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ABSTRACT

The main objectives of the institute program were to develop in the participants: (1) Knowledge about curriculum changes and emphases, and the impact of educational innovations on the library program, (2) An understanding of the broad field of learning resources that relate to an ever-changing curriculum. (3) Knowledge and skills concerned with the newer educational media and their integration with printed materials into a unified instructional materials program. (4) An awareness of the librarians role in assisting teachers in the selection and effective utilization of learning resources in the instructional program. and (5) An ability to solve the problems of organization and administration in an expanded program of library services that reflect the instructional materials or learning resources concept. Emphasis was placed on the multi-media approach to learning on curriculum content in special subject areas, such as science and mathematics, humanities and social studies, and on the concept of the school library as a learning resources center. The methods used to fulfill these goals are described. The criteria for admission of the participants and short biographical sketches of the staff, and a detailed evaluation of the institute are included. (Author/NH)

FINAL TECHNICAL REPORT ON THE:

NDEA INSTITUTE FOR SCHOOL LIBRARY PERSONNEL

CODE: A, 2

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ED050777

**SUBJECT: "CURRICULUM CHANGE AND THE CHANGING
CONCEPT OF LIBRARY SERVICE"**

AT: UNIVERSITY OF WASHINGTON

DATES: JULY 3 TO AUGUST 11, 1967

SUBMITTED BY: ELEANOR E. AHLERS, DIRECTOR

UNIVERSITY OF WASHINGTON

Seattle, Washington

98105

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I INTRODUCTION

The NDEA Institute for School Librarians held on the University of Washington campus July 3 - August 11, 1967 had for its subject, "Curriculum Change and the Changing Concept of Library Service." Thirty-five elementary and secondary school librarians were enrolled for the six weeks. These were building librarians with a bachelor's degree plus at least fifteen semester hours in library science, but short of the master's degree in librarianship or the equivalent.

Emphasis was placed throughout on the multi-media approach to learning, on curriculum content in special subject areas, such as science and mathematics, humanities and social studies, and on the concept of the school library as a learning resources center. Laboratory sessions on new materials and equipment, field trips to visit libraries and school district centers, panels, group discussions, multi-media demonstrations and individual conferences all contributed to the educational program. These will be described and evaluated in the following pages.

The staff members at the University of Washington who assisted with the planning and who served as an Advisory Committee were as follows:

From the Faculty of the School of Librarianship:

Eleanor E. Ahlers - Associate Professor of Librarianship; A.B., 1932, University of Washington; B.L.S., 1942, University of Denver; M.A., 1947, University of Washington.

Mae Maxine Benne - Assistant Professor of Librarianship; B.S., 1950, University of Nebraska; M.S. in L.S., 1955, University of Illinois.

Lieberman, Irving - Professor of Librarianship; Director, School of Librarianship; B.S., 1935, New York State University; B.S. (L.S.), 1939, Columbia University; Ed.D., 1955, Teachers College, Columbia University.

Perry D. Morrison - Associate Professor of Librarianship; B.S., 1942, Whittier College; M.A., 1947; B.L.S., 1949, University of California; D.L.S., 1961, University of California.

Don D. Wiley - Lecturer of Librarianship; B.S., 1957, Kansas State Teachers College; M. of Libr., 1963, University of Washington.

From the Faculty of the College of Education:

John Jarolimek - Professor of Education; Chairman, Curriculum and Instruction; B.S., 1943, Wisconsin State College; M.A., 1949; Ph.D., 1955, University of Minnesota.

Gerald M. Torkelson - Professor of Education; Subject Specialist in Learning Resources; B.S. 1941, Wisconsin State College; Ph.M. 1945; Ed.D., 1953, Pennsylvania State College.

From Audio-Visual Services:

Donald F. Riecks - Director, Audio-Visual Services; B.F.A. 1959, Rochester Institute of Technology; M.Ed. 1960, Syracuse University.

Special thanks are due to Dr. Lieberman for his initial planning and support throughout; to staff members of various University offices in Grant and Contract Services, Housing, Graduate School, Admissions, Summer School, Press Services, Audio-visual Services, the administrative offices of the University; and to the faculty and administrative staff of the Institute.

Eleanor E. Ahlers
Director

II PARTICIPANTS

The Institute was designed for thirty-five school librarians whose eligibility was based on the following criteria:

1. Graduation with a bachelor's degree from an accredited college or university with at least 15 semester hours in library science which must include courses in selection of books and other materials, basic reference and basic cataloging.
2. Evidence of admissibility to the Graduate School of the University of Washington (cumulative junior-senior Grade Point Average of 3 in a scale of 1 to 4).
3. Evidence of continuing employment as a school librarian in a public or private school; or assurance of a contract to hold such a position in the academic year 1967-1968.
4. Ability to benefit from the Institute and specifically to profit from advanced instruction in librarianship and curriculum.
5. Evidence of dependable character and high potentiality as a teacher and as a librarian, as indicated by recommendations from the applicant's principal, or supervisor, or from others in a position to judge.

The following table shows the number of persons interested in the Institute and the eventual disposition of their applications.

TABLE I
APPLICATIONS

Total number of requests for information	961
Number of persons who did not return completed coupon from brochure	448
Number rejected as not eligible	247
Too many library science credits	187
Too few library science credits	56
Miscellaneous reasons	4
Number of applications forms sent out	250
Applications completed and returned	166
Applications returned incomplete	3
Applications not returned	81
Requests too late for consideration	16

A committee of the faculty of the School of Librarianship reviewed the 166 completed applications and submitted recommendations to the Director. From this list thirty-five participants and fifteen alternates were selected. Of the original thirty-five, twenty-nine accepted and six declined (one due to change of plans, one to pregnancy, and four because of commitment to another Institute.) The first six alternates were delighted to accept. Although needs of the Pacific Northwest and Washington State were emphasized, the thirty-five represented fifteen states. There were twelve who served at the elementary level, eighteen at the secondary, and five at both elementary and secondary levels. Within two weeks the roster was complete (list of names in Appendix B) and no changes were made. All thirty-five completed their course work and earned ten hours of graduate credit at the conclusion of the Institute.

The following statistics were made available through the Measurement Research Center, Iowa City, Iowa.

TABLE II
GENERAL INFORMATION ON PARTICIPANTS

<u>Sex</u>		<u>Major in Library Field</u>	
Male	- 4	Undergraduate	
Female	- 31	Yes	- 1
		No	- 31
		NR	- 3
<u>Age</u>		<u>Years of Teaching or Related Employment</u>	
25-29	- 3	Total years	
30-34	- 3	1 - 4	- 4
35-39	- 5	5 - 9	- 10
40-44	- 6	10 - 14	- 8
45-49	- 8	15 - 19	- 8
50-54	- 8	20 or more	- 5
55-59	- 1		
*NR	- 1	<u>Years in School Library Field</u>	
<u>Highest Degree</u>		1 - 4	- 12
Bachelor's	- 27	5 - 9	- 17
Master's	- 8	10 - 14	- 6

*NR means non-response or inaccurate or unusable response.

