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ABSTRACT
              This report presents case studies of the role of
school libraries and their transformation into school media centers
in elementary and secondary schools in Serbia, Croatia, and Hungary.
It is noted that the school media center is not conceived of as a
simple mechanism for storing books and audiovisual aids, but as an
active center for self-directed learning and innovative
student-teacher relations. The studies were submitted in response to
an invitation from the Unesco-supported Programme of Cooperation in
Research and Development for Educational Innovation in South and
South-East Europe. The Serbian study focuses on the transformation of
school libraries in four primary schools. The study from Croatia
describes the factors that prompted the establishment of resource
centers and the standards established in this field. The library
resource centers of two secondary schools, one for civil engineering
and architecture and the other for medical workers, are described in
detail. The structure, general policy, and use of the resource center
by small groups and classes are discussed, together with the role and
work of the library, user training, and effectiveness. The Hungarian
study emphasizes the spreading transformation of school libraries
into resource centers. A guidebook was prepared in 1987 to promote
this transformation, but data included in the study indicate that the
transformation has not yet become general. Because the poor Hungarian
economy makes acquisition of special equipment difficult, the
emphasis must be on good pedagogy. Taken together, the three studies
lead to the following conclusions: (1) an increasing number of
schools are reaching the point that they have enough audiovisual
material to require processing and services; (2) the transformation
of school libraries into resource centers is a relatively short
process that includes the centralization of printed and non-printed
materials in the library, processing, and establishing the school's
centralized databank; and (3) the success of the media center depends
on changing the attitudes of all people participating in the
teaching-learning process, and changing attitudes is time-consuming.
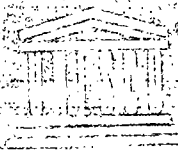(KRN)

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C O O I E S E E

FROM SCHOOL LIBRARIES TO SCHOOL MEDIA CENTRES

Experiences, the Present Situation and Possible

Improvement

Programme of Cooperation in Research and Development
for Educational Innovation in South and South-East Europe

Preface

Two major groups of problem have to be discussed in relation to
educational materials and teaching aids: their content and ped-
agogical application on the one hand and their production and
distribution on the other. CODIESEE has tried to addres both
groups of problems in various workshops and expert meetins. Out
of these discussions a more specific co-operation has been de-
veloped between between Hungary and Yugoslavia aimed at study-
ing in depth the role of school libraries and their transfor-
mation into school media centres. The school media centre, as
presented in the three studies, is not conceived as a simple
mechanism for storing books and audio-visual teaching aids but
as an active centre for self-directed learning and innovative
student-teacher-relations. At an early stage in their learning
career students are being introduced to the autonomous use of
learning resources and information systems. All learning reso-
urces both print and non print materials are considered as a
whole and should be used together. A school media centre can
serve as an instrument to integrate different materials and
thus making learning more motivating and effective. The three
case studies are to be considered as a pilot phase for a more
general project among CODIESEE institutions. Please, don't
hesitate to comment on these studies and to contribute your
own experience. Letters should be addressed to the Regional
Coordinator of the CODIESEE Programme, Division of Educational
Sciences, Content and Methods of Education, UNESCO, Place de
Fontenoy, 75700 Paris, France.

INTRODUCTION

This publication was prepared within the framework of CODIESEE's programme, with the support of UNESCO.

The purpose of the publication was to demonstrate the activity of CODIESEE Member States in the establishment of school media centres, to access achievements during the last 10 years and to define the possible common modes of development taking the specialities of each contry into consideration.

In order to achieve the goals, case studies were requested from CODIESEE Member States on their present situation, research results and development plans:

I. The main objectives of the comparative studies were:
   - to focus on the development of the organization of learning resources in the educational process;
   - to describe, analyse and evaluate the present situation in the country with respect to the general conditions of organizing learning resources, their servises for educational purposes (e.g. for teaching and learning), and the facilities for providing those for the whole country (if there is a system to that effect), and for individual schools;
   - to analyse the work of existing institutions providing learning resources - national, regional, district and/or school learning resource centres and/or libraries or media libraries;
   - to outline the research and trends of development in this field (use of media libraries and learning resource centres) and to relevant achievements, to present-day and far-reaching programmes;
   - to look for optimal solutions for developing learning resource centres and media libraries, and for integrating their use in the learning process.

A description of the following main topics was requested:

Context

The general conditions of educational technology, learning

resources in the country.
(Educational, pedagogical aspects /methods and organization/,
present state of educational technology and librarianship,
compulsory lists of AV materials /if any, please attach/, use
of educational media; their provision for schools; national,
regional, district and school level of sevices in the field
of providing educational media for teaching and learning.)

The school libraries

The present situation in schools.
(The number and/or proportion of school libraries in schools
/primary, secondary, higher education/; the function and
activities of school libraries; their services; their
connection to learning resources; storage of educational
resources in schools /-if it is not the library itself-/; the
facilities /average size, stock of school libraries -
proportion of types of documents/ - if there is a standard,
or standard-like document, please attach; number and
qualifications of personnel there; necessary qualifications
of school librarians, etc.)

The media library and school library, and learning resource centre

Their concept, development, research.
(Terminology, definitions, examples; present situation,
planned future activities /if any/; plans of area; research
activities for developing school media learning resource
centres; the integration of the work of learning resource
centres in the teaching and learning process etc.)

Work of a given, operating media centre or learning resource centre

Detailed description of a functioning media centre and/or

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learning resource centre.
(Plan of area, facilities; acquisition, cataloguing,
classifying, storage, usage of book and non-book materials;
hiring; information services; qualifications of librarian/s/;
other working personnel, description of their work;
pedagogical and other activities; the role of the school
media learning resource centre in the context of the school
and school system, but above all in the teaching and learning
process of the given school etc.)

II. The studies received

Replies to the above questions were received from Yougoslavia
(Croatia, Serbia), and Hungary. It may be possible that we
strived too much for perfection, as theoretical, management,
organizing and practical knowledge were all necessary in order
to reply to the questions. It is probable that this is why
replies were received form fewer countries than expected.

The study received from Serbia is the summary of a three
year research conducted by the Institute for the Development of
Education. School libraries were transformed into resource
centres in four primary schools (one large town, one
industrial town, one small town and one village school). The
development of the schools in this direction was also
different. One did not even have a school library, in another
there was need for a large reconstruction of space, in the
third not too much had to be changed, in the fourth a
resource centre had already been planned. The study correctly
shows the course of research from the formulation of goals to
evaluation, together with a list of initial and closing tests.
It also presents two school libraries that were transformed
into resource centres and their operation after their
conversion.

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It also presents two school libraries that were transformed
into resource centres and their operation after their
conversion.

The study received from Croatia starts with theoretical
questions. It first presents the factors that effected the
establishment of resource centres, then formulates the
concept of the school library resource centre. It writes
about standards in this field in the Socialist Republic of
Croatia, although, because of different reasons not all
schools have been able to adhere to them. Following this it
presents in detail the library resource centre of two
secondary schools, one for civil engineering and architecture
and the other for medical workers. Among others it presents
their structure, general policy, utilization of the library
resource centre including small group and class work, role
and work of the librarian and effectiveness of the learning
resource centre.
In relation to the school for medical workers the study goes
on to introduce further theoretical questions in the course
of their practical utilization: possibility of many-sided use
of media in the learning resource centre, teacher's behaviour
concerning resource based and individual learning. It also
presents an example of subject matter processed in the frame
of annual 10 theme team teaching and experience gained in the
course of organizing it.
Naturally, the school library resource centre also prepares
pupils to use it. Two phases of this are mentioned:
acquisition of fundamental knowledge of use and identifying
information in various media, learning how to use them, which
pupils can do more independently, with less direct guidance.
So the school library resource centre not only helps teaching
and learning   in school but is also found in extramural
activities and its community forming strength can be felt
too.

The Hungarian study emphasizes the extent of the concept's
spreading, the situation of transforming school libraries
into resource centres. It quotes a guidebook issued in 1987
for school libraries with the aim of widespreading learning
resource centres. This guidebook was prepared as a goal to be
reached by the turn of the century. Libraries have started
out towards transformation (the guidebook being based on
this), but development has not become general, which is
proven by data in the survey.

In relation to the denomination of the new types of school
libraries (school library, resource centre, learning resource
centre) the notions have been described. Their goals, tasks
and functional units are presented in this part. Two school
libraries are introduced in operation that work somewhat
better than the average but are not experimental ones.
Research is not dealt with separately, but as a summary of
research experience the 5th chapter presents the process of
transforming school libraries into resource centres. This is
composed of two parts: theoretical questions and practical
tasks. Experiences related to Hungary are summed up in the
conclusions as follows: a bad economic situation is not the
beginning of an era for the acquisition of special equipment,
but of well-founded and very well-considered pedagogical
work. This is also reflected by surveys conducted in 20
school libraries.

III.Conclusions

- An increasing number of schools reach a critical point when
they have so much audiovisual media that utilization needs a
more detailed processing and regular services. An already
existing school library is capable of coping with this task.
- It has been proved for the specialists that up-to-date school
libraries, resource centres are needed.
- It has become clear that in spite of numerous hindering
factors the transformation of school libraries into resource

centres is a relatively short process, the complete
accomplischment of which is urged by pedagogical theory and
practice alike.

- On **the basis of the three case studies** conspicuous
differences can hardly be found in the establishment of
school resource centres. Development work was started, based
on and adapted to the school, then the main phases that can
be generalized were accomplished: <u>centralization of printed
and non-printed materials in the library</u>, <u>processing</u>,
<u>establishment</u> of the school's <u>centralized databank</u>.
Design and opreation varies not only according to countries,
but also according to schools depending on local conditions.

- Specialists often declare that the establishment of
resource centres and learning resource centres is primarily
a question of organization. But the so-called "human factor"
also has a decisive role. In order to be able to successfully
use media centres the <u>attitude of all persons participating</u>
in the teaching-learning process must change. (Experience
shows that this is the most time consuming task.)

- It has also became evident that <u>much time is needed to
change attitudes</u> in spite of the fact that we know the goal
and are convinced of its correctness; stages of development
cannot be left out, but their deroulement can be hastened.
In contrast to media centres, learning resource centres
have a long process of development. A change in the attitude
of participants is needed as well as a more "liberal" scheduling
in education. The transformation of school libraries into
resource centres is a much more simple, accepted question
as their timeliness is not debated any more.

On the basis of the three case studies it can be ascer-
tained that there are not significant differences concerning
principles as our goal is the same:

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- to develop organizational units from school libraries that
are able to operate flexibly as information centres of whole
schools and worksops of methodological innovations simultan-
eously in order to achieve the main goal;

- that pupils learn to work independently, learn the methods
of self-instruction.

Among others in order to select between different types
of media nad information and choose suitable material they
must reach a level of ability. There is a great need for
this as many pupils are not even capable of efficiently
utilizing the textbook, which is the medium that is especially
designed and pedagogically structured for indivisual learning.
What will they do with the many types of media surrounding
them every day in all walks of life, how do they select, how
do they react to information that is often contradictory and
bursts on them like a kind of environmental danger, will
they lose their footing? Guidance is needed from teachers
and librarians as well as support from school administration
in order to learn all these. At the same time methods must
also change and be refined so that they will not participate
as information resources in teaching as in earlier times
but they will act as directors of pupils' individual learning,
being able to "retire" in order to create independency for
pupils.

Resource centres therefore presume coordinated, common
activity of the teacher, pupil and librarian in order to
achieve learning and educational goals.

IV. Proposals

- More complex surveys must be conducted in schools
concerning the establishment and pedagogical utilization
of resource centres, with CODIESEE member states informing

each other about methods and results.

- A more fundmental training of teachers is needed partly to
acquaint them with the basic manuals and literature of their
subject so that the use of the school library becomes an
urge for them, and partly to enable them to transmit this
demand and knowledge as well as the resource exploiting methods
of their subject to pupils. In order to do this they must
learn the methods of organizing pupils' work. In this field
the primary task is the development of school libraries in
training schools.

- There is also need to demonstrate certain well proven
methods and technical solutions in operation to teachers,
to help evade the experimenting phase and allow them to learn
from experiences gained. Video recordings presenting the use
of libraries will be needed in further training in order to
demonstrate the organization, running and raction of pupils
at a motivational level. In this way the utilization of
ready-made possibilities can be shown to teachers in a much
more convincing way than the description of the best research
results can do. Demonstration through cocrete examples would
be very useful and could be grouped in two topics: use of the
library and lessons in the library with different subjects,
teachers and group sizes, and demonstration of individual
work of pupils, starting out with instrictions from the
teacher, through preparation includin a discussion with the
teacher and ending with the presentation of completed work
by the pupils in front of the class, with the teacher and
classmates evaluating it.

- Basic training of librarians should also be modified in
this direction preparing demonstrationa aids for both basic
and further training.

The further development of international cooperation can be envisaged in the exchange of experiences in a more organized form: in the field of establishing resource centres on one part and their utilization in the pedagogical process on the other. This could be solved with professional meetings, workshops as well as the exchange of learning packages and certain audiovisual media. The exchange of experience and printed and non-printed materials for further training are deemed important in the following main fields: material for school administration (acquaintance with resource centres, extra services for the whole school), material for librarians (establishment of resource centres, organizing work, pedagogical work, teaching about the use of the resource centre), media produced for teachers (efficient utilization of services, the role of the teacher, pedagogical work in the resource centre, tasks of the teacher in preparing pupils), educational materials prepared for pupils (use of the resource centre, lessons about libraries, possible modes of individual, independent work).

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FROM SCHOOL LIBRARIES TO SCHOOL MEDIA CENTRES

Experiences, the Present Situation and Possible Improvement

Case study for Hungary

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1. Background

In Hungary - similarly to other European countries - the history
of school libraries goes back to the past centuries. The school
libraries have to keep up with the times /in their tasks,
collection, services provided, use etc./ and that is closely
connected with the changes in the field of pedagogy and librar-
ianship on a national and international level.
The latest Guideline No. 203/1986 of the Hungarian Ministry
for Education and Culture was published on February 10th, 1987
on the development of school libraries. Its most important
basic principles were the following:
"At the present stage of our social development the role of
culture has gained on importance and the responsibility of
institutions conveying culture, primarily that of schools, has
greatly increased. In the interest of further development, the
rising genereation will have to be enabled to acquire and to
improve the necessary knowledge independently. The development
program for public education raised the gradual development of
abilities and skills necessary for the independent acquisition
of knowledge to the level of compulsory requirements.
In order to improve the efficiency of the pedagogical work of
the schools, well equipped school libraries are needed with a
collection, that would cover, in addition to the printed
documents, the pedagogical manuscript material of the schools
(competition essays, experimental documentation etc.) as well
as the non-printed media/slides, filmstrips, sound recoordings,
transparencies, videorecordings, software for CAI etc./. The
libraries shoould also be equipped with the technical equipment
necessary for their use and occasionally, with the facilities
needed for the production of such media. The library model
adequate to the nquirements of the end of the century would
render the integrated and interdisciplinary use of the various
information media possible through a high level of work organiza-
tion and pedagogic activity different from the traditional
methods.
The modern school library operates as the information base
and resource centre of the given educational institution, with
its multifarious services based on a professionally stored
and processed collection." (Műv. K. No. 24.p.1357.)

That is, the guideline aimed at the development of school lib-
raries lays special importance on the collection and use of
non-printed materials. Yet its most important aspect is that
it particularly underlines the application of the services
of the school media centres within the teaching - learning
process.

We quoted the Guideline of the Ministry for Education and
Culture at length because we regard it as a milestone within
the process of development.

It is a well-known fact that the development of the school
media centres depends not only on the state of the libraries
but also on a range of different factors. With respect to
these factors, perhaps the ones of the greatest importance
are the level of development attained by the teaching techniques
and teaching technology of the given country. The changes in
pedagogic attitudes to favour individual learning and the
nature of the system of education are also determining factors.

Until the mid-seventies, there was hardly any mention of media
centres in Hungary.

The use of teaching techniques and technology became widespread
in the course of the sixties nad seventies in Hungary; that
was the time when technical means became familiar teaching/
learning aids both in schools and at home. Yet the provision
of the schools with such technical equipment was uneven. The
Hungarian Government recognized the need for the large-scale
development of educational technology, and so established the
National Centre for Educational Technology (NCET) with UNESCO
and UNDP assistance to ensure the nationwide coordination of
such developments.

