is a neat idea. Teachers are seldom users of the school library, and since students learn by modeling, teachers need to take advantage of services as well.
- Offer to teach library skills in the teachers' classrooms or To give booktalks.
 - I think it is extremely important for teachers to see school librarians as teachers. I plan to include myself in instruction as much as possible and contribute to each grade level. I have found that many librarians become librarians to get out of the classroom, but I intend to get into them all!
- Conduct inservice workshops. An article on conducting professional meetings, along with some winning topics, appeared in the November/ December 1988 issue of THE BOOK REPORT.
 - I plan to work with teachers about reference services and using Accelerated Reader at school improvement meetings.
- Provide plenty of service with a smile. Smiles are inexpensive, require little effort, and work wonders.
 - Well said.

Administrators

- Write reports. Use your creativity in making the reports eye-catching and interesting to read. Cathie Hilterbran of Adena High School in Frankfort, Ohio, uses different themes for each year's report. One year the report was designed as a "Brag Book," using photos of students and written in a folksy journal style.
 - Throughout my teaching career, I have found that this is probably the single most important item for any educator. A librarian must make his/her administrator aware of the wonderful things that happen in class.
- Send administrators invitations to every event held in the library.
- Volunteer for committees. Yes, it gets tiresome, but you will have many more opportunities to tell people about the library and its services.
- Put the principal on your mailing list. Send the principal and other administrators copies of every library handout—from bibliographies to buttons.
- Share professional journal articles about the role of the library with your principal.
- Form a library advisory committee of teachers, administrators, school board members, and community representatives (York, 1990).

cont.

Managing a Middle School Library: A Practical Guide - cont.

All of these ideas will insure that your library is the most successful program in all of the school!

From developing a mission statement to designing great activities to enhance student learning, librarians are important individuals in the education process. If you follow these simple guidelines for starting your library, I guarantee that your library will be a successfully managed educational goldmine in your school.

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Internet Issues in Elementary School Library Media Centers - cont.

- Learning to recognize and report inappropriate solicitation and scams
- security violations and consequences
- Free speech vs. harmful speech
- Virus protection
- Copyright issues
- Developing evaluation techniques for information obtained from the World Wide Web

Student Privacy Protection Act

Under the Student Privacy Protection Act, schools have the obligation to protect the confidentiality of student records. "Districts must develop policies related to the collection, disclosure, or use of personal information collected from students for the purposed of marketing or for selling that information (or otherwise providing that information to others for that purpose), including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure or use."

In addition to marketing, there are other ways in which student records may be jeopardized.

- Companies that offer online services to student records. In this data driven age, schools often use management companies to assess student behavior trends, compile student demographic information, record attendance and grade information, and even calculate school lunch accounts.
- School Web Sites. Posting student work, names and pictures on a school Web site can violate a student's privacy. Schools need to ensure student safety by only disclosing that which is safe and appropriate in accordance with instructional goals. Parents should be informed of posting for prior approval.
- Email. Care should be taken by school staff and students to not disclose any personal or confidential information about themselves or others in electronic communications.

COPPA

Compliance with COPPA is required of commercial Web sites targeting children. "The primary goal of the Act and the Rule is to place parents in control over what information is collected from their children online." (Federal Trade Commission)

The main tenets of the COPPA rule apply to the operators of the commercial [Web sites](#) and online services directed to children under the age of 13. As stated on the Federal Trade Commission's Frequently Asked Questions [Web site](#), they are:

- The COPPA Rule applies to operators of commercial [Web sites](#) and online services directed to children under 13 that collect person information from children, and operators of general audience sites with actual knowledge that they are collecting information from children under 13.
- Those operators must:
 - 1) post clear and comprehensive Privacy Policies;
 - 2) provide notice to parents, and with limited exceptions, obtain verifiable parental consent **before** collecting personal information from children;
 - 3) give parents the choice to consent to the operator's collection and use of a child's information while prohibiting the operator from disclosing that information to third parties;
 - 4) provide parents access to their child's personal information to review and/or have it deleted;
 - 5) give parents the opportunity to prevent further collection or use of the information;
 - 6) maintain the confidentiality, security and integrity of information they collect from children.
- In addition, the Rule prohibits operators from conditioning a child's participation in an online activity on the child's providing more information than is reasonably necessary to participate in that activity.