TABLE II - Continued

5

<u>Present Employment</u> <u>(at time of application)</u>		<u>Level of School or System</u>	
In a single school	- 30	Elementary	- 12
In a number of schools	- 4	Junior High	- 6
NR	- 1	Senior High	- 9
		Junior/Senior High	- 3
		Elem. & Secondary	- 5
<u>Type of School</u>		<u>Location of School or System</u>	
Public	- 32	City of 250,000 or more	
Private	- 3	population	- 4
		Suburb of such a city	- 1
		City of 50,000 to 250,000	- 3
		Suburb of such a city	- 2
		City or town of 2,500	
		to 50,000	- 13
		Suburb of such a city	- 2
		City or town of less than	
		2,500 or in rural area	- 5
		<u>Student body of school in terms</u> <u>of percent of non-white students:</u>	
		0%	- 7
		1 - 9%	- 20
		10 - 19%	- 5
		20 - 29%	- 1
		30 - 39%	- 0
		40 - 49%	- 0
		50 - 59%	- 0
		60 - 69%	- 0
		70 - 79%	- 0
		80 - 89%	- 1
		90 - 100%	- 0
		NR	- 1
		<u>Student body of school in terms</u> <u>of percent from families marked</u> <u>by economic poverty:</u>	
		0%	- 1
		1 - 9%	- 12
		10 - 19%	- 9
		20 - 29%	- 6
		30 - 39%	- 4
		40 - 49%	- 0
		50 - 59%	- 0
		60 - 69%	- 1
		70 - 79%	- 0
		80 - 89%	- 0
		90 - 100%	- 0
		NR	- 2
<u>Enrollment of School</u>			
1 - 199	- 1		
200 - 399	- 1		
400 - 599	- 5		
600 - 799	- 9		
800 - 999	- 6		
1000 - 1199	- 1		
1200 - 1399	- 3		
1400 - 1599	- 2		
1600 - 1799	- 0		
1800 - 1999	- 1		
2000 & over	- 1		
NR	- 5		
<u>Present Assignment: Percent of</u> <u>time Spent as School Librarian</u>			
50 - 59%	- 2		
60 - 69%	- 1		
70 - 79%	- 1		
80 - 89%	- 1		
90 - 100%	- 30		
<u>Geographic Distribution of Schools</u>			
Arizona	- 2		
California	- 1		
Idaho	- 1		
Kansas	- 1		
Maine	- 1		
Michigan	- 1		
Minnesota	- 1		
Montana	- 1		
Nevada	- 3		
New York	- 1		
Ohio	- 3		
Oklahoma	- 1		
Utah	- 1		
Washington	- 15		
Wisconsin	- 2		

III STAFF

In addition to the members of the administrative staff, two full-time teaching positions, one half-time position, and three one-week, subject-area positions were filled. The three regular members of the faculty reported for pre-Institute conferences with the Director two days prior to the beginning of their instruction and remained on campus for one day at the conclusion of instruction. One preplanning session of the entire instructional staff was held during the spring of 1967. Nine lecturers were engaged for one-half to one day each. Several other persons addressed the students briefly from time to time. (List of all faculty and visiting lecturers in Appendix C.)

1. Administrative staff:

- a. Director: Eleanor E. Ahlers. A.B., 1932, University of Washington; B.L.S., 1942, University of Denver; M.A., 1957, University of Washington. Miss Ahlers is currently Associate Professor and School Library Specialist of the School of Librarianship, University of Washington.
- b. Administrative Secretary: Mrs. Cecelia Larsen. Three years of college in the field of liberal arts. Many years of all-around office experience including supervisory, editorial and bookkeeping. Duties: Controlled budget activities, supervised salary and stipend payments, processed applications, supervised secretarial and clerical help, compiled and reproduced final report, arranged for field trips and, in general, had responsibility for Institute administrative activities.
- c. Office Assistant (clerk-typist): Paula Maxwell. Sophomore, Shoreline Community College. Duties: Assisted the Director and Administrative Secretary with clerical work in connection with correspondence, typing and filing, and reproduction of bibliographies.
- d. Library Graduate Assistant: Claudia Hannenberg. Assistant librarian, Everett, Washington High School and student in the graduate program, School of Librarianship, University of Washington. Duties: Organized the special library collection set up in Clark Hall and circulated materials; performed reference services for the teaching staff.

2. Teaching Staff:

- a. Boyd Micael Bolvin. B.A., University of Puget Sound, 1950; B.E., University of Puget Sound, 1951; M. Libr., University of Washington, 1960; Doctoral Candidate, University of Southern California, 1963-65. Mr. Bolvin is currently Associate Dean for Learning Resources, Bellevue Community College, Bellevue, Washington. For the period 1963-1965 he was Project Librarian, Instructional Technology and Media Project, School of Education, University of Southern California, Los Angeles.

- Boyd M. Bolvin (cont'd). Duties: Lectures on Library and Audio-Visual Materials; worked with levels groups; regular office hours for conference with participants; supervision and direction of audio-visual laboratory experiences; assistance with other courses as required. (Half-time basis)
- b. Margaret Sue Copenhaver. B.A., University of South Carolina, 1934; B.L.S. Emory University, 1941. Miss Copenhaver served as the Assistant Supervisor for School Libraries in the Virginia State Department of Education, 1947-50, and is currently librarian, George Wythe High School, Richmond, Virginia. Duties: Lectures on Librar, in the School for participants working at the secondary level; joint planning of programs with Mrs. Thompson and with subject specialists; participation in seminar sessions; regular office hours for conferences with secondary school participants; coordination of course work with Seminar in Library Programs. (Full-time basis)
- c. Mrs. Mary Jean Thompson. B.A., Central Washington State College, 1960; M. Libr., University of Washington, 1963. Mrs. Thompson served as librarian in the Knapp School Libraries Project elementary school in Richland, Washington, 1963-65, and is currently head librarian at Columbia High School in Richland. Duties: Same as those for Miss Copenhaver except at the elementary level. (Full-time basis)
- d. Donald Wesley Amundson. B.A., Wisconsin State Teachers College, 1937; M.A., Colorado State College of Education, 1946. Mr. Amundson is currently Coordinator of Social Studies, Highline Public Schools, Seattle, Washington. Duties: Daily lecture on Social Studies each day during the week of July 31 - August 4; worked with levels groups; individual conferences with participants; integration of field trip to Highline School District with his subject area.
- e. James Milton Garner, B.S., University of Washington, 1949; M.S., Oregon State University, 1958. Mr. Garner is currently Supervisor of Science Programs, Washington State Office of Public Instruction, Olympia, Washington. Duties: Daily lectures on science each day during the week of July 24-28; worked with levels groups; individual conferences with participants; integration of field trip to Pacific Science Center with coordinator of work with mathematics specialist.
- f. Walter Hopkins. B.A., University of Puget Sound, 1940; M.A., University of Washington, 1956. Mr. Hopkins is currently Chairman of the English Department, Sammamish High School, Bellevue, Washington. Duties: Daily lectures on the Humanities each day during the week of July 17-21; work with levels groups; individual conferences with participants; coordination of work with art specialist.

3. Consultants and Lecturers

- a. Chester D. Babcock, Assistant Superintendent for Curriculum and Instruction, Washington State Office of Public Instruction, Olympia, Washington. Dr. Babcock gave the keynote speech on the changing curriculum and served as a consultant the day of July 5.
- b. Eldon Egbers, Supervisor of Mathematics Programs, Washington State Office of Public Instruction, Olympia, Washington. Mr. Egbers worked with Mr. Garner in presenting a program on new trends in mathematics on July 26 and served as a consultant the remainder of that day.
- c. Mary V. Gaver, Professor, Graduate School of Library Service, Rutgers University, New Brunswick, New Jersey. Miss Gaver addressed the Institute July 7 on research and evaluation in the school library field and met with the students in a group discussion session.
- d. Frances Henne, Professor, School of Library Service, Columbia University, New York City. Dr. Henne addressed the Institute July 10 on the new school library standards and trends and met with the students in a group discussion session.
- e. Don W. James, Principal, Roosevelt High School, Portland, Oregon. Mr. James made a presentation with Mrs. Sayles on the library program at this Knapp School Libraries Project school on July 13.
- f. Eleanor Kidder, Superintendent of Work with Young Adults, Seattle Public Library. Miss Kidder met in two sessions with the secondary school librarians and discussed trends in young people's reading and books currently enjoyed by them.
- g. Mrs. Ruth Newman, art instructor, Issaquah, Washington Public Schools. Mrs. Newman lectured at a general session and demonstrated with Mr. Hopkins the use of art reproductions in the Humanities program. She also met with the students in a question-and-answer period.
- h. Mrs. Elsie Pitts, Librarian, Marcus Whitman School, Richland, Washington. Mrs. Pitts met in two sessions with the elementary librarians and discussed outstanding books for children.
- i. Mrs. Lois Sayles, Head Librarian, Roosevelt High School, Portland, Oregon. Mrs. Sayles reported with Mr. James on July 13 and answered questions in a group discussion session.
- j. Other lecturers included Mrs. Jean Badten, Supervisor of Library Services, and Miss Nancy Motomatsu, Associate Supervisor of Library Services, Washington State Office of Public Instruction. They made a joint presentation on Federal Programs at a general session, August 7. Mrs. Roberta Byrd,

School of Librarianship summer school faculty, discussed storytelling with the elementary group; Mrs. Dorothy Hellene talked on professional associations at a general session.