The main tasks of the NCET include research into educational
technology, the testing of equipment, the development and pro-
duction of information media of a quality and quantity adequate
for each level of tuition, the spreading of, and training in,

application methodology, cooperation with partner institutions
and the coordination of educational technology centres.

The development and production of the audio-visual media should
particularly be underlined. Through this it was possible to
compile the list of compulsory teaching aids out of the infor-
mation media covering the various topics of the uniform sylla-
bus compulsory for the entire country, as well as the applica-
tion of these teaching aids in the classroom. As the schools
had to obtain the prescribed quantities of the teaching aids
on the compulsory list, primary and secondary schools now enjoy
increasing quantities of more diverse teaching aids.

The tasks of the NCET also include practical and methodologi-
cal guidance related to the development and operation of
learning resource centres.

Naturally, these activities are carried out not only by the
NCET. Many audio-visual centres have been set up at universi-
ties, colleges, teachers' training institutes, schools, etc
and they also contribute to the spreading of the education
technological equipment and the methodological knowledge needed
for their application in Hungary.

The nature of the Hungarian system of education and the change
in pedagogical attitudes are characterized by the fact that
up until the 1960s, 1970s organized education took the form
of teaching classes under the strict control of the teacher.
Presently, however, it is the organizational forms of learning
in small groups or individually which are becoming increasing-
ly widespread. The objective is to attain a level of develop-
ment that would require a confident, learning-orientated atti-
tude from both teachers and pupils. In 1981, the system of op-
tional subjects was introduced in the secondary schools (grammar-
schools). This means that in addition to the centrally deter-
mined master syllabus the students are able to select the sub-
jects that they are interested in studying more deeply in a
fixed number of lessons per week. This also implied an increase

in the significance of the school libraries, media centres and
learning resource centres as well as an intensification of their
relations to the teaching process.

The following quotation is highly characterisitic of the present
pedagogical attitudes, and, implicitly, also of the fact that
the preconditions of the establishment of media centres exist
also from a pedagogical aspect in Hungary.

"'Non scolae sed vitae discimus.' We learn for life, not for
the school. Do we know what life is going to be like by the
year 2000? The twenty-first century - the world awaiting our
children, our pupils - is a mere 15 years away. But did we
foresee the problems of 1985 in 1970? Did anyone then foresee
the energy problems, the five- and even tenfold increases in
petrol prices? That the United States would have to protect
herself from Japan with protective customs and precisely in
the area of state-of-the-art technologies? That a conservative
revolution would overthrow the last - rich and armed to the
teeth - empire of the world and the astonishing influence that
Iran would have on world politics and history? That video-
games and video-recorders would flood the world bringing blessing
and danger to the entire area of culture? That there would be
more computers in Hungary in 1985 than there were in the whole
world in 1970? That learning BASIC would be as trendy as obtain-
ing a driving licence? The school of 1970 was unable to provide
us with formulae to use in solving the problems we have to
face in 1985. The real challenge for the teaching of natural
sciences is not that we are unable to find space for the know-
ledge necessary in the years after 2000, but that this know-
ledge does not even exist today." (Marx, Gy. 1986. p.2.)

2. The state of the school libraries according to a 1985 survey and the guideline on their development

The requirements of education already significantly exceed
the level that the school libraries, under the present condi-
tions, are able to meet. With the uneven development that has
prevailed, a few modern school libraries fully in line with the
pedagogical requirements have been set up in virtually every
country. These could be the models that developments should
follow. The so-called base school libraries operating as the
educational, methodological and in-service training bases
of their respective districts have evolved from amongst these.

The funds available for the development of holdings, the size
of the available premises and the number and qualifications
of the librarians are the factors that exert a decisive influ-
ence on the operation of the school libraries.

School libraries show a great diversity also in the field of
their holdings development. With respect to the finds allocated
for this purpose, the national average is HUF 41.7 per pupil.
In county Szolnok, however, only HUF 33.9 was allocated per
pupil, in county Komárom HUF 36 per secondary school student,
while county Veszprém earmarked HUF 82.3 per pupil for this
purpose.

The size of the school libraries

Although in recent times the number of rooms available for the
school libraries has increased, there still are many schools
that are unable to operate their school libraries lacking the
necessary room(s). Some 15 to 20 % of the school libraries had
library rooms suitable to hold a class (of ca. 30), some of
these, however, fell victim to the increase in the number of
students. The situation was better in the secondary schools.
In 1985, 172 secondary schools had libraries with reading rooms
capable of holding an entire class, this represented 34 %;
234 (46 %) had reading rooms with a capacity of half a class.

In the vocational training schools the number of library
rooms holding an entire class (of minimum 52 m^2) increased
over two and a half times in ten years. It is to be feared that
their situation would also deteriorate, as large numbers of
school-leavers have left the primary schools in recent years.
At the same time, a change has taken place in the demographic
trend, less children attend the primary schools and so the
schools are unlikely to struggle with a lack of classrooms.
This should enable them to increase the number and size of the
rooms available to the school libraries.

The number of school librarians and their qualifications

One of the basic conditions of the operation of the school
libraries is the librarian able to carry out a librarian's du-
ties in a professional manner. The service of the school lib-
rary require two kinds of experise: that of the librarian
and that of the pedagogue. In the case of school media centres
a minimum level of certain technical skills is also required.
Unfortunately, we have few such librarians.
According to the personnel standards of the Library Guidelines
of 1971, some 1500 librarian posts would be needed in order
to carry out the minimum level of library duties at least in
the largest primary schools and in the secondary institutions
of learning.

"In the 3500 primary schools there are only 308 full-time lib-
rarians, the others (951) are either teachers who manage the
library in return for having less lessons to teach, or those
who receive a minor fee (637 librarians) or voluntary workers
(1054 people). The situation is better at the secondary schools,
since nearly the half of these schools have full-time libra-
rians (251), 213 have teacher-librarians, but there also are
some part-time librarians working for fees (20 people) as well
as voluntary workers (8). The situation is similar at the voca-
tional training schools: the number of full-time librarians

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is 136, that of teacher-librarians is 56, that of fee-receiving
part-timers is 33 and that of voluntary workers is 8." (Az is-
kolai könyvtárhálózat helyzete /State of the Network of School
Libraries/, pp.241-242.)

Concerning qualifications, the situation is as follows: of the
3953 people carrying out library duties in the various school
types, 816 (21 %) have librarian degrees, 1585 (40 %) took a
course in the basics of librarianship, and 1551 people (39 %)
have no librarian's qualifications of any kind. (1985 data).
This, however, does not mean that those working in the school
libraries do not have a university or college degree, as most
of the time a teacher on the staff of the school takes on the
management of the school library.

According to the requirements set out in the Guidelines con-
cerning school librarians, a degree in librarianship can only
be obtained at the universities and colleges linked with a
teaching degree and people with such degrees should be employed
in the school libraries.

The previous section presented the basic principles of the
Guidelines of the Ministry for Education and Culture. The ob-
jective is to implement these by 1995. The Guidelines do not
only formulate general principles, they also speak about the
tasks of the school libraries, their control system and its
organizational solutions, of the main criteria for the libra-
ries of the other educational institutions (students' hotels,
boarding schools, kindergartens), of the establishment of
double-function cultural and educational libraries, of their
holdings, location, services and personnel conditions, and in
greatest detail of the further principles related to the pri-
mary and secondary school libraries.

The fundamental issue is, what, then, is the task of the school
library?

"As an integral part and intellectual base of the educational-
pedagogical activity of the school, the school library shall
- ensure the information and informative media needed for
  tuition for both the teachers and the pupils of the school;
- play a central role in the reading and library pedagogical
  activity of the said institution;
- with its specific means, lay the foundations for bringing
  up the pupils to be library-users;
- promote the development of desirable reading habits;
- meet the teachers' demand for basic pedagogical literature and
  information, and receive similar services from other libraries;
- prepare for making use of the services of the National Peda-
  gogic Information System (NPIS) mediated by the pedagigic ins-
  titutes of the counties and by the base libraries of the schools,
  making use of the opportunities offered by the library system
  and the services based on professionally developed and processed
  collections." (Müv.K. 203/1986, No.24.p.1358.)

Guideline No.206/1986 presents the basic principles of develop-
ment also in a breakdown by school types. Some of the outstand-
ing libraries have already exceeded, but most school libraries
have not yet reached the level stipulated in the Guideline.

In the following we shall quote the general principles of
holdings development and collection organization only, as the
non-printed media are mentioned here with particular emphasis,
and the principles also reveal the main direction of develop-
ment.

"The school library shall develop its holdings in accordance
with the principles related to collection interests of direc-
tive No. 128/1981. (Müv.K.16.)MM, also adjusted to the tasks and
needs of the given educational institution, in a continuous
and proportionate manner, according to plans. The regular and

professional accumulation and reduction of the collection shall
ensure that the collection meet the requirements of modern edu-
cation with respect to both composition by content and quanti-
ty. The school libraries shall procure the wortk indispensible
for school work in the desirable number of copies and shall
obtain the basic documents used as teaching aids. The leader
of the school library is also responsible for the use of the
funds available for procurement. In the course of his/her holdings
development and organization activities, he/she shall take the
needs and recommendations of the leaders of the school, of the
working parties and of the representatives of the pupils in
so far as these are in line with the principles of the collec-
tion interests of the school libraries.

In addition to printed documents, the school library shall
collect, store, record, process and provide the servieces re-
lated to the non-printed audio-visual media and computer soft-
ware available to the school. It shall have the equipment needed
for the use of these documents and, with the improvement of
the technical conditions, also the equipment needed for their
production. In the course of designing school libraries, the
conditions of storing and using these documents should also
be taken into consideration. If these documents cannot be·
stored by the library, the library shall at least solve the
problems of their recording and processing.

The size and rate of accumulation of the collection shall be
determined by the quantitative and qualitative composition of
the books (reference books, fiction and non-fiction literature),
journals and other information media related to the subjects taught
in the school, by the role taken by the documents in school-
work, by the number of pupils and teachers and by the number
of separable parts of the holdings (reference stods and stodks
for borrowing, pedagogic collection, audio-visual collection)
and of the deposits (special classroom, classroom and day-school
materials, etc.) ...

The education of children belonging to the ethnic minorities
in their mother tongues shall be promoted with the help of lib-
rary collections composed of children's, fine and subject-related
literature, journals and non-traditional documents published

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in the languege of the ethnic minority concerned, in the
schools and students' hotels of the various ethnic minorities...

The holdings of the school library shall be made available
to the users recorded in accordance with directive No. 128/1981.
(Műv.K.16.)MM and provided with the basic catalogues (inventory,
alphabetic, descriptive and subject catalogues).

The provision of school libraries and of the double-function
educational and cultural libraries with documents can be eco-
nomically solved by way of the library supply systems organized
in the district centres." (206/1986, MK.No.24.p.1359.)

The interest for the media libraries is also reflected by the
facts that the Audio-Visual Working Committee was established
within the Association of the Hungarian Librarians in 1983;
that the topic of one of the the two-day training courses of
the Youth Librarian Section was the setting up of media libra-
ries and that the School Librarian Section established in 1986
also took similar steps.

The storage of audio-visual documents and the related tasks,
the procedure of setting up such libraries and the system of
services are also taught at the Department for Library Science
of the Lóránd Eötvös Scientific University of Budapest.

3. The school library, the school media centre and the learning resource centre

The above title also reflects the prevailing uncertainty con-
cerning terminology. Our objective is that the school library
should, self-evidently for everyone, function as a school media
centre; as learning resource centre, that is, the teachers and
pupils should be able to make use of the services of the lib-
rary so that they should feel, they are using a centre where
they can draw on the true source of information and information
media for the application of their various methods of teaching
or learning in the interest of the primary aim, the promotion
of efficient learning.

What is the basic princible of ti... school media centre and of
the learning resource centre?

The basically true opinion is often expressed by experts that
the setting up of school media centres and of learning resource
centres is primarily a matter of organizaticn. The signifi-
cance of the school media centre and of the learning resource
centre is no more than that of the library functioning in the
noble sense of the term in line with the requirements of the
age, that provides or can provide adequate conditions for the
solution of a range of problems in the different areas of
education. In their names, two degrees of their level of deve-
lopment are distinguished: the school media centre and the
learning resource centre.

Their tasks. From an operational aspect, the tasks of the
school media centre include the procurement, processing and
storage of printed and non-printed informatïun media (all the
media needed for tuition), making them available to the users,
whether by way of lending, whether by reading in the centre,
provision of information and the organization of the sources
in such a way that the centre be able to make the required in-
formation or technical equipment available to the user at any
time. This can be achieved by the centralization and decentra-
lization of all of the teaching and learning aids available
to the school in line with local conditions. It is, however,
a fundamental requirement that the centre be able to provide
information (at least at the catalogue level) on all types of
learning resources.
        The centre shall also be engaged in small-scale production.
In this way, the school media centre ensures access to the various
information mediu. Its influence on the teaching-learning pro-
cess is modest, it only exists on the level of the services.
It may occur that the school media centre strengthens traditio-
nal teaching methods and renders demonstration an easier task.

The learning resource centre is the advanced version of the
school media centre. Use as learning resource centre already
implies a qualitative change: thereby the media centre is not
only the feeder of the lessons, but also the workshop of peda-
gogic innovation at the same time. This does not mean that its
service functions are terminated, for the fast and selective
provision of information, the making of the media available to
the users as well al local production remain to be important
tasks, yet the pedagogic tasks predominate its activities.

The learning resource centres presuppose the integrated, joint
activity of teachers, pupils and librarians in the interest
of the main task, of the achievement of the learning.

In this way, the media centre, the learning area and the
audio-visual unit have evolved into an integrated organization in
the service of learning: this is the learning resource centre.
(Figure 1.) With the functioning of this organization, a qua-
litative change has taken place in the area of promoting the
teaching-learning process. It has become the scene of pedagogic
innovation in the school, the supercontroller and organizer of
wich are the teacher and the librarian.

The learning resource centre provides the conditions as well
as assistance to the teachers for the introduction of new pe-
dagogic practices (once they have learnt to make use of the
facilities offered by the learning resource centre), for a more
efficient planning and organization of the part of the teaching-
learning process for which they are responsible, for the further
development of the team-work of the teachers, for the expansion
of the existing organizational framework of both tuition and
study and the exchange of experiences with teachers teaching
the same or different subjects in the course of their joint efforts.

For the pupils, the learning resource centre provides space
for individual study, a complex learning environment and helps
them to learn how to learn, to learn what methods are most
suited to them and what are the most efficient ways of problem
solving.

The role played by the school librarian also changes, its significance increases, as he/she solves not only library and organizational tasks but also takes an active part in the pedagogic activity.

The objectives and tasks of the school media centre and of the learning resource centre

The learning process has to be organized in line with the needs of social production and the socio-political system. Therefore the teacher as well as the librarian shall take the characteristics that promote the development of the pupils into consideration, shall carefully select the equipment and materials in the service of the above objective. That is, they have to be pedagogues in the true sense of the word: the most important consideration already in selecting and developing the collection and the system of activities is to be the extent to which these would assist the process of education. The careful selection of the circumstances helps, to some extent, to determine what the pupil will see of the world that surrounds him and how he would relate to the world.

The efficiency of the operation of the learning resource centre basically depends on the objectives set, on whether the breakdown of the objectives into tasks in done properly and on the extent to which the objectives are implemented.