Factors used to determine if a [Web site](#) is targeting those under 13 are subject matter, language, animated characters and types of advertising.

Some interesting factors of the COPPA rules are:

- The rules do not apply to nonprofit sites only commercial sites

Internet Issues in Elementary School Library Media Centers - cont.

- Those who violate the Rule could be liable for up to \$11,000 per violation
- There is a one-time exception rule that allows contact with student as long as the child's information is immediately deleted afterward. This allows students to use certain game sites or email authors or questions to the site
- Schools may act as intermediaries in the notice and consent process and serve as agents of parents.

Copyright and Fair Use

Simon Fishman, Esq. defines copyright in *The Copyright Handbook, 1996*, this way, "copyright is a legal device that provides the creator of a work of art or literature, or a work that conveys information or ideas, the right to control how the work is used."

Copyright protection on the Internet governs the use of audio, video, images and text. Copyrights protect the author's rights to

- control copies of the work
- sell or distribute copies
- prepare new works based on the protected work
- perform the protected work

Materials, which may not be copyrighted, are ideas, facts, words, names, slogans (these and logos are protected by trademark laws), short phrases, blank forms, government works and works for which a copyright wasn't obtained. A caution is in order here. A document does not have to explicitly state that it is copyrighted even if it is. Therefore to be on the safe side, one must assume that all materials on the Internet are copyrighted.

For the general public Fair Use considers four factors:

1. The purpose and character of the use
2. The nature of the copyrighted work
3. The amount and substantiality of the work
4. The effect of the use on the potential market of the copyrighted work

Educators can avoid copyright infringements by following the Fair Use Guidelines for Instructors and the Educational Guidelines provided free of charge on the Internet by the University of Maryland University College. Excerpts from their Information and Library [Web site](#) follow:

"Copying by teachers must meet the tests of brevity and spontaneity:

- Brevity refers to how much of the work you can copy
 - Spontaneity refers to how many times you can copy
- The use of the copies should be for one course at one school.

Copies should include a notice of copyright acknowledging the author of the work.

What Can Be Copied?

- A chapter from a book (never the entire book).
- An article from a periodical or newspaper.
- A short story, essay, or poem. One work is the norm whether it comes from an individual work or an anthology.
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

Poetry

- Multiple copies of a poem of 250 words or less that exist on two pages or less or 250 words from a longer poem.

Prose

- Multiple copies of an article, story or essay that are 2,500 words or less or excerpts up to 1,000 words or 10 percent of the total work, whichever is less.
- Illustrations
- Multiple copies of a chart, graph, diagram, drawing, cartoon, or picture contained in a book or periodical issue.

What Should Be Avoided?

- Making multiple copies of different works that could substitute for the purchase of books, publisher's reprints, or periodicals.
- Copying the same works from semester to semester.
- Copying the same material for several different courses at the same or different institutions.
- Copying more than nine separate times in a single semester.

The Educational Multimedia Guidelines

Definitions

- The guidelines are intended to apply to educational multimedia projects that incorporate educators' original material, such as course notes or commentary, together with various copyrighted media formats, including motion media, music, text material, and graphics illustrations.
- The guidelines are voluntary and do not have the force of law.
- If you follow the guidelines, it is highly likely that your use is fair use.
- The guidelines are safe *minimums*.
- The newly created work that includes copyrighted material may **only** be used for learning activities. Other uses, such as selling the work commercially, require permission.

Student Guidelines

- Students may incorporate portions of copyrighted materials when producing a project for a specific course.
- Students may perform and display their own projects and use them in their portfolio or use the project for job interviews or as supporting materials for application to graduate school.