University of Washington staff who met with the Institute group included: Dr. Gerald Torkelson, College of Education; Donald Riecks, Audio-Visual Services; staff members at the Library, television station and language laboratory.

IV PROGRAM

The main objectives of the program as set forth in the announcement of the Institute were to develop in the participants:

1. Knowledge about curriculum changes and emphases, and the impact of educational innovations on the library program.
2. An understanding of the broad field of learning resources that relate to an ever changing curriculum.
3. Knowledge and skills concerned with the newer educational media and their integration with printed materials into a unified, instructional materials program.
4. An awareness of the librarian's leadership role in assisting teachers in the selection and effective utilization of learning resources in the instructional program.
5. An ability to solve the problems of organization and administration in an expanded program of library services that reflect the instructional materials or learning resources concept.

The faculty members accepted these objectives and were agreed that if a full program of instructional materials services is to be provided for students and teachers in the schools and a leadership role assumed by library personnel in the individual buildings, then those librarians already serving in traditional library programs must be broadened and updated beyond their earlier library education.

The Institute program emphasized, therefore, the specific areas which need improvement: (1) understanding of curriculum changes and educational innovations in general and in the subject disciplines; (2) introduction to the newer media; (3) in-service education programs in the use of materials and equipment for teachers; (4) production of audio-visual materials; and (5) interpretation and utilization of the total instructional resources program to both teachers and students.

The curriculum as designed was based on the objectives and the specific areas which need improvement. Three courses were planned for ten quarter hours of graduate credit: (1) The Library in the School (Libr. 454, 3 credits); (2) Seminar in Library Programs for Children and Young People (Libr. 485, 4 credits); (3) Library and Audio-Visual Materials (Libr. 514, 3 credits). Although these were individual courses they were closely integrated to form a unified program, particularly in the case of Librarianship 454 and 485, which were actually taught within the framework of team teaching. Assignments, however, were identified by course number.

To facilitate the use of library materials for class assignments, a special collection of books and pamphlets was purchased for Clark Hall and these were circulated to the students. Many types of audio-visual

equipment, including production equipment and materials, were also available in Clark Hall.

The above courses were developed through:

1. Lectures and other types of presentations given by the regular Institute faculty and by visiting lecturers.
2. Discussions in small groups based on these presentations.
3. Seminars on topics of interest to those working at different levels.
4. Laboratory experiences in the use of equipment, simple production of materials, and examination of new materials.
5. Class presentations by participants through panels, individual reports and use of audio-visual materials.
6. Individual and small group study in depth on topics of special interest.
7. Field trips to one district materials center, to six building libraries serving as instructional materials centers, and to the Pacific Science Center.
8. Individual conferences with staff members.

Unscheduled time was provided most afternoons and evenings so that there were large blocks of uninterrupted time for study, laboratory experiences, field trips and seminars. The faculty maintained regular office hours for individual conferences and discussions concerning the participants' specific library problems.

The Library in the School (Librarianship 454, 3 credits)

This course was designed to help librarians solve the problems of administering an expanded program of library services that reflects the instructional materials concept and better serves the needs of children, and of involving teachers in planning this program.

A course outline was prepared and a reading list of several pages in connection with this course, which consisted of: (1) lectures by the instructors and others; (2) group discussions by levels; (3) panel presentations based on research and special problems; (4) individual school library program evaluation project; (5) background reading in assigned areas for levels discussions and special lectures; (6) evaluation of field trips to visit one district center and six school libraries in the Highline and Bellevue School Districts; (7) preview of many types of materials, such as filmstrips, records and transparencies for library skills development.

Although no single textbook was required, reading references were assigned from a variety of sources. Many free and inexpensive materials had been secured in quantity and were distributed to participants.

Several films were viewed and discussed. These included: A New Day in Education (WEA), Library, Place of Discovery (E.B.), Where the Action Is (Slokane Schools). Three sound filmstrips, Focus on Three (Knapp Project), one sound filmstrip, Three for Tomorrow (Knapp Project) and several others on library skills from the Library Filmstrip Center series were also viewed and discussed.

Instructors: Margaret Sue Copenhaver, Librarian, George Wythe High School, Richmond, Virginia

Mrs. Mary Jean Thompson, Head Librarian, Columbia High School, Richland, Washington

Seminar in Library Programs for Children and Young People (Librarianship 485, 4 credits)

The developing curriculum and new trends and materials in the subject disciplines (with an emphasis on the humanities, social studies, and science and mathematics) were related to the library program at the elementary and secondary levels.

Reading lists on the developing curriculum, science, mathematics, humanities and social studies as they relate to the school library were prepared for this course, which consisted of: (1) lectures and other types of presentations by the full and part-time instructors; (2) seminars by elementary and secondary levels; (3) special presentations by consultants and subject specialists; (4) a field trip to the Pacific Science Center where the science and mathematics programs were examined and discussed; (5) preparation of a proposed materials selection policy statement for each district represented; (6) preparation of a book order based on examination of current books in Books on Exhibit; (7) preparation of an annotated bibliography of print and non-print materials based on a theme in humanities or a unit in science or social studies; (8) examination of numerous aids for the selection of materials.

An effort was made by the Director and instructors of this course to integrate the content with that of Libr. 514 and particularly of Libr. 454. At times the coordination of the two courses (Libr. 485 and 454) was so complete that there was little separation of the two. Presentations and assignments of the three subject specialists were part of this course, as were the activities and speakers related to current books and other materials, not only in the three subject areas emphasized. An example of coordination related to the panels assigned in Libr. 454, most of which were on topics of administration or services of the library. One, however, was on reading guidance and the effective use of books with children. Some discussions in levels groups and special speakers about books and reading - Miss Kidder, Mrs. Byrd and Mrs. Pitts - were more closely related to Libr. 485 than to 454.

Mr. Hopkins, the Humanities teacher, taught six class sessions of ninety minutes each during his week spent in the Institute; Mr. Amundson and

Mr. Garner, social studies and science respectively, taught five sessions of ninety minutes each and arranged for and served as guides on field trips - Mr. Amundson on the visit to the Highline materials centers, and Mr. Garner to the Pacific Science Center. In addition, Mr. Hopkins demonstrated a team teaching approach by arranging for Mrs. Newman, an art teacher, to assist him one day; Mr. Garner brought Mr. Egbers, Mathematics specialist, to interpret the mathematics displays and discuss the school library program in relation to mathematics the day at the Pacific Science Center.

Assignments for reading were based on a variety of sources - books, pamphlets, periodicals, and special articles and lists that were reproduced and distributed.

Numerous kinds of media were utilized. These included slides of art reproductions, transparencies, the piano, realia for social studies and science, books, video tapes of student work in the humanities course, and the following films: The Pleasure Is Mutual (Children's Book Council), Project Discovery (E.B.), The Humanities: What They Are and What They Do (E.B.), and a Leonard Bernstein film.

Instructors: Eleanor E. Ahlers, Director, Margaret Sue Copenhaver and Jean Thompson, Instructors, (who organized the course and coordinated the various parts taught by the subject area specialists and visiting consultants, and integrated it with Libr. 454)

Donald Wesley Amundson, Coordinator of Social Studies,
Highline Public Schools, Seattle, Washington

James Milton Garner, Supervisor of Science Programs, Wash-
ington State Office of Public Instruction, Olympia, Washington.

Walter Hopkins, Chairman, English Department, Sammamish High
School, Bellevue, Washington.