From the point of view of the pedagogic process, the tasks of the learning resource centre were defined in Hungary in the following way:

1. It shall collect, store and administer the information media and equipment needed for the realization of the syllabus, that is, for the assistance of the teaching-learning process.
   Within this:
   - It shall have the materials on the compulsory list of teaching aids /SYLLABUS MATERIALS/
   - It shall make all the information media (teachware, learnware, informative materials such as reference books, cata-

logues, etc.) needed for the in-depth study of the sylla-
bus material available to the readers. /SUPPLEMENTARY
SYLLABUS MATERIALS/
- It shall aim at always having usable and easy-to-handle
technical equipment available for its information media
/USABLE EQUIPMENT/
2. It shall provide advice on the selection, procurement, eva-
luation, utilization, etc. of the above materials./ADVISORY
SERVICE/
- It shall organize demonstrations with the cooperation of
the teachers to give new ideas for the application of the
new information media within a pedagogic context. /EXTENDED
PEDAGOGIC COUNSELLING/
3. It shall motivate the teacher to produce simple information
media and shall ensure the conditions needed for this
activity. /LOCAL SOFTWARE PRODUCTION/
4. It shall render work in groups as well as individually pos-
sible through its services and informal environment.
/GROUP AND INDIVIDUAL LEARNING/

The tasks of the learning resource centres can be described in
a breakdown by activities for the Hungarian school librarians
as follows:
- to make the continuously developing collection of the library
set up in a central place through an adequate accumulation
of the holdings according·to plans and within a well-defined
field of interest, available to the teachers and pupils;
- to provide advice and help to both teachers and pupils so
that they be able to apply any type of document in an approp-
riate and professional manner and to handle the technical
equipment needed;
- to give advice on the selection, application, production and
evaluation of educational materials;
- to help the pupils use all the teaching aids that promote
the realization of the pedagogic objectives of the school
(including the teaching of library use);

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- to hand over practical experience of the quality of the infor-
  mation media used by the teachers (e.g. demonstrations, eva-
  luation);
- to establish the conditions for group and individual work
  and to assist work through its activities and informal envi-
  ronment.

In summary:

a. procurement, processing, storage, lending and repair of
   equipment and documents;
b. ensuring the facilities for group and individual learning;
c. advisory service (selection of information media, information,
   equipment, suitable documents, "production" of simple audio-
   visual materials, other issues);
d. pedagogic work in cooperation with the teachers;
e. ensuring small-scale "production" facilities.

The present study will not present the research related to the
application of the school media cetres and learning resource
centres or the issues of pedagogic application, as the descrip-
tion of the experiment and the summing up of the experiences
would exceed the limits of the present study; Section 5 will,
however, give an account of the practical experiences gained
in the course of their establishment.

4. School media centres in operation

In the following, the work of a few school media centres of
different types is described with special emphasis on illustrating
the fact that their active and efficient participation in the
pedagogic process is possible under different conditions and
with different kinds of activities.

Kassa Street Primary School
(Budapest XVIII., Kassa u. 173.)

There are 24 groups of pupils learning in the 18 classrooms
of this primary school (attended by children aged 6-14 years).
The technical equipment of the school is quite good in compa-
rison to other schools. Every classroom is equipped with a tele-
vision set, an overhead projector, a slide projector and a tape
recorder. In the spacial Hungarian language room and in the
music room a record-player is also installed. The TV-sets in
the geography, biology and chemistry rooms (laboratories) and
in the library are colour, elsewhere they are black-and-white.
Prcgrams are transmitted to the classrooms from the studio
operating beside the media centre, on the basis of a prearranged
schedule. The teachers request the programs about a week in
advance, thus rendering the scheduling of transmission times
possible. The studio can transmit simultaneously on two channels.
If, at a given time, the studio does not operate at full capa-
city, it can also meet prompt requests immediately.

The studio stores the video-recordings and the technical equip-
ment - a VHS system - needed for playing. The repair of the
faulty equipment of the school and the production of video
programs are also carried out at the studio.

The media centre located right beside the studio (its ground-
plan is shown in Figure 2.) contains the more traditional
media. Its collection includes books, journals, series of slides
(177 items), filmstrips (207 items), sets of overhead trans-
parencies prescribed by the compulsory list of teaching aids
(58 items), sound tapes (100 items), sound cassettes (59 items),
records (98 items), S 8 mm films (23 items), educational
packages including the slide-tape presentations with teacheres'
and/or students' manuals (82 items) as well as other illustra-
tive material used in teaching, such as a collection of etchings,
sets of application cards, etc. (93 items). The processing of
the collection is done using catalogue cards. The card catalogue
and the loan records are kept by the entrance.

The books, journals and audio-visual media are stored separate-
ly according to subjects, - owing to lack of space, this could
not be otherwise. According to the general practice in Hunga-
rian libraries, non-fiction books are kept in the UDC order,
while fiction books in an alphabetical order by authors' names.

A separate, simplified catalogue has also been made of the
audio-visual media, in a breakdown by medium types.

The media centre also provides information on the video-programs
kept in the studio with the help of either the card catalogue
or the printed catalogue compiled by the studio in a breakdown
by subjects, on a PC.

In addition to his teaching degree, the librarian has only
got basic qualifications in librarianship, but she carries out
her duties with great care and sense of vocation.

Even the 6 years of children in the first grade are familiar
with the media centre; they know what to find where and they
like to read and browse in books and in non-book materials there.
The librarian has also acquainted the teachers with the
possibilities, so they frequently send the pupils to the media
centre to carry out a task independently. The teaching of how
to use the library begins with a general introduction to the
library, followed by the presentation of the reference books
and practising their use. The teachers frequently set tasks
requiring the use of the media centre. In this way the pupils
are able to learn how to find an answer to a question in a
large collection of information media, how to select the data
in order to get the answer needed. This enables them to find
their way about libraries more easily and also to learn more
easily. This is also of assistance in the course of their
later studies and in the self-instruction and further training
of their adulthood.

Two operators work in the studio. They transmit the programs
during lessons to the classrooms through a closed circuit TV
system. In the course of this, there is a two-way connection
between the teacher and the operators, so that the teacher can
ask to have a part replayed or to make a pause at a certain
picture for the purposes of explanation at any time. The ope-
rators repair the equipment of the school, they record selected
programs from TV and produce the video-programs needed for
tuition on the basis of the scripts written by the teachers.

The leader of both the video-studio and the media centre is
the deputy director of the school, who also teaches geography
to one of the classes. In addition, she is also the leader of
the informatics base of the XVIII. District of Budapest. (19
primary and 2 secondary schools belong to the base.) In Budapest
they were the first to set up a training course, where every
8th grade pupil of the primary schools of the district (14 year
olds) can take part in an 8-week computer course, during which
the pupils can learn to use a PC, can learn the BASIC language
and can write minor programs. 70 % of the schools of the district
participate in this basic computer training course free of
charge.

No. 54. Endre Ságvári Vocational Secondary School and Vocational
Training School for the Printing Trade
(Budapest XVI. Kavicsos köz 2.)

The students of the vocational secondary school and vocational
training school (aged 14 to 18) study the subjects necessary
to attain a fair general knowledge in addition to the subjects
related to the printing trade. This also determines the collec-
tion of the media centre. It contains a great deal of literature
and other media on printing.

Over 90 % of the media kept here are books, the rest is made up
of audio-visual documents.

The media centre stores the information media according to
document types. Non-fiction books are kept in the UDC
order, fiction books in an alphabetical order and non-printed
materials are stored by acquisition numbers, separately,
according to types. The processing of the documents is
carried out according to the ISBD standard; ISBD/M is
applied to books and a simplified ISBD/NBM (International
Standard Bibliographic Description for Non-Book Materials)
to the non-printed materials.

The media centre consists of two parts (See Figure 3.):
the bookshelves are located to the left of the entrance
with separate individual desks by the walls; the other
main part is the reading-room capable of holding an entire
class.

The lending desk is located right beside the entrance.
Some of the students (every class has a class librarian)
help the librarian in lending the books and also in the
use of the technical equipment or when these are given
on loan to the classrooms. In the vocational secondary
school a video-set has only been installed in the library,
thus it can only be used during the lessons held there. The
other equipment of the media centre is frequently borrowed
for lessons held in teh classrooms, as that equipment
always operates: the librarian has all faulty equipment
repaired just as she sends torn books to be backed.

The media centre takes in over 50 periodicals and papers,
which can be read during breaks or after classes.

The students become familiar with the collection of the
library in Form I. They often use reference books, the role

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of which gains on importance in the secondary school, also
during breaks.

The work in the media centre is carried out by a teacher
with degrees in Hungarian lanuage and literature and
library science, who, on occasion, also takes part in the
tasks of tuition (e.g. substitutes missing teachers and
gives lessons in his subject, etc.)

5. The transformation of the school library into school media centre (Summary of experiences)

Having prepared several transformation function plans and
having set up media centres, we now regard the following
considerations as of primary importance:
(By way of introduction we have to note that there are few
schools in the country at the planning of which the fact
that a media centre should later be set up there would have
been taken into consideration. That is why we have to think
in terms of transforming the existing libraries, of
creating the conditions necessary for that transformation.)

First, even before starting the work of transformation,
the targets to be satisfied by the media centre to be
set up immediately and those that are later to be realized
will have to be defined. That is, the short and long term
targets and tasks are to be defined.

Taking an already functioning library as the point of
departure, the media centre would have the following
additional tasks:
- collection and keeping central records of audio-visual
  documents;
- keeping records of and lending technical equipment,
  selecting units in need of repair and having them
  repaired (once an additional technician is employed);

- ensuring demonstration facilities for the audio-visual docu-
  ments (for large group programs);
- ensuring the conditions for individual learning (by providing
  printed and non-printed documents, by setting up suitable
  study areas /b̃oxes/);
- developing the lending system for audio-visual documents;
- setting up facilities for a minimum level of "production"
  (e.g. possibilities for re-recording from record to cassette
  or tape, recording radio-programs, prducing simple sound
  recordings locally, re-recording and mixing various sound
  recording, etc.). This could include copying and multipli-
  cation of written documents, photography as well as setting
  up the facilities for the local production of overhead
  transparencies;
- ensuring the documents for evaluation by the teachers, ini-
  tiating information work on the new information media and
  making teachers and pupils/students familiar with the already
  existing facilities. These constitute the first tasks after
  the implementation of major transformation projects.

The long-term objectives include the basic conception that the
present library be turned into a learning resource centre that
would imply, in addition to the assistance given to the learn-
ing process, the assistance for the development of individual
learning skills as well. This is only possible at a later stage,
it also presupposes a change in the attitudes of librarians
as well as teachers and in the organization of education in
the right direction.

The first task is to process all equipment and information
media at least at the informative level (central catalogue).
For this the information media will have to be handed over to
the librarian on the basis of the central school records, in
order to be able to prepare an inventory and the catalogue
entries of the documents. (In most cases, this would require
the school director's behest.) This is how the central cata-

logue can be compiled. After this the documents used constantly
or very frequently in the individual classrooms (e.g. sound
recordings made for the purposes of teaching languages in the
language labs) are given in long-term loans. If the given docu-
ment can claim wider interest or can also be used for indivi-
dual learning, it becomes a matter of individual decision
whether to have that document copied for the media centre
(sound tapes) or further copies be purchased.

To take an inventory and to produce the catalogue entries, the
librarian has to have not only the documents themselves, but
also the technical equipment at his/her disposal. To begin
this work, the librarian shall have the equipment appropriate
to each type of the existing media.

If there is a separate reading room, it should be equipped with
certain technical equipment for use in frontal demonstrations
and presentations in large group programs (such as slide pro-
jector, overhead projector, sound equipment such as record
player and/or tape recorder depending on the type of the exist-
ing sound recordings, and perhaps a 16mm film projector with
screen and/or TV-set and video-set).

For the purposes of selection, a few simple technical devices
appropriate to the existing information media should also be
installed in the library.

It is preferable to evaluate and weed out the information media
available to the school even before collecting and entering
them and producing catalogue entries. This is important in or-
der to avoid having useless and fully obsolete materials entered
into the collection. (Note: experience shows that teachers are
most willing to get rid of these superfluous media and hand
these over to the librarian for the purposes of the central
catalogue immediately upon request.)

The central registration of the technical equipment can follow upon the entry of the technician. For this, a small store-room is needed to store the non-built in equipment together with the spare parts and to carry out minor repairs. "Production" should also be carried out here or in the vicinity of the store-room. If there is no elevator in the building, it may become necessary to install a rack on each floor to hold all the required audio-visual equipment, such as the overhead projector (although this piece of equipment should be installed and included in the standard equipment of each classroom), slide projector, tape recorder, extension cords, connecting cables, etc.

The above call attention to the tasks that can be carried out with little change and with the employment of just one technician, yet these are the tasks that require the most and least spectacular work.

Having compiled the central catalogue and having re-grouped the technical equipment the foundations of a media centre truly able to function have been laid.

So in the morning, when the teacher arrives, he/she first selects the information media needed, or else submits his/her requirements to the librarian who will have them prepared; the technician can prepare the technical equipment, or, with the help of the children, the teacher can simply roll the equipment placed on the rack into the classroom. Thereby audio-visual documents become easy-to-use, a wider range of information media can be applied (as the teacher can now learn of everything available to the school) and tuition becomes more efficient.

To sum up, the procedure of transformation is as follows:

1. The director, together with the librarian, informs the
   teachers of the planned changes and requests them to
   evaluate an hand over their materials to the librarian for
   setting up an inventory and preparing the catalogue entries.
   In order to ensure continuity, the process of handing over
   materials should take place according to a schedule approved
   by the director.
2. The library is provided with the technical equipment
   needed.
3. The technician is employed and an auxiliary worker is placed
   at the disposal of the librarian.
4. The teachers, the librarian and the technician together
   evaluate the existing audio-visual documents. The main
   objective is selection for discarding.
5. The librarian prepares the inventory and the catalogue
   entries.
6. The librarian compiles the catalogues in the UDC order
   and according to medium types. These will now contain all
   the documents available to the school.
7. Collection of the technical equipment and assessment of
   their technical state.
8. Doing the necessary repairs and redistribution of equipment
   according to requirements.
9. Acquisition of the necessary store-rooms for the equipment
   and the information media.
10. Establishemnt of the work rules and setting up working
    areas in accordance with the new services.
11. Installation of the technical equipment needed in the
    library.
12. Presentation of the newly established media centre to
    the staff and students of the school, announcement of
    its services.

This is only an outline of the work process; some of its
components can best be carried out simultaneously.

These services constitute a transition between utilization
as media centre and as learning resource centre. To achieve
the latter, the technical conditions of setting up facilities
for individual learning (boxes) and for small-group programs
would also have to be provided (space requirement). In
addition, the entire teaching-learning process should be
organized so as to give scope to the new activity within the
process.

Conclusions

In Hungary, there is now no need to convince school librarians
of the need to collect non-printed materials, nor of the fact
that the media centre is able to provide more services and
that, with such a transformation, the standard of the school
library can be raised.

Yet every librarian will have personally to find out, how
these operate in practice and that he/she would also be able
to bring about such a more up-to-date unit in his/her own
field. Presently it is the school directors and the teachers
that have to be convinced that such investments (special
furniture, technical equipment) and the organizational changes
are worth doing.

The first steps, when the teachers have to hand over the non-
printed materials in their possession for compiling the inven-
tory ar preparing the catalogue entries, are not easy to take.
Later, when the teachers are already used to the fact that they
can borrow the required documents whenever they want them, they
are more willing to hand over those materials to the library
that are not needed every week.

At the same time, the library also has to get accustomed to
providing these services promptly an accurately. This is an
impossible task where the library is open only for a few hours
a week, since then the documents stored there are inaccessible.

To realize the above objectives it is imperative that the num-
ber of libraries with full opening hours are increased as much
as posssible in the schools and that the required number of
full-time librarians or teacher-librarians teaching greatly
reduced number of lessons are available. Part of the reasons
for this personnel problem is that the salary of librarians

is low relative to that of the teachers. An increased appreci-
ation of librarianship would provide valuable additional staff
members for the cause of education.

The other issue is the education of teachers for the use of
the library and the media centre and for the application of
the audio-visual documents. These issues appear as recurrent
problems for those compiling the university and college syllabi.

Further changes are needed in the attitude of teachers for a
wider spreading of the forms of individual and small group
learning. It would also be necessary to replace the teachwares
which are the only constituents of the compulsory list of
teaching aids, with learnwares more frequently, to make full
use of the possibilities. Although some teachers and some
schools do experiment with the development and production of
such materials by way of transforming older information media,
which requires a great deal of effort, these experiments are
isolated, and so the efficiency of this type of development
work lags behind the possibilities.

Under the present severe economic conditions, we cannot re-
commend particularly expensive equipment for the purposes of
spreading media centres in a wide range. Rather, "do-it-your-
self" solutions should prudently be considered. Attention
should be focussed on those issues of content and methodology
that do not require much by way of investment.