Faculty Guidelines

- Faculty may include portions of copyrighted works when producing their own multimedia project for their teaching in support of curriculum-based instructional activities at educational institutions.
- Faculty may use their project for:
 - assignments for student self-study
 - for remote instruction provided the network is secure and is designed to prevent unlawful copying

cont.

Internet Issues in Elementary School Library Media Centers - cont.

- for conferences, presentations, or workshops
- for their professional portfolio

Types of media and permissible amounts

- Motion media:
 - Up to 10 percent of the total or three minutes, whichever is less.
- Text material:
 - Up to 10 percent of the total or 1,000 words, whichever is less.
 - An entire poem of less than 250 words may be used, but no more than three poems by one poet or five poems by different authors in an anthology. For poems exceeding 250 words, 250 words should be used but no more than three excerpts from one poet or five excerpts from different poets in the same work
- Music, lyrics, and music video:
 - up to 10 percent of the work but no more than 30 seconds of the music or lyrics from an individual musical work.
- Illustrations or photographs:
 - no more than five images from one artist or photographer.
 - no more than 10 percent or 15 images, whichever is less, from a collection.
- Numerical data sets:
 - up to 10 percent or 2,500 fields or cell entries, whichever is less, from a copyrighted database or data table.
- Copying of a multimedia project:
 - no more than two copies may be made of a project.

Filtering and Blocking

Schools receiving federal funding are required under the tenets of CIPA to install and use a technology for blocking visual depictions that are obscene, child pornography, or in the case of minors, harmful to minors. Software is available for individual workstations or networks.

Filtering and blocking software is constantly improving. The software that is available now is capable of filtering sites according to categories specified by the school technology administrator. The same software can block particular sites and allow exceptions to the filter. It is wise when selecting banned categories to form a diverse community committee that includes parents, teachers, curriculum specialists, administrators and community representatives. By incorporating community and parental input, a school can be assured of support by those same members.

Sam M. Sortore describes a tri-level system of student protection that the Douglas County School District in Castle Rock, Colorado uses. Sortore begins with the premise that the school's responsibility to the community is to provide students with the information necessary to succeed in a standards-based educational system.

1. A network-based blacklist filtering system that was not too limiting. A community committee selected banned sites based on their curricular support model. Blocking was suitable for high-school age students but not necessarily for elementary-age students.
2. A set of school-based recommendations that would pro-

vide age-appropriate readability and understanding and were directly tied to the curriculum and standards.

- Primary students: no self-directed searching; all sites visited are linked to school web site or by bookmarks on teacher or student computers; all sites prescreened by teacher or district personnel.
 - Intermediate students: Guided search through the use of age-appropriate search engines (such as Yahoo!igans or Edview)
 - Middle School students: Preselected hot lists and age-appropriate search engines, emphasis on evaluating Web sites for content, source and authority as well as plagiarism.
 - High School students: Free use of Internet-based research tools; protected by filter.
3. Teacher and Media Specialist Training concentrating on "direction over protection". The use of teacher influence and proximity control to affect the student's perceptions of the Internet.

In addition to these protections schools can add a leveled filtering system by defining user groups (through password protections). The levels of filtration assign differing degrees of privileges to staff members, students and administrators. Schools can also design messages to be shown when someone attempts to access a banned site. It is possible with some software to block chat rooms, games sites and spam.

Censorship

There has been criticism by Civil Rights groups that third party groups (software vendors) are making the decisions for school districts concerning blocked sites. That the software that is available over blocks sites causing student's to have limited educational opportunities. They further state that this blocking will likely prevent our students from obtaining a well-balanced, globally competitive education. (Electronic Frontier Foundation). For now this issue has been settled by the Supreme Court by supporting the CIPA rules. The Supreme Court noted that "the use of Internet blocking to comply with the Children's Internet Protection Act in libraries (and schools) is constitutional because the need for libraries to prevent minors from accessing obscene materials outweighs the free speech rights of library patrons and Web site publishers."