Library and Audio-Visual Materials (Librarianship 514, 3 credits)

This course was concerned with the organization, administration, production and utilization of nonprint materials. The emphasis was on a multi-media approach to teaching based on an examination of research studies in communication and the learning theory. The school library as an instructional materials center and the competencies needed by the librarian to administer such a center with its many kinds of new media were explored. Time was provided for lectures and demonstrations, laboratory periods, field trips and discussion.

A detailed reading list was prepared by the instructor entitled, "Selected Readings." The required textbook was A-V Instruction: Materials and Methods, by James W. Brown and others.

Course content included: (1) lectures and demonstrations by the instructor; (2) reports and visual presentations by the participants; (3) discussion groups; (4) laboratory and production periods; (5) involvement

of specialists on the University campus; (6) visits to the University of Washington television station and language laboratory; (7) reference problems related to audio-visual materials.

This course was taught during the first four weeks of the Institute. In addition to a class session of ninety minutes each morning, two laboratory sessions of three hours each were held - one on the use of equipment and the second on the production of materials. Many examples of equipment for viewing, listening, copying and other forms of reproduction were demonstrated and remained available for student use throughout the Institute. The instructor and lab assistants helped students in evening lab sessions as they prepared their materials for oral presentation. Their term projects, based on some aspect of a school library program, included the writing of a script and developing of such materials as tapes, slides and transparencies.

In addition to the practical aspects related to equipment and production of materials, content included criteria for the evaluation of materials and equipment, examination of research studies, relation of the learning theory to such topics as television, programmed learning, single-concept films, and to other new media.

Many kinds of media were constantly in use in the classroom, seminar rooms and work-study areas. Slides, filmstrips, microfilm, tapes, transparencies, recordings, films were all used in this course. Some films used were: Selection and Utilization of Audio-Visual Materials (McGraw-Hill); Now and Forever (University Microfilms); Facts on Projection (International Film Bureau); Tape Recorder (State University of Iowa).

Instructor: Boyd Bolvin, Associate Dean of Instruction for Learning Resources, Bellevue Community College, Bellevue, Washington.

V EVALUATION OF THE INSTITUTE

Administration

Pre-Institute preparation: The meeting of Institute Directors in Washington, D.C. in the early fall was helpful in answering questions about the administration of an Institute program. Instructions for the preparation of the various plans, brochures, letters, etc. were discussed as presented in the Handbook for Directors, which was used throughout in making the announcement of the Institute, selection of the applicants, and designing of the program. Deadlines were met in producing and distributing brochures and developing form letters. (Listed in Appendix F).

Inquiries were answered promptly and from 961 initial requests for information, the thirty-five participants and fifteen alternates were notified between April 6 - 13. (See Table I , page 3)

In the evaluation questionnaire at the end of the Institute the participants were asked to rate the pre-Institute information and orientation. Nineteen rated these aspects excellent, fourteen good, and two satisfactory. Actually, few of the participants wrote for additional information, so it would seem that the letters with enclosures were reasonably adequate.

Orientation of students: The participants were asked to get settled into their living quarters on Saturday or Sunday morning before the opening on Monday. Sunday afternoon at four o'clock, all but three (who had been excused) attended a reception at Clark Hall. Here they met the faculty and became acquainted with one another. Twenty-six rated the opening tea as very enjoyable. Time was saved on Monday because of the Sunday introduction. Special arrangements had been made previously for group registration, which went smoothly Monday morning; the program was off to a good start on the first day of classes.

Relations with the USOE and the University of Washington: Instructions from the USOE were explicit; all forms to be used arrived on time and in adequate supply. Contact by telephone was easy and effective. Courteous consideration was given to questions, budget changes and special problems. The work was facilitated and expedited because of the cooperative attitude of personnel at the USOE.

It is impossible to give adequate appreciation to the University of Washington Administration. Each office concerned made its contribution to the effective operation of the Institute. Help as needed was always available from the Office of Grants and Contract Services and patience was unlimited. Directors of Housing and Admissions prepared special instructions for participants; applications were given preferential treatment in the office of the Graduate School; the Navy ROTC personnel were considerate throughout as thirty-five librarians and several staff members took over most of their building for more than two months; the provision of book stacks, supplies and services from the Library was made willingly. Other services were provided through departments of Audio-Visual Services, Informational Services and the Physical Plant Department.

Arrangements and organization of the Institute: When asked to evaluate this aspect of the Institute, twenty-nine participants rated it excellent and six, good. Comments included the following:

I must comment further on the exceptional organization of this Institute.

I cannot comment too highly on the excellent organization and leadership.

Sources of evaluation of the Institute: This Institute was not one marked for national evaluation or visitation. The evaluation, therefore, was accomplished through (1) comments of the faculty, (2) the Director's individual conferences with students, (3) a detailed evaluation questionnaire filled out by the participants. Students were rated on the Faculty Appraisal form of the School of Librarianship and these forms were placed in their folders, since a number of them either are already enrolled in the master's degree program or plan to be in the future.

Physical Facilities

School quarters: Clark Hall which is usually occupied throughout the school year by the Navy ROTC was available in part for the Institute. Although the building is old, the space was adequate. This space included one large classroom, two seminar rooms, two faculty offices, a large room which provided for office, library and work areas, plus a large lounge on the lower floor for the morning coffee break and social activities. It was possible to replace chairs nailed together with modern furniture and to add the tables, desks, etc. Ventilation was good except when shades were drawn for film showings and the classroom sometimes became very warm.

The classroom, seminar rooms, and work and study areas were rated excellent by five, good by eighteen, and satisfactory by twelve. The lounge area was rated excellent by twelve. Some of the comments stated that the proximity to dormitories for parking was appreciated, having classes together in one building was excellent, and even though the building was old, it was clean and "suited our purpose."

Criticisms leveled against the physical facilities pertained to pillars in the classroom, poor acoustics, and University class bells that rang loud and often. Some would have liked a quiet study area and larger seminar rooms.

Living quarters: Participants were not required to live in University dormitories, although twenty-three did so; five lived with their families off campus; seven commuted to outlying areas. The dormitories were rated well. Enthusiasm was expressed regarding some of the halls as "a beautiful place to live," and "homey and comfortable." Some had a lake view. The food was described as "very, very good," "fabulous," "too good."

Because of crowded conditions on the campus during the summer, the Institute participants could not all be housed in the same dormitory. Some of the comments were expressed as follows:

If all the Institute members could have been housed in one hall, the friendships and idea exchanges could have been even richer.

I wish we could all have been in one dorm and all on campus.

Provision for a central dining room might have been an advantage.

It would have been better, perhaps, if all dorm Institute members could have been housed in the same dorm and have had eating facilities as did the language groups.

There were several criticisms made concerning the noisy high school students on campus for a special conference and housed in the same dormitory area.

Only one student indicated that living off campus proved unsatisfactory. There were several, however, who thought it would have been better had all participants been housed on campus. One who lived off campus wrote, "I realize I missed some opportunities to know the other participants.

Recreation

All participants received a copy of the Summer School recreation program and most of them enjoyed one or more of the planned excursions. In fact, twenty-two found these trips very enjoyable. Brochures about interesting places to visit in Seattle were also distributed. Small groups made their own plans with the assistance of the Administrative Secretary.

The coffee period each morning gave a respite from class work and served as a time for socializing. The lounge in Clark Hall was easily utilized for making and serving coffee. It was used also for the opening tea and the tea given in honor of Dr. Henne. All these activities were rated very enjoyable by more than two thirds of the participants. They especially enjoyed the luncheon prepared in Clark Hall by one of their own group.

Parties away from the campus included an underground tour of Seattle followed by dinner in a Chinese restaurant, attended by twenty participants and some of their families. All thirty-five rated the most enjoyable social activities as the dessert parties planned by the regular faculty at the Director's home and the picnic dinner given by the Washington members at a participant's home on Lake Washington.

Program

Class organization: Most days followed a pattern of two classes of ninety minutes each in the morning and another of the same length in the afternoon. This pattern varied several times to accommodate four field trips off campus and two laboratory periods of three hours each.