The issue for the coming years should be the use of media
centres as learning resource centres, that is, the questions
of pedagogic application.

F I G U R E S

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mirrored window

recording

storage

Videostudio

production, editing

discussion

videorecording

books

catalogues

AV materials

AV equipment

Library

lending

books

books
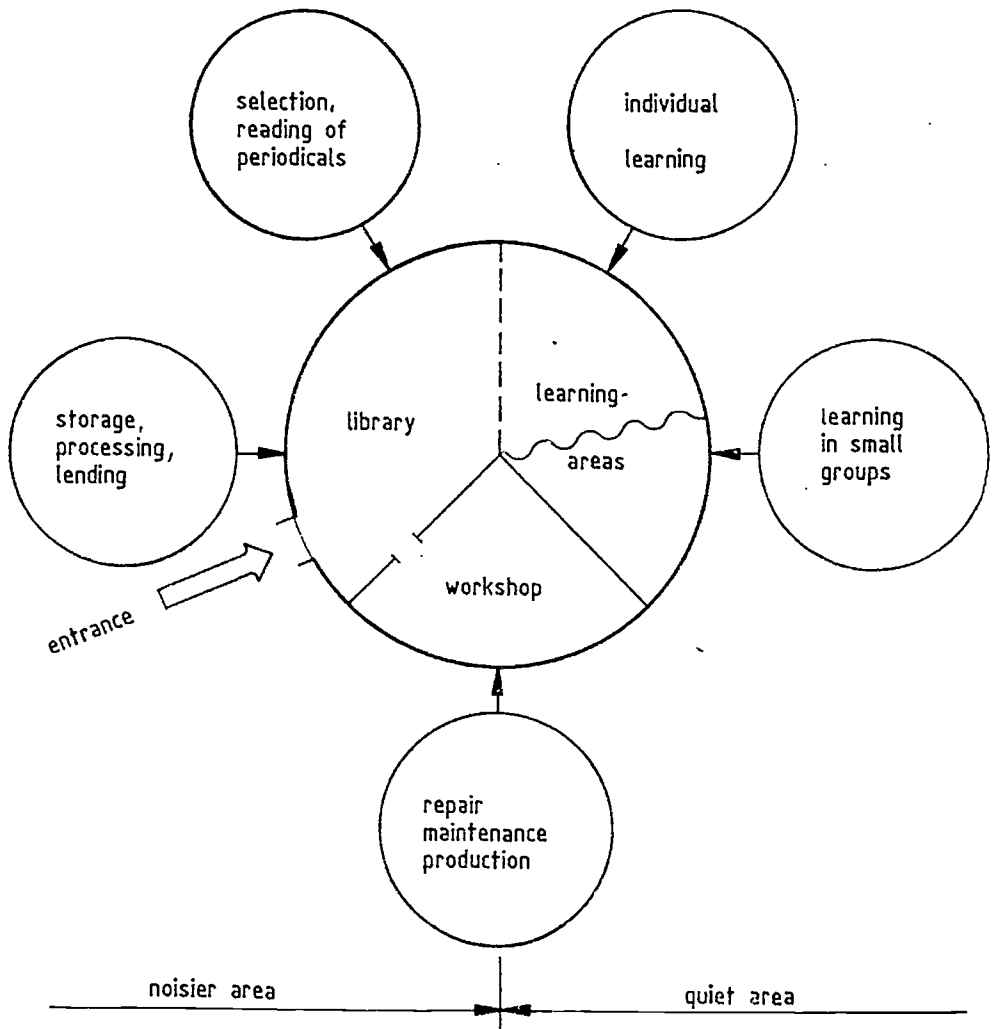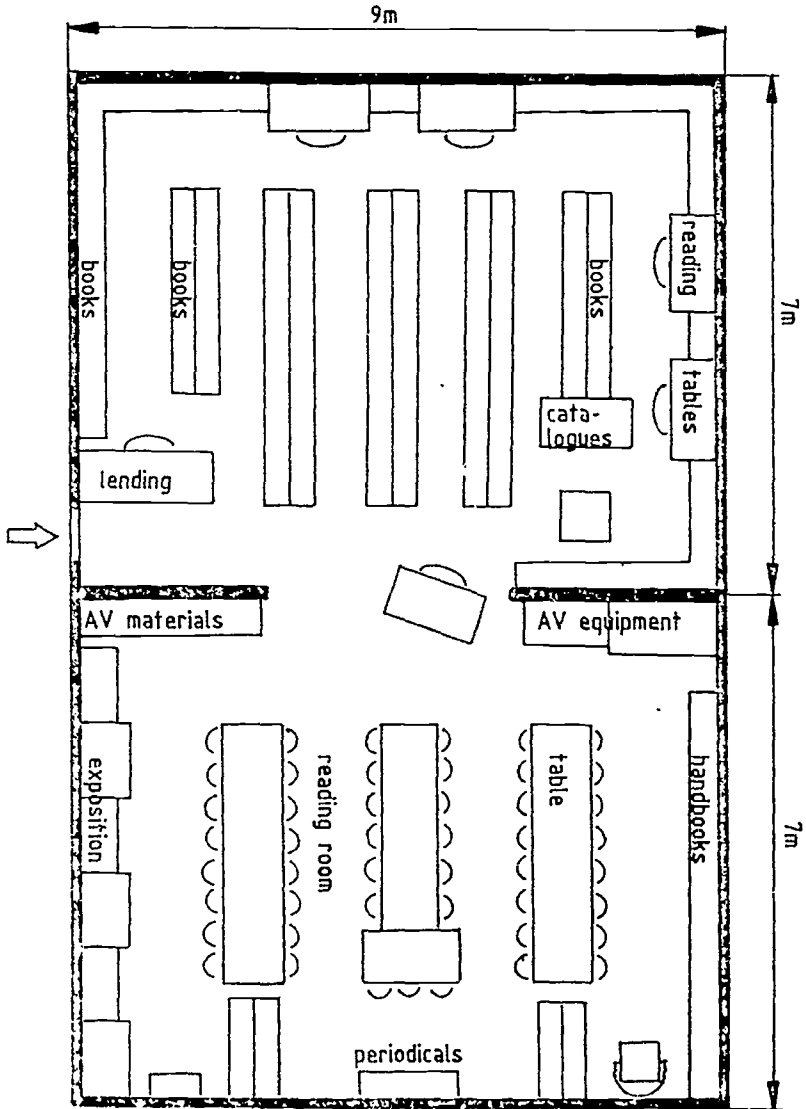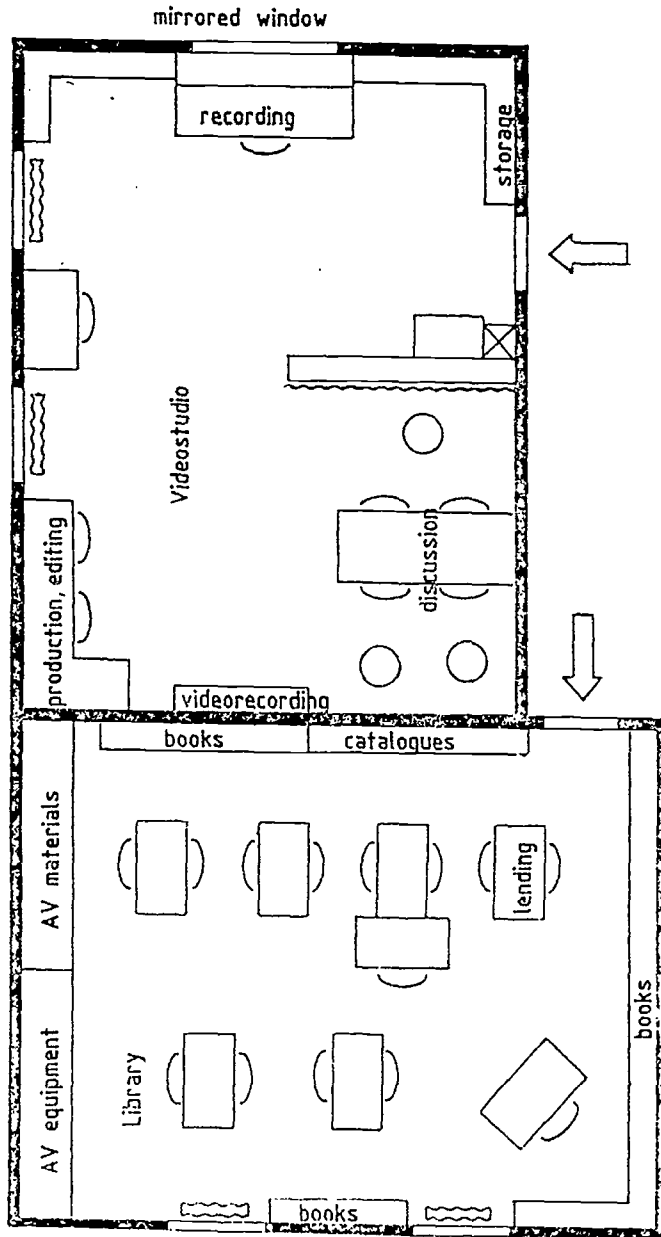
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TRANSFORMATION OF THE SCHOOL LIBRARY INTO MEDIA LIBRARY

Case study for SR of Serbia

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This study is the result of the authors three years experimental work on the transformation of the school library into school media library. *

Expreimental work was carried out in the frame of the programme of the Institute for the Development of Education in the SR of Serbia. Four Serbian primary schools were involved in this project.

THE PROJECT OBJECTIVES:

To develop an adequate primary school media library model which could be applied on a large-scale of primary schools in Serbia.

THE RESEARCH OBJECTIVES:

1. Development of the media library model and its experimental try-out in terms of efficiency, rationalization and effectiveness.
2. Study of the effects of media library on the students' ability for independent work and self-instruction.
3. Assessment of the actual needs (teachers' and pupils') for independent work and utilization of the various sources of information.
4. Evaluation of the existing teaching materials from the point of view of their application in teaching and learning.
5. Study of the role, possibilities and correlation of the existing organizational units for storage, processing and utilization of book or non-book materials.
6. Study of the influence of the media library on teachers' and students' performances.
7. Identification of different conditions, environments and circumstances in which the school media library has to be introduced.

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* This is the condensed version of the final report.

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For the model of the media library being introduced as an experimental factor the following techniques and research means have been applied:
1. Method: experimental and descriptive
2. Techniques: observation, interview, questionnaire and school document:ation analysis.

The following means of exploration were used at the initial and final stages of the project:
a) A questionnaire concerning the school staff, the financial situation and the general conditions for the creation of the school media library (librarians' working hours and professional background, space available for the school library, equipment, teaching materials according to school subjects, arrangements for the storage and use of the book and non-book materials). This questionnaire was intended for the head masters and the school librarians.
b) An attitude-scale elaborated to measure and compare the evolution of the teachers' attitude towards the media library. (Likert type scale). The scale was focused on the teachers' point of view corcerning the value and the advantages or disadvantages of the specialized class-rooms as compared to the media library, on their attitude towards the students' independent use of the teaching materials, as well as towards the improvement of their educational work.
c) A two-part questionnaire, designed for teachers, to test their acquaintance with methods, study technics and utilisation of various data resources. The first part tests their familiarity with teaching means available, and the second, refers to their knowledge of the structure of the school library funds, - media library funds and the ways they can be utilised.
d) A questionnaire for the students, grades three to seven, contains the following information: Utilisation of the school libraries-media libraries, students' knowledge about resources in the school and the students' desire to use various educational resources in the class and in their indipendent work.

Librarians, media librarians, were subbmitting regularly their
annual reports, with description of their work. The role of
the media library was important, as the source of information
and follow up.

The sample:
The experiment was performed in four primary schools, in
different environments and with different organisational and
technical conditions.

They represented four types of school groups in Serbia. The
big city-school (O.S. "Vuk Karadzic", Belgrade).
The school in the industrial city (O.S. "Edvard Karčelj, Nis)
Small town school (P.S. "Ivo Lola Ribar", Veliko Gradiste)
Village school (O.S. "Vuk Karadzic" Potocac).

The students, one class form each grade (three to eight), the
complete teaching team, dizrector and librarian, were tested.
The choice of grades (three to eight) was based on the assump-
tion that starting from grade three, pupils are already capable
of using the library.

The total of pupils tested in the initial interviewing was 685,
and in the final 598.
157 teachers were interviewed in the initial stage and 124 in
the final stage.

The number of teachers and students in the initial and final
stage differs because of their fluctuation.
Director and one librarian from each school were independently
interviewed.
They are not included in the total number of teachers.

For the purpose of the experiment, the main caracteristics of
the selected schools were the following:

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1. Primary school "Vuk Karadzic" Belgrade, operatres in an old school building, only partially rebuild an adapted.

   The library area consists of two small rooms, 18 m2 and 12 m2. The first was pupils' library and the smaller was teachers' library.

   Two part-time librarians, worked in the library at the beginning of the experiment. Their duty was to hand out the books. They did not have any card-catalogue.

   The teaching-aids were stored in specialised cabinets and some of them in a small storage room next to the office. There were no records about existing equipment.

   The school had one shift only, morning classes.

2. Primary school "Edvard Kardelj" Nis, is situated in a newly constucted building.

   The library is functionally designed and occupies the area of 92 m2.

   The media-library space was not originally designed for that pupose. It was storage-room for the technical instruments. The area of the media-library occupies 50 m2.

   Two full-time employees perforemed the duty of librarian and media-librarian. The school treated these two positions separately.

   The didactic material is stored in cabinets, specialised classrooms, even in the small rooms attached to the cabinets, serving as a storage for teaching materials. No central evidence about didactic materials existed. (There was a card catalogue on book materials, organised according to general library rules.)

   At the beginning of the experiment the school operated in two shifts.

3. Primary school "Ivo Lola Ribar" Veliko Gradiste, is situated in a new building. The space for the media-library had been designed functionally for this purpose and for other innovative activities on the level of the community. It consists of the following sections:

   a) library section (63 m2)

   b) an area for reading, group and individual work (165,50 m2)

c) the area where the distribution of didactic materials
   takes place, and where the card catalogue is stored
   (20,16 m2)
d) storage room (23,76 m2)
At the time when the experiment was started, the space was
empty and without any fecilities.
The book-stock was not classi fied according to the exist-
ing library regulations.
The librarian was a teacher and one third of her time she
would work in the library, with sporadic assistance of two
other teachers.
Teaching aids were stored in specialised classrooms, with
incomplete information about their number and variety.
The school operated in two shifts.
4. Primary school "Vuk Karakzic", Potocac, is a village school
   in a new school building. The area for library and media
   library was functionally designed for that purpose and de-
   vided in three sections: The first 21 m2, second 22 m2, and
   the third 47,5 m2, in total 90,5 m2.
   Due to the fact that the school was new and still in the
   process of assembling, there were no records about existing
   equipment.
   The school had one, full time librarian.

Experimental factors - media library model

This is a description of the main characteristics of the expe-
rimental model introduced in the four observed primary shcools.
Inspite of the apparent differences, the main characteristics
of the experimental model were strictly respected.
The first characteristic is that the media library is an
organisational form which combines all information in the school,
including book and non-book materials. *

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* According to international standards, non-book materials are
  the visual, auditive, and audiovisual types of materials.

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The second characteristic is based on the idea that the majority of didactic materials (particulary visual and audio-visual) can be equally used in different subject-matters. The polyvalent value of visual media is stressed by this idea.

The third is to ensure equal opportunities for all pupils and teachers in their access to information resources.

The fourth characteristic is the advantage of free access to all sorts of teaching materials, at any time, for all potential users.

The fifth is the existence of one universal data-center. This is the central catalogue of book and non-book materials, with all relevant information. The educational materials listed in the central school - catalogue could be centralised in one location or scattered all around the school in various rooms and offices.

The sixth; the media library was intended as thought-proviking working environment, for the students as well as the teachers.

It should provide a fast and easy selection of required information, and comfortable utilisation of available space and technologies.
Hence, the media library must have a suitable location and technical equipment.

Finally, the media library provides an assembly of the book and non-book materials, but not the apparatus which enables the same materials to be presented in the classrooms. Those specialised apparatuses are kept in separate cabinets (specialised cabinets for physics, chemistry and biology).