Internet Safety Plans

There are many examples on the Internet of Internet Safety Plans being used by school districts across the nation. Some districts have built templates and encourage other districts to use their forms with and without modifications. Along with meeting the requirements of CIPA, the guidelines of these plans seem to fall into four general areas.

1. Educational Purposes: The plans include the purposes of the use of the Internet in an educational setting. Activities include educational lessons that support the district curriculum, assist in career development, teacher professional development, and parent and community involvement in educational activities that are relevant to the achievement of school goals.
2. Education about the Safe and Responsible Use of the Internet: Training activities for parents, staff and students need to include:
 - Copyright rules for teachers and students

Internet Issues in Elementary School Library Media Centers - cont.

- Plagiarism
 - Inappropriate language
 - Protecting the confidentiality of personal records by students and others
 - Actions which may jeopardize the security of the school network system
 - Guidelines for safe and responsible use of the Internet
 - Evaluating the content of information retrieved from the Internet
 - Unlawful activities
3. Supervision and Monitoring: This section of the plan will need to address the cautions taken by the district to attempt to ensure student protections. Protections will minimally need to include:
- Access limitations based on grade level
 - Monitoring based on software filtering
 - Virus Protection measures
 - Supervision techniques of teachers
 - Security devices provided by Internet Service Provider, Local Area Network, Wide Area Network, Firewalls, Password Protection Levels, and Proxy Limiters
 - Parent and Student Consent Forms
 - Notice of District Limited Liability
 - Notice of Responsibility for content and Management of School Web site
 - Contact information for parent, student or community concerns
4. Discipline: In this section of the Internet Safety Plan it would be judicious to clearly state the consequences of ignoring the policies set forth in the plan. Consequences may result in restrictions in the level of privileges allowed those abusing the guidelines. Information on the due process procedures could be placed here. Also a statement on the need for continual upgrading of the plan is warranted.

Library Media Center Directors who share the responsibility of developing an Internet Safety plan with their community, parents and fellow instructors will find that burden eased. As long as the focus remains on providing students with the information that they need in the safest manner known, the community, parents, and teachers will be obliged to support the efforts and actions of the Director.

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PNLA 2004: A New Season

Join your colleagues from around the Pacific Northwest for the annual PNLA Conference, August 11-14, 2004. This year's conference will be held jointly with the Washington Library Association in Wenatchee, Washington. In the time-honored tradition of PNLA conferences, this one promises to deliver a full-range of thought provoking, professionally inspiring programs, workshops, and social gatherings – and all in a stunning western setting.

To kick off the conference, Steve Hanamura, a noted management consultant from Beaverton, Oregon, has been invited to serve as keynote speaker. Hanamura is president of Hanamura Consulting, Inc., a firm that focuses on coaching and training in the areas of leadership, diversity, team building, change, and trust. Hanamura's book *In Search of Vision: Finding Significance* (Global Insights 2000) has been called life changing. Among his professional honors is the Meritorious Service Award for the President's Committee on Employment of People with Disabilities. He was named Multi-Cultural Network Trainer of the Year by the American Society for Training and Development. Hanamura, a blind athlete himself, also served as one of the Torchbearers for the 1996 Olympics.

Additional attractions will include a visit to the Ohme Gardens, a multi-layered landscape set high above the Wenatchee Valley overlooking the confluence of the mighty Columbia and Wenatchee Rivers with the majestic Cascade Mountains as a backdrop. A dinner cruise on beautiful Lake Chelan is in the works for Thursday evening. Lake Chelan offers a journey into an unspoiled frontier in the deepest gorge in North America, extending 55 miles into the heart of the Cascade Mountain Range, with surrounding peaks in excess of 9000 feet. Attendees will not want to miss an excursion that is world renowned, and has been featured in publications from *National Geographic* to the *New York Times*.

For more information about the conference as the program details are confirmed and housing information is made available, visit the PNLA Web site at www.pnla.org/events. See you in Wenatchee!

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