More than half of the students thought the above periods were too long. Some who checked class length as about right indicated that the day was too well filled with scheduled class time, not leaving enough for study. Other criticisms related to the amount of sitting and too much large group instruction. Nearly two thirds of the participants would have liked more time in discussion groups and particularly at their own level--elementary or secondary. The audiovisual presentations by students were reported as providing very helpful ideas by thirty-one; panel presentations as very helpful by twenty and somewhat informative by fourteen.

Field trips: Of the seven field trips made, two were within the framework of regular class time and five outside. All arrangements were rated satisfactory and the number seemed about right. The two rated most practical were those made to the Highline and Bellevue School Districts where a district materials center was visited and a total of six schools, two each at the elementary, junior and senior high school levels. Of the three campus visits the language laboratory was rated higher than the television station and the tour of the University Main Library only moderately satisfactory by one half of the group. Since twelve rated the latter as very satisfactory, the gain from this guided tour must have depended somewhat on the group guide and/or on the students' acquaintance with a large university library, which confused a few. The visit to Seattle Public Library was arranged because of student request. Although it was not required, twenty-five made the trip and sixteen found it a very satisfactory experience.

Course content: The three courses are described in the preceding chapter. Their practicality, usefulness, time allotment and lab periods were rated well, as shown in Appendix E. The overall evaluation revealed that twenty-five or more students thought all three courses were very practical and useful. Eleven thought too much time was allotted to the Library and Audiovisual Materials course, even though the content and the instructor were rated extremely high throughout the evaluation. Thirty-two thought the work load was about right and only three that it was too heavy; all but two felt the Institute was very practical in terms of their own needs; most indicated that the stated objectives were realized to a great degree; a majority thought the content would be a combination of immediate and introductory to long-range benefits to them.

Librarianship 514--The Library and Audiovisual Materials: This course was rated as very practical and very useful in bringing students up to date in the field. Nearly one third, however, thought too much time was allotted for this particular course. Twenty-three rated the lab periods as very helpful.

Throughout the evaluation of this course the instructor was described repeatedly as having qualities of excellence, kindness, warmth, humor, enthusiasm, competence and patience. Many helpful comments, both in praise and in criticism of the course content and organization were written by the evaluators. Some of the representative ones include:

Changed my whole feeling about AV. I had always remained aloof--now I plan to go back and get involved.

Graphic presentation of practical problems!.

Because of my own inexperience, the work load in this course seemed enormous, but that was a personal individual matter. For others who had already had a course or two in AV, it came more easily, but I learned the most!!

I feel more time could have been given to the equipment lab period--perhaps broken up into two sessions. The AV course gave me so much more assurance in this area.

This program was especially helpful to me because I will be called upon to help choose new equipment and non-print materials to be placed in the library within the next two years.

First of all, it was very worthwhile, especially to those of us who were not oriented to AV. However, I felt there was too much emphasis on the technical side. We need to know about the new media but most of us will not be AV specialists.

Librarianship 454 and 485--The Library in the School and Seminar in School Library Programs: As stated earlier in this report, these two courses were so interrelated that it was sometimes difficult to separate both the organization and content of them. There were advantages and disadvantages in this type of organization, although it allowed for flexibility and the teaching done by the subject specialists. When students rated these two courses jointly, twenty-five indicated they were very practical and useful, while five thought they were only somewhat practical and useful. Many interesting comments were made, some of which follow:

Exchange of ideas, broadening viewpoints, expanding and updating of curriculum approach was a real thrill to me. It's wonderful to know people in such a variety of fields with exciting, forward looking enthusiasm. The creativity approach is thrilling. The speakers were good, and it's fun to meet personally people nationally known in the library field.

Especially appreciated the opportunity to evaluate our own school situation and our material selection policy. One doesn't do this type of thing often enough.

Too many panels were overlapping and became boring.

Courses presented excellent view of total school library program which in turn leads to better understanding of levels other than my own.

I deeply appreciated the emphasis on curriculum areas.

The panels were excellently done . . . coordinating what we learned this summer plus suggestions that will be helpful.

More of a practical swap session could have been had. We would have then profited even more from each other's experience.

I particularly appreciated sharing problems and ideas with other librarians, and the opportunities to hear experts in the field.

Staff

Regular faculty: In the overall rating of the Director and the three regular faculty members, thirty thought they were excellent and five, good. The Director was complimented for her leadership, organization, efficiency and ability to summarize. The three instructors were praised for their knowledge, flexibility, charm and friendliness. Specific statements follow:

I enjoyed our three gracious teachers and appreciate the effort each one made to help us individually and collectively.

Really the whole crew of you are remarkable and made the Institute memorable.

Is it possible to modify excellent? I don't believe it could possibly have been better.

Subject specialists: In any evaluation individual responses to personalities and interest in particular subjects must be kept in mind. Some of the ratings of persons were based of course on these two factors. There were nineteen nonetheless who rated the three subject specialists as excellent, twelve who rated them good, and four as satisfactory. Many comments were made about the three specialists by name and some covered the three in one statement. Several of the more general ones follow:

These gentlemen gave so much of themselves and shared their wisdom and viewpoints so generously. To gain insight into a teacher's point of view is one of the great contributions of this Institute. I appreciated it when they "leveled" with us and told us where we can improve our services to them.

All were well chosen and well qualified. What I enjoyed was the enthusiasm of each staff member.

Capable people with well prepared presentation but too much lecture.

The patience of the specialists was appreciated. Enthusiasm like theirs makes one really eager to go back and move mountains to become the hub, heart, mind, everything to your school.

I didn't always agree with them, but they all were stimulating, strong, personalities who had much to offer.

Visiting lecturers and consultants: These speakers were rated excellent by twenty-three and good by twelve. All but one thought the number about right. Most thought these outside speakers brought new ideas or presented a broad outlook to the group. They were described as tremendous, inspirational, stimulating, fine and "one or two only adequate." Specific comments follow:

A real thrill! Especially appreciated the opportunity to meet and hear Miss Gaver and Dr. Henne. I never expected to meet these lovely people whose writings I have studied and whose timeless work for our profession I have long admired.

All of them had something to offer and it was a good way to let us know of new things more directly than reading.

One of the most important benefits of the Institute was the opportunity to hear from the progressive people in the field-- people in a position to be doing something and to know the total picture of library work.

I was glad to meet notable people in library work. They brought so much enthusiasm and brought us up-to-date. However, spacing them so close together at first didn't give us enough time to reflect and discuss.

It would have been difficult to find anyone else--we had all the top ones here!

Other staff members: The library assistant, the administrative secretary, the clerk-typist and the lab assistants were rated excellent by most of the participants. They were described as helpful, patient, courteous, gracious and friendly. The students thought these staff members helped to make their work easier. They appreciated the spirit of communication, cooperation and friendliness toward one another and toward them. There was not a single critical comment made about these staff members.

Materials and Equipment

Print materials: The collection of library materials at Clark Hall was rated as extremely useful by the participants. Although thirteen found the University Library helpful to a great degree, nineteen found it only moderately helpful and three helpful to a small degree. It was obvious that the careful selection of a small collection geared to the course work of the Institute and housed in the same building was found easier to use than the tremendous collection scattered throughout the Main University Library. Two comments follow:

Absolutely a wonderful help to have the materials there handy for browsing, reading, checking out. A top notch arrangement and time-saving.

Was really grateful to have our library collection in Clark as I found it very frustrating to use the campus library.

The give-away materials were rated as excellent, good, useful, practical, wonderful, more than generous, good variety, outstanding. Several stated that they would make good use in other places in their districts of the materials not useful for themselves. One thought there were too many materials and that only those that were used specifically should have been distributed.

Audiovisual materials: The use of audiovisual materials was rated as excellent by twenty-one and good by eight. The availability of many kinds of materials was appreciated. All viewed some films they had never seen before. Several pointed out that instructors would have made better presentations with less lecture and more use of audiovisual materials.

Equipment: Although twenty-six rated the availability, quantity and quality of audiovisual equipment as excellent, several pointed out that this was because so much was brought in from the instructor's district and not because of what was secured from the University. One student wrote "I was able to use AV equipment whenever I wanted to and I particularly appreciated being in first hand contact with so many new and different pieces of equipment."