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Catalogue card - data base

According to the international standards accepted in our
country the card model, with some modifications has been de-
signed to serve the needs of the mentioned schools.

This modification is manifested in the reduction of the data,
referring ⌐⌐. to the processing of existing materials (visual,
audio-visual, printed materials etc.), technical characteristics
(length, colour) and information about the date of production.

The second section of the catalogue-card contains the abstracts
of the book and non-book materials.
The third section proposes to the users a variety of possible
utilisation of the materials.

The format of the card was 23x23 cm, which exceeds the common
standards, but was necessary for practical reasons. The size
of the cards is also more convenient for handling, considering
the age and capability of primary school students.
Finally, the selected format is convenient for the media
librarian to fill in new data, and to mark the changes if
necessary.
The cards were filled in by hand (students, teachers, or
librarian wrote them), since the school had no typing capacity.
Three types of card-catalogues were made: by alphabetical order,
by the school subjects and by subject-matter.
Each piece of material had three cards of a different colour.
The content was the same, but with a different arrangement.
In the catalogue by alphabetical order, there is a card for
each non-book material too. This is the main catalogue of all
existing materials in the school. The cards are arranged in
alphabetic order by their titles.
The second card-catalogue is arranged according to school -
subjects, the way they are in the curriculum.

. Each school-subject has several cards, whose titles are arranged
by alphabetical order. Here, each pupil and teacher can find
information about the content of any teaching material relevant
to the discipline they are interested in.

In the cards one can also find guidance for further research
and reference to the title catalogue.
The (Subject-catalogue) keyword catalogue should provide easy
and fast insight into all educational resources, which are
concerned with a certain topic. This card catalogue is crucial
in directing the school population towards an interdisciplinary
and multimedia-approach in the exploration of certain subjects
and phenomenon.

Creating the third kind of catalogue was the greatest problem
of all. The detailes were thoroughly discussed among the
teachers and librarians. Finally the topics were selected
according to the subjec' disciplines in the curriculum. The
teachers of the different subjects were requested to check once
again the list of the topics and complete it. In the end, there
was a list of themes which formed the card catalogue.

The following example should illustrate the function of the
third, and by our opinion the most significant card catalogue.

Behind the devider marked "cosmos" are lined up in alphabetical
order all cards containing information either from book or non-
book materials about the cosmos (texts about the cosmos, video
tapex, films, about the exploration of the cosmos, the cards
of cosmic atlases, etc.). Students and teachers could very
efficiently find everything that exists in the school on that
particular subject. They can find out what sort of material it
is and where it is located in the school.

The simplest marking had been selected: acquisition numbers
beginning with one and further. The same number appears on all
cards as well as on related materials.

Preliminary phase

What we call preliminary phase here were the first steps under-
taken to create the conditions for founding the media library.
We will exhibit here the most interesting information. First of
all, an inventory of all non-book materials in the school was
necessary. It was demanding work to sort out all materials by
their technical and essential values. This work-load required
the participation of all teachers, particulary in the part where
quality and content value ahd to be evaluated. The inventory
taking was carried on in order of the school subjects and
advanced very slowly.

No matter what decision the staff meeting took about participa-
tion and individual communication with participants, teachers
resisted this work, considering it as a duty of the librarian
and media librarian. The success of this stage depended fully on
the attitude of the school master.

This preliminary phase lasted a year and a half.
In the card production, there was one particular technical
problem, - filling in the cards.
Simulatneously with this work there was another action going on:
Collecting the materials and storing them all in one room.
In this phase, the space for the media library had to be
organised.
Since the conditions in each school were different, four indivi-
dual organisational models had to be designed. This happened
with the cooperation of the school director and librarian.

In the Priamry school "Vuk Karadzic" in Belgrade, the available
space was modest (dimensions in the sample description) so a
compromise was made:
The central card catalogue was placed in the pupils' library,
and all the non-book materials were concentrated and stored in
the classroom connected with the above. With regular language
classes taking place in this classroom, it would be used by all
the pupils as media library. It was planned to employ one full

time teacher as media librarian.
There was significant resistance against the withdrawal of some
non-book materials form specialised cabinet classrooms to the
media library. Another compromise had to be made.
The withdarawal of materials was only partial and from the
holdings of the first four grades. The other materials remained
in their previous locations, but they were marked and registered
in the central card catalogue.

In the primary school "Edvard Kardelj" in Nis, the main focus
was on the actual teeritorial connection between rooms assigned
for library and the media-library complex.
The next task was to establish the central card catalogue and
to arrange the space for group and individual work (individual
work with students, and work in pairs).
There was an attemprt to collect all non-book materials and
fuctionally relate them to book-materials (eg. popular sci-
ence, dictionaries, encyclopedias etc.).
In their model, a jog load would be divided between the present
librarian and a new media librarian. Both librarians would
work in shifts performing the same duty. which results in a
media library open all day.
The main problem arose at this point, from their
specialised classrooms to the media library.
The compromise here was in transfering to the media library only
materials which had two compies.
The central card catalogue became the main database of the
school.

In the Primary school "Ivo Lola Ribar" in Veliko Gradiste,
according to the existing model, the complex specially de-
signed for this purpose should become a central municipal
media library. Unfortunately there was nobody qualified to
take over the media librarian's job. They had compromise, as
the other schools did. Only one part of the media library
complex was used as library equipment and non-book materials

storage. There was possibility for individual and group work,
with students and teachers.
The search for a full time, qualified librarian continued
during the wxperimental period.
The same resistance to the concentration of the didactic
materials emerged as a problem.

The program designed in the Primary sxhool "Vuk Karadzic" in
Potocac, consisted of the following steps:
- organizing the space
- total concentration of all materials
- central card catalogue
- full time librarian
- the media library was open during lessons and for two more
  hours after.

Experimental stage

It was difficult to determine a borderline between Preliminary
and Experimental stage. Creating the media library was also
the subject of research, and separation of these two phases
was only formal. There was a practical reason for that, though.
It was easier to handle the operative steps of the project this
way.

In this phase, which we call experimental, the efforts were
directed to assiting students and teachers to become accusto-
med to the use of the media library.

In all observed schools there were organised instructions for
teachers and students on how to use all three card catalogues
how to operate the equipment and to become familiar with the
procedure of book lending and the use of the entire book and
non-book store.

The work with teachers was etremely important, wherewer
resistance existed and teachers did not want to cooperate with

the idea to concentrate materials and to accept the polivalent
application of non-book materials.

The utilisation of materials was regulary monitored.
How the teachers and students used and worked with the media
library collection was also observed.
The important action in this phase was a visit to all
experimental schools during the school years 1983/84 and
1984/85.

The necessary assitance had been given to media librarians and
teachers.
The more developed media libraries needed more assictance,
because there arose some problems with the students' independent
work. The students were more interested in using the media
libraries, than their teachers. So they would come more often
to the media library to borrow materials, or to work there.
As a novelty it was more attractive for the pupils than for
their teachers and the increase of student users was obvious.

This phenomenon was welcomed by the teachers and at the same
time they were concerned about students leaving the classroom
and going to the media library,collecting the related material
and returning to·class, to use it on the subject the teacher
was presenting.

One particular problem was more emphasized in Primary school
"Vuk Karadzic" in Potocac and it was agreed to allow the
students to leave the classroom and come back with material or
to stay and work there. Generally though pupils would use the
media library teaching material during the breaks or after
classes.

During this Experimental stage students would receive
assignements or select one, by their own choice, and then work
on it, using the media librarie's materials. This work was per-

formed in groups or individually.

This excercise was a part of the program's objective, to train the students in self-instruction.

The significant step forward in working with the teachers, was to activate the department teams of teachers and to relate them to the work of the media library.

The objective of their meetings was the preparation for utilising and teaching the utilisation of the media librarie's collection.

Typicla for this period was a greater cooperation of school libraries - media libraries with city libraries.

It was very important to give adequate support to media librarians, since their status in the school was not yet clearly defined. Hence, they did not have equal status with other teaching staff.

Conclusion

Taking in account that work had been monitored and followed up for theree years by the adequate means, we came to following conculusions:

1. The transformation of a library into a media library is a long process and depending on the circumstances lasts from one to two school years.
   It includes monitoring of all detailes related to school equipment and materials, with full participation of all teachers and the media librarian who selecs materials to be registered.

2. For a correct functioning and successful service to all users, the media library schould have one full-time employee for a one-shcift school, and two full time employees for a school which operates in two shifts.

3. The space necessary for the media library is: storage room for book and non-book materials, space for the central card catalogue, a room for individual and group work, both teachers and students, and an office for the media librarian.

4. The media library greatly influences the general level of
   awareness of educational resources in every school.
   The central card catalogue plays a very important role even
   when the actual concentration of materials was not complete.
5. Collecting all book and non-book material in one location
   allowed for a complete utilisation of materials, for any
   subject, to be taken to any classroom.
6. The examination showed that a media library does not affect
   the way the school is supplied. There was no influence on
   the in-school production of didactic materials.
7. The existence of a media library, in the given period, had
   no significant influence on teachers' ability to use tea-
   ching materials. There was no evident improvement in tea-
   chers' personal performances in the selection and utilisa-
   tion of available materials.
9. The media library has other advantages in terms of organisa-
   tional solutions:
   The improvement are evident in e individual work and in
   the self-instuction of all students.
   The experiment also showed that the existence of an actual
   media library resulted in the teachers' and students'
   positive attitude towards the media library in general.
   The very important change in the teachers' opinion occured
   in their relations to students, who were using independent-
   ly teaching materials.
   The media library had a greater influence on pupils' than
   on teachers' activity. The results show that the media
   library as a novelty was more significant for pupils than
   for teachers. That was confirmed through and increase in
   number of assignments given to students, or chosen by
   themselves, for which they had to use the educational
   resources only found in the media library.
10. Wherever the media library reached a certain level in ist
    function and development, making it easy to select material
    and other conveniences, there was positive responde from
    all teachers to the existence of the media library.

11. There was definite evidence that the hypoteses about media
    library were right.
    The media library is the most efficient way to activate
    students and teachers, to aquire knowledge and information.
12. The media libraries' basic caracteristics, established and
    observed in this experiment could be used as a reliable
    source for development of other new media libraries.

  Annex (1) School media librarians' job description.
        (2) Avaiable equipment
        (3) Avaiable audio-visual material and book material.

Discription of a school media library

The school media librarian is a person performing professional
work in the media library.
By definition the school media library consists of book and
non-book materials as a source of information, utilised,
processed and classified in a specific manner.
The media library collection is avaiable to all users, tea-
chers and students, during the working hours.
The media libraries' stock is one of the tools in conducting
the educational school program.
These materials are used by teachers to prepare for their
classes and by students in their independent work.

Duties of a media librarian

1. Data processing, by the ISBD (book materials) and by ISBD
   (NBM) rules for classifiying and storing the materials.
2. Filling in the register cards for book and non-book materials
   (separate card for each item) and sorting the cards into
   alphabet, title, and subject catalogues.
3. Keeping up to date inventory books and users' membership
   cards and other materials.

4. One of the librarians objectives is to be infromed about
   new publications, to give suggestions for purchasing and
   updating the media library's collection.
5. Collecting suggestions and requests for completing the
   stock and purchasing new items, in cooperation with the
   different school departments and the school director.
6. Organising the production of and encouraging teachers and
   students to create and multiply teaching materials them-
   selves. Processing and storing these materials in the media
   library.
7. To instruct students how to use card catalogues, reference
   collection, and audio-visual facilities.
8. Keeping updated the inventory of all technical equipment
   in the school.
9. Distribution of materials within the media library and out
   side it as well as keeping accurate inventory about it.
10. Advisory role, in the process of the selection of adequate
    materials.
    To promote a massive use of the existing materials.
    To assist teachers in their preparation for teachin in the
    classes.
11. To guide and control individual and group work with students
    (circulations, borrowing, adveceas "what to read" and which
    materials to use).
12. Collecting pedagogical literature and processing it for
    permanent use in the media library.
13. Organisation and realisation of various cultural activities.
    (Exhibitions, book reviews, lecturs, film projections, etc.)
14. Borrowing materials from other sources, like municipal, or
    city public library.
15. Promoting innovations and organising demonstrations of new
    equipment, new media, or new teaching methods.

In order to perform successfuly all the above mentioned duties,
the librarian should develop good cooperation with all tea-

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chers, school psychologist, and other members of the education-
al team.

The librarian must follow the work of the Development Depart-
ment programs and of experiences of other schools involved
in the use of media.

The important goal of the media librarian is to continually
work on self-education, and to be informed and challenged by
novelties and advances in the field of media libraries and
other related areas.

Avaiable Equipment Inventory

	Belgrade		Nis		V.Gradi.		Potocac	
	P	F	P	F	P	F	P	F
1. Radio set	17	15	1	14	10	11	3	9
2. Record player	17	16	6	17	14	17	8	18
3. Tape recorder (reel)	4	8	4	6	2	2	4	8
4. Tape recorder (cassette)	1	2	4	13	–	13	4	14
5. Slide projector (manual)	3	4	2	4	13	10	3	16
6. Slide projector (autom.)	10	13	4	13	10	13	10	8
7. Overhead projector	1	–	4	4	1	2	1	4
8. Epidiascope	1	–	2	2	1	–	–	–
9. Overhead projector	11	9	7	11	4	10	12	14
10. Roto: projector	1	1	–	–	–	–	4	7
11. 8 mm Film proj. (reel)	2	1	1	1	–	–	1	1
12. 8 mm Film proj. (cassette)	1	2	2	3	–	2	12	15
13. 8 mm Camera	1	1	–	1	1	1	1	1
14. 16 mm Filmprojector	–	1	2	2	1	1	2	3
15. TV set (B.W.)	7	7	–	–	2	1	1	10
16. TV set (colour)	1	1	1	1	2	1	–	1
17. Magnetoscop	–	–	–	–	1	–	–	–
18. Computer	–	1	–	–	–	–	–	3
19. Xerox (paper)	–	–	–	–	–	–	–	1
20. Xerox (transparency)	–	–	–	–	–	–	–	–
21. Memeograph	1	1	1	1	2	1	1	1
22. Projection screen	3	3	3	2	11	10	2	3
23. Earphone	–	–	–	–	–	–	–	1
24. Indiv. slide proj.	–	–	–	–	–	–	–	–
25. Synchroniser	–	–	–	1	–	–	–	–

In the total number, the equipment out of order is included.
The number of equipment varies.

P = Preliminary

F = Final

Audio Visual Materials and Books Inventory

	Belgrade P	Belgrade F	Nis P	Nis F	V.Grad. P	V.Grad. F	Potocac P	Potocac F	
1. Books (prof.liter.)	471	814	7677	8000	1789		204	420	
2. Records	9k	37k	26k	26k	973	15k	24k	11	
3. Tapes (recorded)	4	10	4	8		39	-	12	
4. M. tapes (recorded)	-	-	*	30	*	-	-	10	
5. Filmstrips	*	230	-	-	*	149	107	350	
6. Slides (series)	*	174	87	87	*	72	19	34	6k
7. Photog. grafics	*	*	-	32	*	-	-	1k	
8. Transparecies	*	12k	224	224	*	4k	15k	24k	46
9. Roto proj. pict.	-	-	-	-	*	-	-	-	
10. Wall charts	*	5k	554	554	*	125	65	55	
11. Geography maps	51	*	65	65	*	41	40	49	
12. Films 16 mm	-	-	-	1	*	54	-	-	
13. Films 8 mm	24	23	35	*	*	28	-	88	
14. Videotapes	-	-	-	-	*	1	-	29	
15. Sapmle coll.	-	-	2	2	*	89	-	-	
16. Models	57	*	20	20	*	25	4	-	
17. Computer progr.	-	-	-	-	*	-	-	8	

* = Uncertain data not incl., missing pieces

k = Sets

  = Pieces

P = Preliminary

F = Final

School literature not included.

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THE LIBRARY RESOURCE CENTRE IN THE SCHOOL CURRICULUM

Case Study of Two Secondary School Library Resource
Centres in the Socialist Republic of Croatia

1. Educational Reform in the Socialist Republic of Croatia

A period of reforming the system of education in Croatia
started in 1974 based on some important political documents:
the Constitution of the Socialist Federative Republic of
Yugoslavia in 1974 and documents and conclusions of the 10th
Congress of the League of the Communist Party of Yugoslavia.
The starting presumtion for the Reform grounded on social,
economic and political principles were:
" -permanence of education in the contemporary society, which
   means that education does not end with youth but is extend-
   ed so as to englobe the whole working life;
  -unity of the system, meaning the development of various
   forms, contents and institutions of school and extramural
   education based on teh unique social objective of educa-
   tion in the socialist self-management society in
   Yugoslavia;
  -democratic character of education which means ensuring the
   possibility to acquire under equal conditions a broader
   and higher education than the one received through the
   vertical and horizontal lindage of the system or, in
   continuity, with work or from work;
  -flexibility i.e. adaptability, which means adaptibility
   of the system to meeting the needs of the society and
   labour and satisfying various abilities and possibilities
   of learners (youth and adults) in the education process;
  -graduated character of the system after elementary educa-
   tion, i.e. vocationally-directed education which means
   that the education completed after elementary school is
   assessed in terms of the level of education attained and
   not in terms of the type of school attended and that,
   therefore, the present traditional levels - i.e. secondary,
   two-year college and higher education - should be replaced
   by levels corresponding to levels of complexity of work;
  -linkage between education and work in the system of asso-
   ciated labour through planning, programming and conduct
   of the educational process on the basis of the prindiples

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of self-management-based socio-economic relations in
which labour between educational and other workers is
freely exchanged and resources pooled." (1.)

The new educational programmes based on the new approach
were first introduced in Croatia, starting with secondary,
or according to the Reform terminology "vocationally
directed" education. Reflected in the curriculum the Reform
stressed the importance of pupil-centered approach, self-di-
rected learning, enquiry, independent study, integration and
correlation of subject matters and methods of teaching,
practice oriented learning, learning for continuing educa-
tion, new education techonology. The programmes are based
on Marxist approach. The Reform tried to overcome the dualism
of high school (gimnazija) with general programmes preparing
pupils for higher education and vocational schools with
stress on vocational subjects preparing directly for the
world of production. The new "vocational oriented school
centres" (the new uniform term for all secondary schools)
have common general programmes and a range of specialised
vocational programmes. The penetration of education and work
has been also realised through a specialised institution of
"practical training" carried out in various factiories, firms
and institutions.

After a period of fourteen years the Reform is being analysed
in a democratic political debate whose purpose is giving new
proposals and prospects for education ins the light of results
and experiences of the Reform. Regardless of some serious
defficiencies and drawbachs in the existing educational system
and pracatice in Croatia (the link os education and work is
often mechanical and formal based on the present state of
art of economy and production which is rather unsatisfactory;
the educational system is not oriented enough to modern sci-
ence and technology - i.e. education for tomorrow and not
today; inadequacy of general ducation in the programmes: too

narrow specialisation of the so called "pupil's educational
profile" with poor possibilities of re-training, inadequate
financing in a rather complicated administrative system), the
basic pedagogical principles of the Reform also called "the
inner reform of education" remain unchanged and inherent in
educational development.

2. New conception of school library resource centre

On the basis of the Educational Reform and modern approaches
in library and information sciences a new concept of school
librarianship started to be introduced in the late seventies.

If the basic shift in the new school is from direct instruc-
tion to self-instruction, from memorising to understanding,
research and discovery, from text-oriented study to integra-
tion of all educational media in the curriculum; it is
inevitable to organise a modern multi-media library resource
centre as a basic presumtion for any modern educational
reform.

According to one of the first deolarative texts on modern
concepts of the school library resource centre in the
educational system of the Socialist Republic of Croatia the
new role of the school library is defined as follows:
"The library resource centre in the secondary (vocational)
education with its resources, facilities and programmes
enables the regular acquisition of professional and scientific
information, serves to improve the quality of instruction,
gives conditions for self-instruction and in-service training,
promotes general and vicational education in curricular and
extra-curricular programmes. In the library resource centre
a pupil can master skills of individual research and use of
multi-media resources as well as instruments of information
retrieval like card-catalogues, bibliographies, reference
books, indexes as basic skills for individual intellectual
work." (2.)

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If we summarize basic ideas of quite a number of documents,
standards, quidelines, monographs and artichles on modern
school librares in Croatia that appeared in the period of
1980-1985, we may point out some common elements of the new
concept:

Multimedia conception

All the materials for study, instruction and leisute situated
in the school library resource centre should be selected and
purchased on the basis of their educational and artistic
value regardless of the media. Audio-visual and computer
media are considered equal to print media. The selection of
the media for instruction, learning, reading, listening and
watching depends on their methodological and educative value
and advantages.

Because of the accessibility and availibility of library
funds, it is logical and economical if all the educational
media of the school are centrally kept in the school library
resource centre.

The school library resource centre plays a very important
role in the computerisation of the school. The computer in
the school library resource centre covers a wide renge of
functions: routine library work (acquisition, cataloguisation,
classifiying, circulation, overdues...) CAI, CAL, creation
of various data bases, word processing etc.

Multi-disciplinary approach

As far as content of the resources is concerned, the school
library resource centre should provide up-to-date, high
quality print and non-print media. Unlike traditional school
libraries oriented primarily to fiction, modern school
library resource centres supply relevent information for
all the subject fields with special accent on the field of
the vocational orientation of a particular school. According
to the Standards for secondary school library resource centres

accepted by the librarian and educational authorities of
the Republic, 50 % of the materials in the library should
be fiction and 50 % non-fiction (scientific and professional
literature with special care for reference collection and
periodicals from various fields).

Learning laboratory

While the traditional school library is a lending library
is a lending library with perhaps a study hall, the modern
school library centre has become a "learning laboratory" for
pupil's individual and group work. It has become a place
where learners being quided in practicing information research
and study skills. They are supposed to learn to locate infor-
mation, acquire information through reading, listening and
observing, interpret information orally and in writing, work
in team and are able to communicate ideas with others.

Teacher's centre

The school library resource centre is a focal point for in-
service education of teachers and is supposed to collect
examplatory pedagogic documentation and didactic materials.

The schoo library resource centre can be the site of teaching
lessons of various courses and combined syllabusses actively
using print and non-print materials available.

Local production of materials

Beside commercially available non-print materials all the
quality AV and computer materials created in the school
schould be compiled in the school resource centre. The li-
brarian can also give impulse to team work on the production
of new educational media needed for the curriculum.

Cultural centre

The school library resource centre is very naturally the core of cultural activiteies: performances, book talks, film-sessions, exhibitions, lectures.

Leisure centre

It should not be disregarded that the school library resourece centre is the place where the pupil can relax and be comfortable in an attractive, lively, warm and thought-stimulating milieu.

Community centre

The school library resource centre is the communication channel with the local community that through many activities take an active part in the community life.

New role of librarien

The librarian is no longer a "curator" but a "promotor" of library resources. "Today's librarian serves in the triple capacity of educational generalist, materials specialist and media programming engineer." (4.)

Centre of library network

The library resource centre is in active relations with destrict school libraries as well as well as other types of libraries in the local community (public libraries and special libraries). There is also a vertical cooperation, that is with the regional and republic acquisition, beginnings of central cataloguing services, educative and cultural activities . Since the National and University Library has computerised its processing and started sithe CIP, there are prospects for computerised library network in the Republic.

STANDAROS FOR LIBRARY AND RESOURCE CENTRES IN SECONDARY
    EDUCATION IN THE SOCIALIST REPUBLIC OF CROATIA

The Standards, proposed and accepted by the authorities in
1986, are the first document to regulate the functions, ser-
vices and facilities of the modern school library resource
centre according, to the postulates of the Educational
Reform and new concepts of school librarianship.

Unfortunately, the document does not have firm legislative
strength and serves more in the sense of recommendations and
guidelines. Although the library and educative authorities
have accepted the document it is not effectively implemented
in short renge and long range programmes. There are no
systematic and regular financing projects to support the
Standards.

A brief discription of the structure of the Standards will
give an insight into the basic requirements for a modern
secondary school library resource centre. The Standards
are structured in the following subdivisions:

1. Concept of modern school library resource centre
    - the new role and organisation of the school library
      resource centre and its position in the Educational
      Reform (basically in correspondence with the beforesaid)

2. Structure and quantity of funds
    - the structure of the funds (50 % fiction, 50 % non-
      fiction with an emphasis on reference collection,
      pedagogical literature and literature related to the
      orientation of the school)
    - the number of periodical titles (at least 30)
    - the number of books per pupil (10-12 books)
    - annual renewal of the stock is 0,5 to 2 books per pupil
    - non-print media are only listed without quatitative
      parameters because they are only sporadically avail-
      able on the market

3. Professional library management
   - open access to the stock
   - obligatory use of the standard cataloguing (ISBDs) and
     classifiying (UDC) rules
   - keeping up-date inventory books and catalogues (alpha-
     betical, UDC, subject and title catalogues)

4. Personell
   - the number and profile of the personell vary according
     to the number of pupils, stock and programmes run in the
     library
   - the minimum number of the employed is two full-timers in
     order to have the school library resource centre open
     all day
   - professional requirements (beside the basic education
     obligatory librarians qualifications)

5. Librarian's job description
   - administrative work (40 %)
   - educational work (60 %)

6. Facilities
   - basic parameters and dimensions for space and equipment
     of a modern school library resource centre

7. Computers
   - their functions, number and hardware requirements

The majority of secondary school libraries in Croatia fall
short of the demands of the Standards.

The Research and Development Department of the National and
University Library together with the Republic and regional
education authorities have organised a number of courses
and inservice training for librarians, teachers and head-
teachers on the new conception of school librarianship and
transformation of traditional school libraries into modern
school library resource centres. Several model school library

resource centre have been organised. In many schools long-range
plans include the transformation of libraries into modern
resource centres according to the Standards. Depending on
many circumstances (current school library policy and
situation, budgets, interest and motivation of teaching
staff and the head-teacher, professional prodile and special
interests of school librarians, general school policy...)
school libraries have impro ed their services and organisation
in many different ways. The practice shows many ways of
pollible transformations and integration of library resource
centres in curriculum. It indicates that transformation of
school libraries is creative and innovative process with no
unique prescriptions and endless possibilities.

The fact that the majority of school libraries fall short of
the Standards requirements does not meant for modern school
in modern information society and school libraries must keep
up with the postulates of social and educational development.
There are indications that the budgeting of school libraries
will be improved in the framework of general educational
policies and changes.

Considerenig the situation with school libraries in Croatia,
despite general criticism regarding the state of funds,
facilities, professionalism, it can be registered that, al-
though sporadic, innovative and highly professional activ-
ities in some school library resource centres is inspiring
and praiseworthy.

We shall now present two, out of eight, model school library
resource centres in Croatia: Secondary Technical School for
Civil Engineering and Architecture in Osijek and Secondary
Medical School in Rijeka. (5.)

LIBRARY RESOURCE CENTRE IN SECONDARY TECHNICAL SCHOOL FOR CIVIL ENGINEERING AND ARCHITECTURE IN OSIJEK

IDENTIFICATION CARD

1. Name, address and telephone number of school
   Secondary Technical School for Civil Engineering and
   Architecture
   Drinska bb
   54000 Osijek
   tel. (054) 44-188
2. Name of headteacher
   Branko Spanic
3. Name of head librarian
   Jasmina Lovrincevic
4. Education authority
   Regional Institute of Education for Slavonija and Baranja,
   Osijek
5. School library authority
   University and Public Library, Osijek
6. Number of school population
   1000 pupils, 70 staff (52 teachers)
7. Size of library space
   250 m2
8. Number of study places
   11 carrellls, 25 ordinary study places
9. Size of stock
   Books: 7000
   Periodicals: 25
   AV and other: auditive material: 20 cassettes
                 films: 20 8 mm films, 158 element-films
                 video tapes: 165 hours
                 slides: 98 sets
                 computer programmes: 50 discettes
                 transparencies: 110 sets
                 documentary materials: 110 maps
                 brochures

10. <u>Equipment</u>
    Overhead projector 1
    Slide projector 4
    Cassette player 1
    TV set 4
    Video recorder 3
    Film projector 2 (16 mm), 1 (8 mm)
    Element-film projector 2
    Micro-fish reader 1
    Micro-computer 4

11. <u>Classification scheme used</u>
    UDC

12. <u>Type of catalogues</u>
    Card catalogues: alphabetical
                     classifying
    Computerised on-line retrieval: alphabetical
                                    classifying
                                    subject
                                    title
                                    analytical (periodicals
                                                articles)

13. <u>Library staff</u>
    1 full time librarian
    1 half-time teacher-librarian
    1 half-time resource technician

14. <u>Opening hours</u>
    8 a.m.-7 p.m.

15. <u>Services</u>
    Photocopying, videorecording, production of didactic
    reosurces

16. <u>Publications</u>
    None

17. <u>Exhibitions</u>
    Throughout the year according to curruculum needs

18. <u>Additional basic information</u>
    Organisation of multi-media information basis on civil engineering
    and architecture, leading collection of its kind for the region

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Organisation and general policy

The name of the school indicates that it is a specialised
vocational school offering educational programmes for tech-
nicians in civil engineering and architecture. It also has
all the obligatory general educational programmes and thus
gives oppurtunities for higher education.

The school is situated in a new (6 years old) and very func-
tional building. Instruction takes place in specialised
classrooms and cabinets.

The school library resource centre occupies the central posi-
tion in the school, next to the big entrance hall. It consists
of three rooms in a semi-circle. The mobile walls between the
rooms and between the library and the hall enable many possible
space arrangements. The walls opposite the hall are mainly
transparent (glass) overlooking the garden. The space is func-
tionally and aesthetically very succesfully realised. (Picture 1)

The general principle in the selection of the materials for
the resource centre is to provide materials that will enrich
and support the curriculum and also meet special interests,
concerns and abilities of pupils. The choice of media depends
on their quality and pedagogical values. Besides books and
periodicals, the library resource centre has a rich collections
of films, video-tapes, slides, transparencies, micro-fiches,
brochures, documents, specially in the field of civil engineer-
ing and architecture.

Although the library policy is to provide all formats of
materials for special collections of different media, teachers
and librarians try to create lots of resources on their own
because they are quite expensive and/or not commercially
available.

All the library stock is classified and in open access according to the UDC scheme. It is catalogued after the ISBD standards - ISBD (M), ISBD (S), ISBD (NBM). Beside card catalogues, it is possible to search on-line computer base (Apple II computer) according to author, title, UDC number, key words, subject headings. The computer base covers non-book materials and articles in periodicals.

Use of school library resource centre

All the users of the library are encouraged to use instruments of retrieval (various card and computer catalogues and reference literature) by themselves. The librarian is at hand and ready to help with more complicated demands. However, she is primarily an educator concerned with developing pupils information and independent learners and researches.

The library resource centre is accessible throughout the day (8 a.m. to 7 p.m.) to give the opportunity to develop habits of using the library.

Since the school library resource centre is highly professionally organised (concerning acquisition, processing, information retrieval, circulation), it can develop a whole range of activities closely connected qith curricular programmes.

Although various educational activities in the library are actually intertwined, they could be roughly sorted into:
- individual work with pupils
- work with pairs
- work with smaller or bigger groups
- direct instruction with a whole class
- extracurricular activities.

The school library resource centre is primarily in the function of individual and small-group research and learning activities but also considerable results have been achieved in various curricula programmes and direct instruction of several subjects.

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Individual work with pupils

All the resources in the library are in open access and at
disposal to every pupil. The library resources provide informa-
tion for the regular curricular programmes, but they offer much
more - a superstructure, a great wealth of information for a
curious, interested and motivated learner. There are twelve
carrels well-equipped with AV materials and learning packages.
Very attractive for individual use are computer carrels where
pupils can work according to their interests, wishes and given
assignements after they have mastered the regular programme.

In individual work pupils very often go through a part of the
programme they missed in the classroom (syllabus of all subjects
are kept in the school library resource centre). In the library
pupils go through regular assignements, but also analyse,
synthetise, search deeper the material.