It was stated in the description of the course content and organization that many types of materials--tape and disk recordings, films, filmstrips, slides, video tapes, single concept films, microfilm, transparencies, programmed materials, curriculum center materials, Books on Exhibit--all were used by instructors and students. The production of materials was an important aspect of the Librarianship 514 course. Equipment needed for the use of all these materials was available, both for group and individual use. A great deal of reproduction by Thermo-fax and Xerox took place.

Student Reactions to the Institute

Question: What was the most significant thing that happened to you during the Institute?

Comments: (Numbers in parentheses indicate how often a similar comment was made)

A greater awareness of my responsibilities as a school librarian in relation to the use of AV materials. More specifically, becoming familiar with media and becoming more "comfortable" in operating them. (7)

A jolting realization of the changed implications of the word "library" and the means of implementing these changes into my 1967-1968 school year. (6)

Became aware of the new philosophies and trends in curriculum, and how these relate to the functioning of the school library. (4)

Probably the most significant thing is an intangible that was not stated in the purpose and objectives of the Institute, and that was the exchange of ideas and opinions with other flesh-and-blood librarians throughout the United States. (5)

This is hard to answer as there were many exciting and significant happenings during the Institute. Perhaps, to be able to meet, listen to, and talk personally to the famous "greats" in the field of librarianship was most exciting to me. It is certainly a part I will never forget. (4)

My basic attitude about librarians has changed. The image of librarians is new and exciting. Librarians are aggressive and forward looking and it pleases me. (3)

A good deal of soul searching and self evaluation. A tremendous increase in professional confidence.

Perhaps no one incident--but having presented to me once again the overall picture of the library related to education as a whole and trying to fit this into my own library situation.

The opportunity to be here.

Stimulation and enthusiasm--a "re-charging of the batteries!"

Question: What will you do differently or innovatively when you return to your work in the fall?

Comments: (Number in parentheses indicates how often a similar comment was made)

I will try to work more directly with teachers to help them improve curriculum. (10)

I'd like to start building up our libraries into true "instructional materials centers." (8)

I would like to try some type of flexible scheduling, have more in-service training for teachers, have a faculty committee for library, etc. (5)

I am going to "sell" the library and encourage constant use; am going to forget about trying to re-do the card catalog; spend as little time as possible on clerical duties and act like a librarian. (3)

I think that I will attempt to establish in-service training for teachers. (2)

Hope to revitalize the teaching part of library through more AV. (3)

Paperbacks will be welcomed. (3)

Improve program of library services. (3)

I'd like to get the "book policy" committee organized so that we can formulate our own book policy. (2)

In summary, most of the participants felt revitalized and renewed in their efforts toward better communication with teachers, children and principals, in making more use of audiovisual materials and equipment, in thinking more about a program of services rather than technical and clerical work, in revitalizing the program of library skills, in having more flexibility in scheduling and regulations, and above all in working more closely with teachers in curriculum improvement.

Question: What features of the Institute seemed unique to you?

Comments: (Number in parentheses indicates how often a similar comment was made.)

The staff. I have nothing but the greatest respect and appreciation for the four staff members and I believe their contribution to the Institute has done more to make it a highly successful experience for me than any other feature. Mr. Bolvin, Miss Copenhagen, Mrs. Thompson, and Miss Ahlers each contributed uniquely. (3)

In all areas, study and learning were made as comfortable as possible by centering us in one building and bringing materials to us. (3)

Having specialists from different fields to give us a better idea of problems outside the library was excellent. (3)

First to meet the famous people I have read about. (3)

The participants chosen were a group that was most congenial and wonderful that I think much of the learning from this time spent was due to this fact. (3)

The changing curriculum--realizing the teachers are the core of a successful IMC. (2)

For the first time in my college career I have had excellent instruction (for lack of a better word) and from so many outstanding people. I have never felt this close relationship with staff members and guest speakers before. It has been terrific!

The casual atmosphere and the interest in each member of the Institute as if that one was the only important one.

The whole thing seemed unique--the tremendous supplies, equipment and help, the variety and number of speakers and of course the marvelous teachers. I am awed thinking of all the effort that went into this and feel that there will be many far-reaching benefits.

The tremendous staff and the wonderful spirit that seemed to exist among them. The excellent leadership. The outstanding friendliness of the Institute members. The beautiful location. The awareness given to the importance of non-book materials.

Question: Is there value in having follow-up activities relating to the Institute?

Comments: There were many and varied suggestions for follow-up activities ranging from an evaluative questionnaire sent the next year to determine changes that have resulted from the Institute, to news letters, to keeping participants informed about new trends. A total of eighteen indicated that some type of follow-up activity seemed worthwhile; two could think of no value from such an activity; the remainder thought perhaps or questioned the value. One student wrote, "The money will have been spent in vain if our behavior is not affected." This person thought that a questionnaire next spring would reveal program changes at least. Many others expressed the same opinion.

The recommendation of the Institute faculty was that two questionnaires should be sent in the early spring, to the participant requesting information about program changes, and to the principal of the school asking about changes that have taken place. The Director agreed to carry out this recommendation.

Free Comments: Final comments were made by thirty of the participants. Some were repetitive and most were laudatory. On the question preceding this final one, students were asked to rate the Institute as a whole on a scale of 1-7, with #1 as the highest and #7 as the lowest rating. Twenty-two gave an overall rating of #1 and thirteen of #2.

Free comments that summarize and differ from others already quoted follow:

To sum it up: well organized, well staffed--fast moving--a wonderful, wonderful Institute. One that I will never forget. Our thanks to you all.

A thoroughly delightful time in your beautiful Northwest--and a valuable experience educationally which I am sure will challenge and motivate me in the coming years.

Thank you for including me. It was a pleasure from start to finish. And I expect to do things differently and better because of this summer's impact.

The Institute was all I expected and more. I appreciate the excellent planning which went into it. It has broadened our outlook and should certainly insure better library service for the children we serve.

It was a most wonderful experience for me. I'm sure that my district will benefit too because I have so much to offer from the Institute and I hope I can do a good job in implementing and spreading the knowledge and ideas.

I think this Institute has been truly inspiring; that I will go back to my school with renewed vigor to try many things that I had thought about but was not sure if I was, perhaps, stepping out of bounds. I feel that I will have more confidence in helping teachers both in planning and in selecting materials for them to use.

Thank you for a tremendous experience--if there were real shortcomings they were within me not the Institute.

I feel that the Institute has been very beneficial and will have an impact on my work for a long time. It is too bad that more librarians have not had the opportunity to take part.

This super-saturation that we have had is bound to be noticed. I could wish that more librarians would have the same or similar opportunities--I am glad we represent a cross-section of the country. There will be a kind of unity amidst diversity coming out of it.

Strengths and Weaknesses of the Institute:

Strengths: Based on the evaluation made by the participants and the comments of the faculty, the following strengths were identified:

1. The organization, administration and leadership of the Institute were praised throughout. Careful pre-planning by the instructors at their all-day meeting in March with follow-up activities by the Director and her secretary in arranging for lecturers, ordering materials, etc. during the spring were well worth the time; this pre-Institute work helped to insure a smooth organizational pattern throughout.
2. The close rapport felt by the participants not only with the regular faculty but also with the visitors, was repeatedly emphasized. The consideration of each person as an individual gave the students confidence and an appreciation of the staff. The Director had scheduled conferences of at least one half hour with each participant and these were quite informal in nature.

3. The feeling of camaraderie among the staff members and among the participants and the general good spirits and enthusiasm throughout all helped to create a friendly and permissive atmosphere.
4. The quality of the instructors and the visiting lecturers was with little exception excellent. Each as stated made a unique contribution and helped to stimulate the students to return with renewed zest to their jobs.
5. The opportunity to learn to use equipment and to produce and use a variety of audiovisual materials was a heady experience for many of these librarians who had worked with printed materials only up to that time.
6. The availability of the small, carefully selected library collection and the services of a half-time graduate library assistant, plus meeting, work and lounge areas, and the accessibility to equipment all in the same building saved time and effort of the participants.
7. The wealth of materials distributed to the students was helpful in their course work during the Institute and should be useful for a long time to come.
8. The variety of topics, methods, instructors and activities kept the program interesting to the end.
9. The change in some individuals who were frightened and worried at the outset, and the growth and development of others as they worked within the group, were exciting to both the staff and participants.
10. The amount of work seemed about right to most of the students; they were busy but rarely pressured.