The librarian's role in individual learning process is crucial.
She helps pupils to acquire the methodology of research and
learning and guides them in all the stages of the work:
selecting information, using various media, choosing the metho-
dology of work, making and realising the plan of work and study.
The librarian must be neither too persistant nor too omni-
present. Sooner or later, harder or easier, every pupil must
master the information and research skills and should be able
to transfer then i.e. apply in every new situation.

The places for individual work are not in an isolated study
room, but integrated in the library. It is a part of the concept
- to motivate and provoke the pupil to use the instruments of
information retrieval and library materials on his own.

The school librarian must work closely with all the teaching
staff and should be well informed on syllabusses, methods of
work, innovation in teaching. The themes of assignements and
seminar works must show teachers' knowledge of library
resources and possibilities. Only teachers' and librarians'
team work show results in improving pupils information and

learning skills.

Work in pairs and small goups

It is very important to help pupils work in teams. Almost every professional and scientific work nowadays is realised in teams and it is important for pupils to acquire methods and behaviour for such work.

The arhitecture of the school library resource centre allows flexible adaptations for group work.

The themens for group work should be well selected - creative and innovative. The pupils learn how to organise their work according to:
1. the structure of the given assignement
2. explotation of various media.
The practice shows that pupils are inclined to work together, they like to discuss and solve problems together. Group work is especially xonvenient for work with computers.

Here are two examples of well designed and realised group work units:
1. Osijek Old Town
   On the basis of exploring various visual and written media (monographs, articles in periodicaals, video-tapes, slides, photographs, architectural designs...), the pupils point out and acquire various characteristics of the style and architecture and come to conclusions. The theme provokes correlations between different school subjects: history, geography, fine artes, architecture, engineering.
2. Tin Ujevic (a modern Croatian poet and esseyist)
   The group is divided in subgroups who study originil work, biography and social activities of the author, compile biblio-graphic notes, analyse esseys and critiquies. Finally, through group discussion and exchange of ideas and information a group comes to a synthesis. They are expected to present their results in the class, again with divided duties in the team.

Whole class instruction

Teaching oriented to problem-solving and individualisation must rely heavily on the school library resource centre. Either preparation of the student for the class or the class itself can take place in the school library resource centre. The organisation of using the resources in the library depends on the adequacy and choice of various media. New educational media enrich the teaching process but they are primarily in service of the purpose of the class and particular assignements and in accordance with the teacher's approach. New educational media demand new methods of teaching whose aim is to individualise instruction more than to make it more vivid and concrete.

Picture 2 presents the multi-media approach in individual and group work in the school library resource centre, while Picture 3 is an algorythm expressing assistance in teaching using the resources.

Extracurricula activities

The aimable atmosphere and thought-proviking and well organised materials are challanging for the pupil not only as far as his direct assignements are concerned.

Intellectual curiosity motivates pupils for further reading and using new materials. Interested, wspecially gifted, pupils demand extra attention and care. Such pupils can get new assignements and be directed to further exploration of the themes that might interest them. They can even help the librarian and teachers in production of new resources (video tapes, sound tapes, especially computer programmes). Almost the entire software collection has been produced by gifted pupils.

Acquisition and Production of Non-Book Materials

Due to the very active engagement of the staff of the school,
the library resource centre can be proud of the considerably big
collection of non-book materials.

The Yugoslav market does not offer enough AV and computer media
for the secondary school curricula, so it is necessary to
orientate to local production of AV materials and educational
software.

These materials are specially valuable because they are created
according to the direct demands of syllabuses and directly
tested in practice. As far as formats are concerned, teachers
are specially interested in films, video-tapes, slides, computer
programmes and combined thematic learning packages.

Visual materials are particularly valuable for instruction of
civil engineering subjects. Team work (librarian, media special-
ist, teachers of relevant subjects) should be well organised and
thouroughly worked out in advance. A creation and production of
a film, for example, has the following phases:
- selection of the theme taking into account needs of a syllabus
  and advantages of the material
- working-out of a plan
- writing a synopsis
- writing accompanying text
- indoor and outdoor shooting
- mounting cadres
- sound recording
- mounting soundtrack.

A special field of producing new media is transferring form one
medium to another in order to prepare more convenient materials
for teaching and learning (for example: film-video tape,
transparencies-slides, book-transparencies...).

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As far as computer programmes are concerned, it is important
that all the software produced in the school is available to all
the pupils. Of course, a certain level of proficiency is
demanded. The computer programmes are also products of team work,
beside teachers and librarians, pupils are actively involved
(very often they are individual authors). Some of the computer
programmes (chemistry, civil engineering...) have gained consid-
erable reputation on the regional and republic level. The li-
brary is responsible for protection, information retrieval and
dissemination of the software kept in the special software
collection.

The Role of the Librarian

The personell of the school library resource centre consists
of a librarian and a media specialist.

The modern conception of the school library media centre demands
a new role of a librarian. Beside his professional work, the
librarian is an organiser and promoter of various activites of
the school library resource centre concerning curricular and
extracurricular areas.

Many aspects of the librarian's work has been broadened or
changed. Even the librarian's acitivity in the narrowest sense
(adquisition, inventarisation, cataloguisation, classifications,
circulation, statitistics, administrative work) is becoming
more complex. Application of the new cataloguing rules,
especially for the non-book material demands high proficiency
and continuing education of a librarian. The analytical pro-
cessing of periodicals that gives accurate and uo-to-date
information to users, is also quite new in the area of school
librarianship in Croatia. The computerisation of the processing
and retrieval of information is also pioneering. The National
and University Library has computerised these functions but the
use of microcomputers for the purpoeses is in practice sporadic
and unfortunately unstandardised as far as future network is
concerned.

The role of the librarian as educator has become focal and it
covers integration of curriculum and individual and group work
in the library. It can be divided in various cathegories:
- individual work with pupils (circulation, borrowing and
  advices "what to read" are just smaller part of the work; the
  individual instruction in the library means primarily help with
  the organisation of learning and promoting research and study
  skills)
- small group instruction (with special accent on developing
  sense of organisation and "culture" of team work and correct
  social behaviour)
- whole-class instruction (relised as team work with teachers;
  specially in introductory classes and for synthesis)
- work with teachers and other staff (in selection and acqui-
  sition of library stock, production of various didactic
  materials; in supporting continuing education and in-service
  training of teachers, promoting innovations and organising
  demonstrations of the use of new equipment, media and methods
  of teaching)
- active participation in the school policy (the librarian is a
  member of the Development Department of the school which is
  responsible for curriculum development and for short and long
  range planning of the school's educational policy).

A special field of the librarian's work is organisation, prepara-
tion and realisation of many cultural activities (exhibitions,
lectures, book promotions, film sesseions etc.).

The librarian of this school library resource centre together
with the media specialist is very much involved sith the al-
ready mentioned activites concerning non-book media. This is
an absolutely new field for school librarians for which they
are not adequately educated and trained during their regular
education. The National and University Librry will organise a
course for using computers in school libraries this year as an
initial course of the in-service training programme for using
new technologies in libraries.

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The results of challanging and innovative work in the library
resource centre of this school prove how school librarianship
can be improved regardless of many organisational and financial
diffidulties.

Effectiveness of the School Library Resource Centre

The effectiveness of the school library resource centre is
evident in many ways.

All the pupils who have attended the school in the last six
years since the library resource centre is in operation, have
acquired the necessary knowledge about the organisation and use
of the library and information and study skills through special
sesseions and individual and group work. In this way they have
become educated and demanding users of different kinds of
libraries and information centres (this is already evident with
today's students and technicians who attended the school).

A great majority of the entire population of pupils are prepared
for self-education and continuing education af.er they have
mastered the methodology of individual and group work and usage
of different media.

The teaching process is enriched with the active involvement of
the school library resource centre in the process of preparation
and realisation of syllabuses.

Owing to the great variety of programmes in the library, gifted
students are recognised and guided being offered creative ways
to develop their intellectual cutiosity.

The local production of AV and computer materials has not only
enriched the school library resource centre funds but has also
initiated and developed effective cooperation and team work of
teachers, pupils and the librarian.

Pedagogically specially effective are humane and very close and
direct relations established between pupils and teachers and
the librarian. Pupils, on one hand, develop their individuality
(special interests, attitudes and methods), while, on the other
hand, their sense of blonging to a group in developing social
behaviour is also practiced. They become responsible when work-
ing in a team, and also expect others to be responsible.

However, the greatest effectiveness and recognition of the new
concept of the school library resource centre is spontaneous,
willing and frequent use of the library resource centre by the
pupils who have acquired the habits of studying and searching
in the space that is meant for it.

Picture 4 shows through a set of photographs everydy atmosphere
in the school library resourece centre.

SCHOOL LIBRARY RESOURCE CENTRE IN THE CENTRE FOR SECONDARY EDUCATION FOR MEDICAL WORKERS

IDENTIFICATION CARD

1. Name, address and telephone number of school
   Centre for Secondary Education for Medical Workers "V. Lenac"
   Gajeva 1
   51000 Rijeka
   tel. (051) 424-770
2. Name of Headteacher
   Zora Murvin
3. Name of Headlibrarian
   Visnja Seta
4. Education authority
   Institute of Education for Rijeka Region and Lika, Rijeka
5. School Library Authority
   Publik Library Rijeka

6. Number of school population
   Number of pupils: 1131
   Number of teachers: 70
   Other staff: 18

7. Size of library space
   130 m2, 4 rooms

8. Number of study places
   60

9. Size of stock
   Books: 19871 items
   Periodicals: 192 titles
   Non-book materials: records: 220
                       auditive tapes: 68
                       transparencies: 66
                       dia-films: 673
                       element films: 74
                       computer cassettes: 10
                       video-tapes: 2
                       graphic works: 177
   Documentation

10. Equipnemt
    Dia-film projector, film-projector, record-player, tape-
    recorder with earphones, TV set, over-head projector, micro-
    computer, video recorder

11. Classification scheme used
    UDC

12. Type of catalogues
    - alphabeth, UDC and subject catalogues for books
    - subject catalogues for: - periodicals
                               - documentation
                               - syllabusses performed in the
                                 school library resource centre

13. Library staff
    1 full time school librarian

14. Opening hours
    8 a.m. to 2 p.m. in alternation with 1 p.m. to 7 p.m.

15. Services
    Photo-copying
16. Publications
    Regular issuing of school annual reports, some sporadic
    publications (exhibition catalogues, monographs)
17. Exhibitions
    - exhibitions on the occassion of the School Day
    - thematic exhibitions
    - cultural exhibitions
18. Additional basic information
    The school library resource centre also posesses valuable
    old funds that belonged to the first secondary school in
    Rijeka founded in 1627. A special old and rare books collec-
    tion is going to be organised.

A Short History and prospects of the School Library Resource Centre

The Centre for Secondary Education for Medical Workers celebrated
last year its 360th anniversary. It started in 1627 as a Grammar
School which was a part of the Jesuit College. It is the oldest
secondary school in Rijeka and on the eastern psrt of Adriatic
Coast.

After the Jesuit Order was abolished the College was closed
down, but the Grammar School remained under the name "Liceum
flumiense". The instruction was in Latin until 1863 when the
Croatian Government ordered Croation as the teaching language.
In 1871 the Italian Grammar School was founded as a part of the
sance style designed by a team of architects was erected in 1895
respecting very modern educational concepts of the time (12
classrooms and 9 specialised cabinets).

Many famous Croatian and Yugoslav scientists, artists, writers,
and politicians attended this school of high reputation.

Like the school, the library has an equally long history. From
the start it was an indespensable part of the school. Obviously,
the moving into the new building had bad effects on the library
funds. The regular evidence of the library activity can be
traced from the last quarter of the last century. The library
then actually consisted of two parts: "Gymnasial Bibliothek"
- teacher's library and "Schueler Bibliothek" - pupil's library.
A part of the Pupil's library was the library for poorer pupils
well supplied with textbooks that could be issued on long loans.
In 1885, for example, the library had 2844 books - textbooks,
fiction and also valuable reference literature (especially rich
with dictionaries and atlases). The books were in Latin,
Croatian, German, Italian and a few in French. The sources of
acquisition were purchase and, quite considerably, donation.

The school reports give evidence about the "life" of the school
library. The funds were enlarged a great deal in twenties and
thirties (around 7000 books) and the library was much used.
According to the renewed reports in sixties, the library had
the same organisation and services as before. With only two
teachers who worked in the library for just two or three hours
per week little could be done.

In 1970 a professional full-time librarian was employed and it
gave impulse to better organisation and also innovative
activities in the school library. The library stock was
reclassified according the UDC sheme, the new catalogues were
organised, exhibitions took place, a theatre group and a group
of young librarians were formed, the library became involved in
many cultural events of the school and the town.

From 1978 on the process of transformation of the rich but
traditionally organised library into the modern multi-media
school library resource centre has been taking place.

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Two full-time librarians have improved and enlarged many aspects of activities in the school library resource centre. A number of new educational media items have been added to the impressive stock of books. New and some very special catalogues are formed; beside alphabet, classifying and subject catalogues for books, there are subject catalogues for periodicals, documents, AV materials, school reports and also special catalogues for curriculum programmes held in the school library resource centre.

A special field of innovative activites is team work (teachers of various school subjects and the librarians) in combined syllabuses and synthetic introductory and final classes and also in individual work with pupils.

Book promotions, book talks, film sessions, various activities to promote leasure reading have become a part of the school library resource centre programme.

Although the library is situated in the old building and the space is not purpose-built, the school library resource centre is organised to suite the purposes of the new role of the library in the curriculum. (Picture 5 shows the organisation of the space in the school library resource centre).

Multi-media concept of the school library resource centre

Introducing new media in the school library resource centre does not mean only new media as carrierst of information, but primarily greater availability and educational effectiveness of information. To make non-print media really available it is necessary to have the instruments of research, primarily good subject catalogues. All the documents, auditive, visual, audio-visual and graphic materials are searchable through subject catalogues. In this way a teacher or a pupil can easily get the data on a certain topic or theme regardless of the media. Very

often a slide, a reproduction of a painting, a photograph, a
computer programme, a transperancy can be mo;e effective in
teaching and learning than traditional print media. Educational-
ly specially important is the catalogue of the curriculum
programmes performed in the school library resource centre.
A catalogue card from this catalogue consists of thé following
items: the theme of the teaching unitmaterials and media used
in preparation and during the class session, the teachers and
librarians involved, didactic instructions, a brief descriprion
of the class and crucial remarks; every new class session of
the theme can be changed, broadened, given new remarks.

Interdisciplinary team teaching

To make teaching process more effective instruction should be
resource-oriented and individualised.

According to the remarks of ona of the librarians involved in
the team work in the school library resource centre, the team
work has many advantages and also some drawbacks:

"Teachers working in a team coordinate their work cooperate
effectively, they have unique criteria in evaluation of pupils,
exploit maximum use of educational technology, more
experienced teachers help the beginners.

Pupils take an active part in team instruction, develop think-
ing skills, master techniques of learning and using the avail-
able resources, acquire independence in their work and study,
apply the knowledge in practice. The assignements in team
intstruction are measured according to the abilities and interests
of the pupils. The teacher organises and manages instruction,
but more like a councillor or a more experienced member of the
group. The team instruction combines subjects from two or more
curriculum fields and thus the themes are treated interdiscipli-
nary and closer to life.

There are also some drawbacks in team instruction: difficulties
in handling bigger groups of pupils in individual work, the
problem of constant motivationg the pupils and keeping their
attention and discipline, long lasting and very through
preparation for the class session, complexity in planning
and programming the lesson etc.

However, with great possibilities of rationalisation of instruc-
tion, recurring innovation and creative work of teachers and
pupils, these drawbacks, that can be also eliminated, cannot
diminish the effectiveness of team work in the school library
resource centre." (7.)

Team instruction has been organised in the school library
resource centre since 1978. Teams consisting of teachers,
librarians, experts, pupils prepare some 10 themes every school
year.A whole range of interdisciplinary team programmes have
been successfully carried out in the school library resource
centre.

Hares are several examples of successful coopreation. The
diversity of themes shows how this type of innovative work is
practically unexhaustible.

EXAMPLE: CROATIAN NATIONAL AND LITERARY REVEVAL
         (explanation: political, linguistic and literary move-
         ment in Croatia in the second quarter of the last
         century)
Resoureces: books, periodicals, photographs, photocopies,
            slides, audititive cassettes, computer programmes
Coordinators: teachers of history and Croatioan or Serbian
              language and literature, librarians
Remark: This is the fianl unit after four periods dealing with
        the theme
Pupose of unit: to activate pupil's learning skills, recongni-
                tion of concepts, recapitulation

Methods: The multi-media packages are in function of repatition
of the taught contents as illustration, argument, association,
document. The pupils are supposed to present ideas on the
principle "question-resourece". They get precise assignements
and should give answers with arguments and understanding. The
general structure of pupil's assignemets is to:
- choose resources
- search through resources
- formulate answers
- structure and restructure remarks
The class is diveded in four groups and each group gets specific
assignements and relevant resources.
The first group gets questions relating to general political and
social conditions in Croatia in the first half of the 19th
century.
Resources: Photographs, maps, transparencies, photocopies of
            excepts from reference literature and documents
The second group treats question of the Illyric Movement - the
political and literary movement, the most important figures of
the movement, the analysis of the ortographic innovations in
the new ortographic manual.
Resources: slides, photocopies
The third group analyses the importance and ideas of the news-
paper of the Movement "Novine Horvatske" and its literary
supplement "Danica Horvatsko-slavonsko-dalmatinska". They are
asked to analyse the history of the newspaper and to study some
typical poems/songs intended to arouse the feelings of the
national identity (so called "budnice").
Resources: original periodicals, photograpies, slides, auditive
            cassettes with the related poems on photocopies
The fourth group is concentrated on the literary outcomes of
the Movement (epic poems, plays, fiction, essays)
Resources: books (each of the mentioned literary kind, history
            of literature, critisism)

Each of the groups give reports using effectively all the
resources at their disposal. Through conversation the teachers
and the librarians analyse the answers, the quality and quantity
of information, add explanations, create new relations and
generalisations. After group analysis the teacher coordinates
the process of synthesis drawing conclusions, outlining the key
concepts, finding correlations between literature, linguistics,
politics, music, arts.
Finally, the pupils work in groups on the locally produced
computer software (authors are librarians and pupils).

Effectiveness of team work

- multimedia approach to a theme
- exercising research and thinking skills
- acquiring habits and culture of group work
- individualisation of learning process
- correlation between different subjects, themes, disciplines

The possibilities of team work are numerous To get some ideas
about the diversity of thematic units and rich experience, here
are enumerated some of the sucessful themes performed in team
work. Very often such periods are accompanied by thematic
exhibitions.

- Medieval age
- Realism in literature
- "Moderna" (literary movement at the beginning of the century
            in Croatia)
- National Liberation War (1941-1949) in the literature of
  Yugoslav peoples
- Research in biology
- Approach to information and the organisation of the school
  library resource centre
- Writer and his work (CAL in literature programme)

- Medical psychology and mental hygiene (integration of the
  school subjects: psychology, biology, psychiatry, mental
  hygiene, Croatian or Serbian language and literature; members
  of the team: teachers, nurses, physician, school psychologist,
  librarian)
- Endocrine glands, hormones and their influence on psycholog-
  ical life (school sucjects: anatomy, physiology, psychology)
- Medical treatment of women during pregnancy and after child-
  birth (school subjects: obstetriecs, physio-therapy, methodics
  of medical education; members of the team: teachers, physi-
  cians therapist, nurse, midwife, librarian).

Innovations in individual and small group work with pupils

"The aim of the school is to bring the students skill develop-
ment to the level where he can solve creatively and effectively
the problems he will meet throughout his life time." (8.)

The prime concern of the educational process is the individual
pupil. Although the programmes are unique and uniform the edu-
cational goals are to promote individuality, creativity,
personality of a pupil.

The school library resource centre is the place where pupils
can really express his individual interests. Information skills,
study skills, thinking skills that are indispensable for every
intellectual activity can be prcticed and mastered in the
library. Information skills are mastered through special
librarian's programme "User's education" in several ways:
introductory classes specially planned, and indirectly in
interdisciplinary team work, in specially guided programmes
for small groups an individual pupils, through continuous
individual work according to the pupils' and teachers' demands.

The librarians have designed a special guidance programme for
methodology of research. The programme has two phases:
1. identifying information in various media
2. recording information according to the assignement

During introductory classes on the organisation of the school
library resource centre all the pupils get the basic informa-
tion about the classification sheme (UDC), various catalogues,
reference literature. They are acquaninted with various media
kept in the library and their characteristics and use.

Since any research cannot be done void of content, the assign-
ments for information skills are part of concrete themes with
intentions to exploit all the instruments of research available.

In order to help the pupil, special working sheets are designed
to guide him to use differnt instruments of research and
various resources. In this way a pupil is supposed to create
his own multi-media package (Picture 6)

After the information are located, they are selected, evaulated.
The chosen material is then read, analysed and essential
information is recorded (phase 2). The process "reading (or
alternatively listening, watching)-understanding-extracting and
recording the essential" is a very sophisticated intellectual
activity. To help the pupil in the organisation of his work,
special "analytical cards" are designed by the librarian. They
are meant for different purposes and that is why they are not
uniform. Basically they consist of bibliographic description of
the resource, the given theme and the subdivision of the theme
meant for pupil's notes. (Picture 7). Some cards are designed
for non-print media. Again they must have basic bibliographic
description and places for general and specific remarks (Picture
8). Pupils find very useful chronological cards (Picture 9).

Such auxilliary guiding tools like the mentioned working sheets
and analytical cards are vary helpful for pupils to acquire the
methodology of information research and study skills. Very
often, especially at the beginning of secoindary education the
pupils feel "left to themselves" and are very disorganised.

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Librarians and teachers both in classrooms and in the school
library resource centre should devote a lot of time and effort
to teach them to learn. The instruments of individual and group
work that the librarians have created have proved very useful.
One of the possible drawbacks might be that pupils are too much
guided and not independent enough. The practice shows, on the
contrary, that they are more oriented than guided. It is very
important that once they have mastered a certain skill on several
models, they "transfer" the skill to other subjects and other
media. Little by little they create sxstems of work and study
of their own, that is adapted to individual possibilities and
needs.

Effectiveness of the school library resource centre

This study primarily covered the most effective and developed
activities in the school library resource centre, i.e. the
integration of rich and mult-media information stored in the
school library resource centre into the curriculum. The co-
operation of teachers and librarians in preparation, realisa-
tion and evaluation of class sessions, designed and guided
group and individual work with pupils have made all the library
resource full available in the educational process.

The school library resource centre is not only integrated in
the curriculum but also in many extracurriculum programmes. This
is very important because this is the area where pupils special
interests are manifested. The resources and the space of the
library is very important in elective cources that the school
offers and also in many extra currilula groups (young library
assistants, theatre group, young journalists).

The school library resource centre is also a communication
channall to the community and the core of many cultural events.
In cooperation with libraries, theatres, pulishing house,
different professional associations and societies, educational

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authorities, youth centres and community organisations, hospitals
and health centres, a wide range of events like performances,
lectures, talks, film sessions, exhibitions etc. are organised.

The school library resource centre has proved to be indispens-
able in preparing pupils to find their own methodology of infor-
mation research, work and study, in creating full personalities
in pupils, for in-service training of teachers and other school
staff especially when introducing new educational technology
and as a mediator between the school and the community.

Photographs on Picture 10 present some of the activities of the
school library resource centre (exhibitions; pupil's information
retrieval).

FOOTNOTES

1. Buloviv, I. Development od education in the SFR of Yugoslavia
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2. Brkic, J. Tipovi bibliotecno-informacijskih centara u SR
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   the SR of Croatia) in: Bibliotecno-informacijski centar kao
   faktor unapredivanja odgojno-obrazovnog procesa u
   organizacijama odgoja i obrazovanja, pp. 19, translated by
   A. Stojevic
3. A wide-spread term in recent literature on school librarian-
   ship
4. Davies, R.A. The School library. A Force for educational
   exellence, pp. 245
5. The Reform has introduced a new terminology for the names of
   secondary schools which is rather awkward in translation.
   The translations of the names of the two schools do not
   correspond exactly to the original, but are translated to
   keep the clarity
6. The scheme is used according to the corresponding schemes in
   the book "Towards excellence. Case studies of good school
   lib:aries"

7. Lenac, Vjekoslava. Oblici timske nastave u BIC-u u funkciji struke zavrsnog stupnja srednjeg usmjerenog obrazovanja (Types of team instruction in the vocational school subjects in the final stage of secondary vocational education) in: Bibliotecno-informacujski centar kao faktor unapredivanja odgojno-obrazovnog procesa u organizacijama odgoja i obrazovanja, pp. 106, translated by A. Stojevic

8. Davies, R.A. The School library. A Force for educational excellence, pp. 199

PICTURES

1. Scheme of the school library resource centre in the Secondary Technical School for Civil Engineering and Architecture in Osijek
2. Multi-media approach in individual and group work in the school library resource centre in the Secondary Technical School for Civil Engineering and Architecture in Osijek
3. Assistance in teaching
4. Everyday atmosphere in the school library resource centre in the Secondary Technical School for Civil Engineering and Architecture in Osijek
5. Scheme of the school library resource centre in the Centre for Secondary Education for Medical Workers in Rijeka
6. Working sheet for note-making
7. Analytical card I
8. Analytical card II
9. Analytical card III, Chronological scheme
10. Some activities in the school library resource centre in the Centre for Secondary Education for Medical Workers in Rijeka

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2. Towards excellence. Case studies of good school libraries,
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6. Documentation on the school library resource centre of the
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   Architecture in Osijek
7. Documentation on the school library resource centre of the
   Centre for Secondary Education for Medical Workers in Rijeka

MULTI - MEDIA CENTRE - GŠC OSIJEK
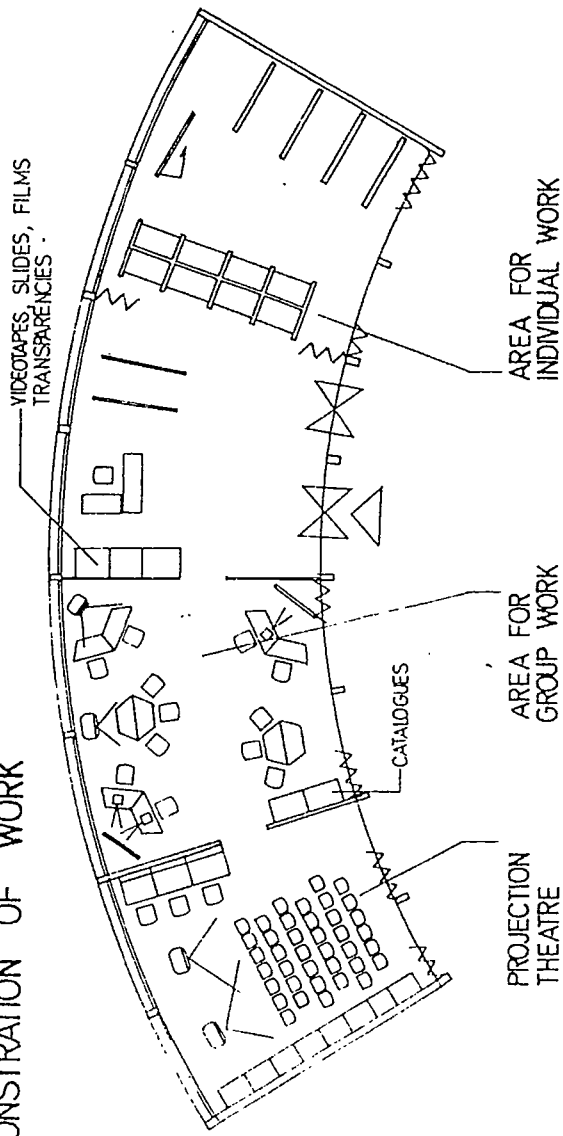## DEMONSTRATION OF WORK

VIDEOTAPES, SLIDES, FILMS TRANSPARENCIES

CATALOGUES

AREA FOR INDIVIDUAL WORK

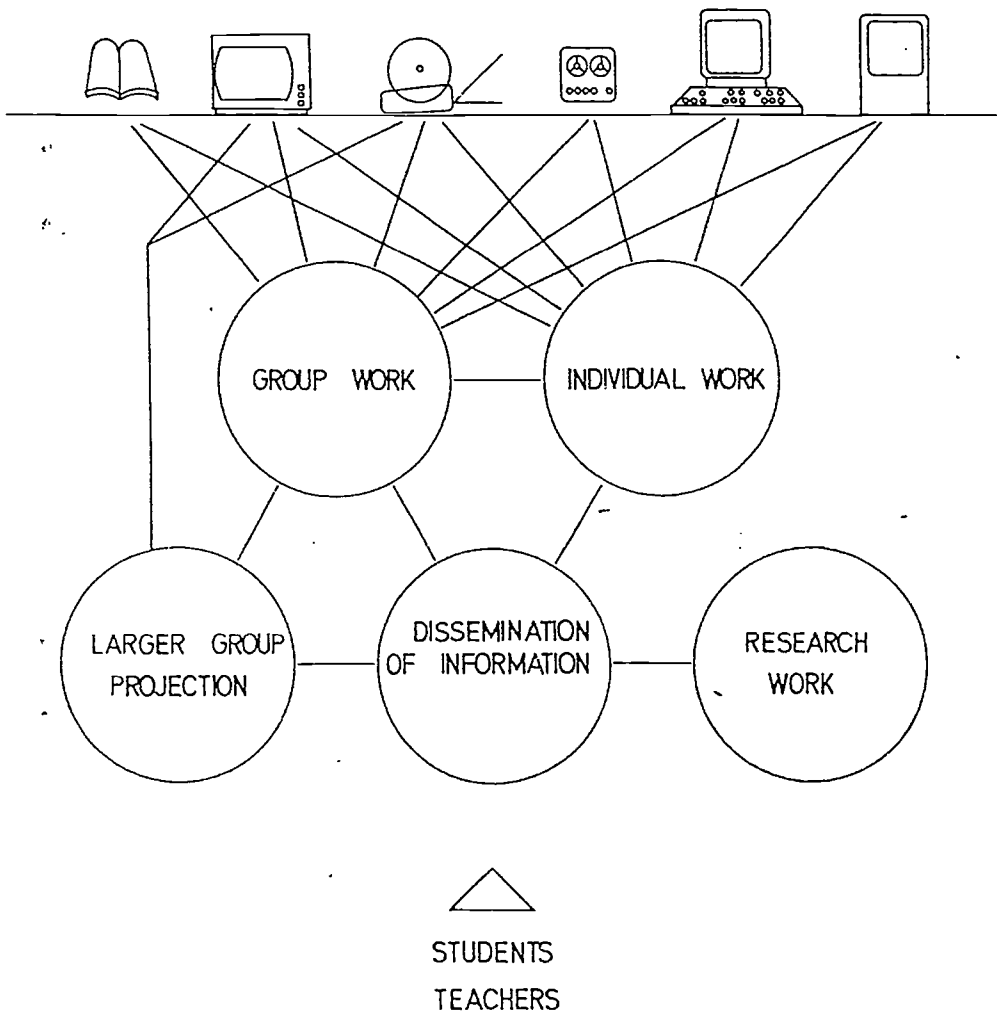AREA FOR GROUP WORK

PROJECTION THEATRE

Figure 1

MULTI - MEDIA CENTRE - GŠC OSIJEK

Figure 2

MMC – ASSISTANCE IN TEACHING

Figure 3

TEACHER	TEACHER + LIBRARIAN	LIBRARIAN + ASSISTANT LIBRARIAN
START		START
CHOICE OF UNITS FOR LESSONS	ARRIVAL AT THE MULTI-MEDIA CENTRE	
	CATALOGUES INFORMATION DESK	
	CURRENT SOURCES OF INFORMATION (YES / NO)	FILMING MONTAGE LOAN COMPUTER PROGRAMME PROCESSING PHOTOCOPYING
	CHOICE OF INFORMATION SOURCES. TEACHING METHODS	
LESSON PREPARATION		
TEACHING IN CLASS (YES / NO)	SETTING OF APPOINTMENTS	
	TEACHING AT THE MULTI-MEDIA CENTRE	
APPLICATION OF INFORMATION SOURCES IN CLASS	RETURNING SOURCES OF INFORMATION	
	STOP	

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