Weaknesses: Weaknesses were not major, but some of the **criticisms** might well be considered as such. They included:

1. Those who lived in dormitories were disappointed that they were not all housed in the same dorm or at least seated in the same dining room for meals. Their informal contacts and discussion about mutual problems were limited because of this housing handicap.
2. The class sessions of ninety minutes were too long. The situation could have been improved had instructors planned for more buzz sessions, group discussions and other participating activities rather than so much straight lecture and question-and-answer periods. The students were "talked at" too much.

3. The class schedule for 454 and 405 was so filled with subject specialists and outside lecturers that there was little flexibility for additions or changes.
4. Assignments in 454 and 405 were criticized as confusing or nebulous by some. Perhaps this points up a weakness in three persons trying to coordinate two courses. It might prove less frustrating to have each person responsible for one course and then plan team teaching or coordination of certain activities.
5. Having the AV course of 4 weeks duration had some drawbacks and it might be preferable to have all courses continue throughout the Institute program.
6. The subject specialists did not have enough freedom to make assignments nor to give a grade. Five one-hour sessions might have been a better time length for each of them. Students liked having them and appreciated their work, but thought they delivered too many long lectures.

Major Problems Encountered and Solutions.

It was truly amazing how smoothly the administration of the Institute Program was carried out and how few problems there were with people. All thirty-five students arrived as planned and remained to the end; all faculty served as planned; all visiting lecturers appeared on schedule; no accidents occurred. The one emergency call two days before the end told of a death in a family, but the person concerned was composed and remained until the conclusion of all activities.

Two students seriously considered withdrawing during the second week because they were frightened about the audiovisual aspects and felt inadequate. After conferences with the Director and instructors they remained. Their reports on their projects and participation in panels were thrilling during the last week, and they were among the most enthusiastic in their final evaluation. The personal interest of other participants who reported the problems and of the staff helped them through their rough time.

Although the service was splendid, the audiovisual equipment secured from the University Audiovisual Services Department was not sufficient nor of late models. This problem was solved by the instructor of the AV course who brought many pieces of equipment with him from his district.

Miscellaneous Suggestions

The following aspects were suggested for evaluation in the report:

1. Objectives and goals. No need was expressed for change.
2. Optimum number of grade levels included. The range K-12 presented no particular problems. The elementary and secondary groups need more time together by levels than were included in this Institute.

3. Dates. The dates seemed about right and allowed 2-3 weeks of vacation both preceding and following the Institute.
4. Number of weeks. Six weeks are sufficient. Five might be better.
5. Participants. (a) Thirty-five is a good number.
(b) Two from the same school would be satisfactory if both had similar preparation. (c) If teachers and librarians were both involved some aspects of the program would of necessity have to be changed. For this type of program a shorter period might be more helpful.
6. Code. This was confusing because the first list of Institutes released did not explain code symbols.
7. Distribution of time. All participants wanted less classroom time and more time for study.
8. Content vs. teaching skills. Content and practical help are what participants seem to want particularly.
9. Ratio of staff. The ratio of staff to participants seemed about right although the AV instructor might better have served on a full-time basis, which would have meant three full-time instructors plus the Director and the equivalent of another half-time person with the three subject specialists.
10. Budget. The budget seemed about right, no particular problem arose in connection with it. Having the freedom to shift from one line to another with expenditures was helpful.
11. Impact of the Institute. There was a definite impact on the regular academic year program of the School of Librarianship. In the first place, several arranged interviews with the Director of the School and made plans for enrolling in the Master's program in librarianship; secondly, the fifteen participants within the state will undoubtedly serve as liaison and help publicize the regular program; thirdly, the Director of the Institute who is an associate professor in the School of Librarianship learned a great deal with respect to her own classes and plans some changes in curriculum based on some of the favorable outcomes of the Institute. Thus both the School and the instructors have benefited.

A P P E N D I C E S

- APPENDIX A Brochure
- APPENDIX B Participants
- APPENDIX C Faculty and Visiting Lecturers
- APPENDIX D Daily Schedule
- APPENDIX E Evaluation Instrument
- APPENDIX F Form Letters
- APPENDIX G Publicity (summary page and two
news releases)

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(Brochure)

APPENDIX A

NDEA INSTITUTE
FOR ADVANCED STUDY
FOR
SCHOOL LIBRARIANS
(Elementary and Secondary)

SUMMER 1967

Six Weeks

July 9 to August 11

UNIVERSITY OF WASHINGTON

In cooperation with the United States
Office of Education as authorized
under Title XI of the NDEA

University of Washington

NDEA INSTITUTE FOR ADVANCED STUDY FOR SCHOOL LIBRARIANS (Elementary and Secondary Librarians, K-12)

"Curriculum Change and the Changing Concept of Library Service"

Six Weeks—July 3 to August 11, 1967

(Code A-2)

OBJECTIVES

The objectives of this Institute program are to develop in the participant: (1) knowledge about curriculum changes and emphases and the impact of educational innovations on the library program; (2) an understanding of the broad field of learning resources that relate to an ever-changing curriculum; (3) knowledge and skills concerned with the newer educational media and their integration with printed materials into a unified instructional materials program.

gram; (4) an awareness of the librarian's leadership role in assisting teachers in the selection and effective utilization of learning resources in the instructional program; (5) an ability to solve the problems of organization and administration in an expanded program of library services that reflects the instructional materials or learning resources concept.

Program

Participants may enroll for academic credit and may earn 10 quarter credits if they have been officially admitted to the Graduate School of the University of Washington prior to the date set for the courses. Grouping by elementary and secondary levels will be a major emphasis in all courses.

The Library in the School (Librarianship 454, 3 credits)

This course is designed to help librarians solve the problems of administering an expanded program of library services that reflects the instructional materials concept and of involving teachers in planning this program.

Seminars in Library Programs for Children and Young People (Librarianship 485, 4 credits)

The developing curriculum and new trends and materials in the subject disciplines (with an emphasis on the humanities, social studies, and science and mathematics) will be related to the library program at the elementary and secondary levels.

Library and Audio-Visual Materials (Librarianship 514, 3 credits)

3. Evidence of continuing employment as a school librarian in a public or private school, or assurance of a contract to hold such a position in the academic year 1967-1968.

4. Ability to benefit from the Institute and specifically to profit from advanced instruction in librarianship and curriculum.

5. Evidence of dependable character and high potentiality as a teacher and as a librarian, as indicated by recommendations from the applicant's principal, supervisor, or from others in a position to judge.

Candidates will be considered from all parts of the country, but the needs of Washington State and the Pacific Northwest will be emphasized.

Those who have previously attended an NDEA Institute for School Library Personnel will not be eligible for participation in this Institute.

In selecting individuals for attendance at this Institute, and in otherwise conducting the Institute, this institution does not discriminate on account of the sex, race, creed, color, or national origin of

This course is concerned with the organization, administration, and evaluation of nonprofit materials and multi-media. The emphasis will be on newer media such as programmed instruction, 8-mm film, concept films and television. Time will be provided for discussion activities and for discussion of current methods of information storage and retrieval and of library mechanization and automation.

Staff

The staff will include specialists in elementary and secondary school libraries, in new media, and in the special subject areas of the humanities, social studies and science and mathematics. Lecturers and consultants from the campus, nearby school districts, and the State Office of Public Instruction, as well as nationally known speakers, will participate in the content areas of the Institute.

Criteria for Admission

- The Institute is designed for 35 school librarians whose eligibility has been based on the following points:
 1. Graduation with a bachelor's degree from an accredited college or university, with at least 15 semester hours in library science which must include courses in selection of books and other materials, basic references, and basic cataloging.
 2. Evidence of admittance to the Graduate School of the University of Washington (cumulative junior-senior grade-point average of .90 on a scale of 1.0-4.0).

an applicant.

Stipends

Librarians from both public and private schools shall be eligible to receive stipends of \$75.00 per week plus \$1.00 per week for each dependent. No funds are available for travel or housing.

Housing

Participants may live in University residence halls. The cost for a double room and all meals during the five-week Institute will be approximately \$180, for a single room, approximately \$200. Additional information on housing is available on request.

Application

Participation in the Institute requires acceptance by the Institute staff and formal admission to the Graduate School of the University of Washington. The appropriate application form, which must be returned with a postmark not later than March 20, may be obtained by writing to: University of Washington, NDEA Institute for School Librarians, Seattle, Washington 98105. Telephone: Area Code 206-543-3888. Individuals accepted for participation in the Institute will receive appropriate information regarding admission.

University of Washington
NDEA Institute for School Librarians
Evelene E. Ahlers, Director
Seattle, Washington 98105



Detach and mail immediately. Completion of this form does not constitute an application, but only a request for applications forms. Completed applications must be postmarked not later than March 20, 1967.

University of Washington

NDEA Institute for Advanced Study for School Librarians

Please send information and application forms to:
(Please type or print)

Name _____

Street _____

City _____ State _____ Zip Code _____

Name of school where presently employed _____

Address _____

Earned degree(s) _____ College or University _____

No. of hours in Library Science Semesters _____ Quarters _____

University of Washington
NDEA Institute for School Services
Keesing E. Albert, Director
Seattle, Washington 98105

Please apply to the SCHOOL ENTRANCE AND/OR SCHOOL LEAVE OPERATIONS

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PERMIT NO. 100
SEATTLE, WA

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University of Washington
NDEA INSTITUTE FOR ADVANCED STUDY
FOR SCHOOL LIBRARIANS
"Curriculum Change and the Changing Concept of Library Service"
Six Weeks — July 3 to August 11, 1967

OUTLINE OF PROGRAM

The daily schedule, July 3 - August 11, Monday through Friday, will be:

8:00- 9:30 a.m.	Lectures, demonstrations, discussions
9:30-10:15 a.m.	Coffee hour, informal discussions
10:15-11:45 a.m.	Lectures, demonstrations, discussions
11:45 a.m.-1:00 p.m.	Lunch
1:00- 3:00 p.m.	Practicum: examination, preview, evaluation of materials; production and audio-visual equipment laboratory periods; seminars by levels
3:00- 6:00 p.m.	Open Individual conferences, student preparation time, and/or field trips
6:00- 7:00 p.m.	Dinner
7:00-10:00 p.m.	Open Student preparation time

WEEK-END EXCURSIONS

The Olympic Peninsula/Mt. Rainier/Victoria, B.C.
Columbia River and Eastern Washington/San Juan Islands

UNIVERSITY OF WASHINGTON • NDEA INSTITUTE FOR SCHOOL LIBRARIANS • SEATTLE, WASH. 98105

Eleanor B. Ahlers, Director
Telephone: Area Code 206-543-1888

NDEA Librarianship Institute, July 3 - August 11, 1967

University of Washington

PARTICIPANTS

<u>PARTICIPANT</u>	<u>Home Address</u>	<u>School Address</u>
Anderson, Mrs. Dorrine A.	1325 Wisconsin Gladstone, Mich. 49837	Public Schools Gladstone, Mich.
Berkley, Mrs. Erma V.	513 East 12 Port Angeles, Wash. 98362	Port Angeles High School Port Angeles, Wash.
Bueler, Mr. Roy D.	908 15th Ave. S.W. Puyallup, Wash. 98371	Stanley Elem. School Tacoma, Wash.
Chamberlain, Mrs. Elizabeth	Rte 5, Box 580E Everett, Wash. 98201	Olivia Park Elem. School Mukilteo School Dist. 200 - 108th S.W. Everett, Wash. 98201
Chambers, Mrs. Nadine W.	109 W. Park Ave. Selah, Wash. 98942	Mountainview Elem. Sch. West Valley Public Schools Yakima, Wash.
Dombkowski, Sister Mary Beata, C.R.	Maria Regina Convent West Hartsdale Ave. Hartsdale, N.Y. 10530	Maria Regina H.S. Hartsdale, N. Y.
Eager, Mrs. Betty M.	1201 Harvard Street Shelton, Wash. 98584	Bordeaux Elem. School Shelton, Wash.
Forbes, Sister Vincentia	1900 Wellesley Ave. St. Paul, Minn. 55105	Nativity School St. Paul, Minn.
Gjovaag, Mrs. Helen	Box 686 Star Route Marysville, Wash. 98270	Marysville Jr. H.S. Marysville, Wash.
Gleason, Miss M. Irene	223 W. Poplar Street Walla Walla, Wash. 99362	Garrison Jr. H.S. Walla Walla, Wash.
Griffen, Mrs. Eleanor B.	3911 Camino de Palmas Tucson, Ariz. 85711	Elementary Schools Tucson District I Tucson, Arizona
Hahn, Mrs. Lois C.	12909 S. E. 103 Renton, Wash. 98055	Hillcrest Elem. School Renton, Wash.
Hannum, Mrs. Barbara L.	4145 E. Cooper St. Tucson, Ariz. 85711	Catalina High School Tucson, Arizona (Former school - Palo Verde H.S.)
Hess, Sister Margaret Ann	325 Homewood Ave. Dayton, Ohio 45405	Julienne H.S. Dayton, Ohio
Hodges, Mrs. Adella M.	Box 5 Dubois, Idaho 83423	Ririe High School Ririe, Idaho
Hutchison, Mrs. Geneva P.	502 Tenth Ave. West Kirkland, Wash. 98033	Elementary Schools Lake Wash. School Dist. Kirkland, Wash.

<u>PARTICIPANT</u>	<u>Home Address</u>	<u>School Address</u>
Kleist, Mrs. Evangeline E.	133 Country Club Road Schofield, Wis. 54476	Schofield Grade School Schofield, Wis.
Little, Mrs. Elizabeth W.	812 3rd St. S.W. Sidney, Mont. 59270	Sidney Jr. H.S. Sidney, Mont.
Loertscher, Mr. David V.	4104 Locust Ct. S. Seattle, Wash. 98108	Southside Elem. School Elko, Nevada
Lomax, Mrs. Virginia E.	2113 S.W. 339th St. Federal Way, Wash. 98002	Adelaide Elem. School 1635 S.W. 304th St. Federal Way, Wash.
Lowery, Mrs. Doris C.	530 N. Seminole Okmulgee, Okla. 74447	Okmulgee High School Okmulgee, Oklahoma
Marett, Mrs. Edythe W.	Duchesne, Utah 84021	Altamont Elem. School Altamont, Utah
Martin, Mrs. Marjorie C.	336 Holgate Ave. Defiance, Ohio 43512	Ayersville Local School R.R. #6 Defiance, Ohio 43512
Miller, Mrs. Suzanne B.	36 Eastwood Drive San Mateo, Calif. 94403	Burlingame High School Burlingame, Calif.
Muzzall, Mrs. Evelyn W.	6198 60th N.E. Oak Harbor, Wash. 98277	Oak Harbor High School Oak Harbor, Wash.
Nelson, Mrs. Marjorie B.	815 14th Avenue West Kirkland, Wash. 98033	Thoreau Elem. School Lake Wash. School Dist. Kirkland, Wash.
Perryman, Mrs. Marion J.	10202 Hemlock St., S.W. Tacoma, Wash. 98498	Lake Louise Elem. School Clover Park School Dist. Tacoma, Wash.
Price, Miss Glenda M.	527 Ridge Reno, Nevada 89501	Swope Jr. High School Washoe Cty. School Dist. Reno, Nevada
Riesenweber, Mrs. E. Margaret	4008 W. 2nd Ave. Kennewick, Wash. 99336	Highlands Jr. H.S. Kennewick, Wash.
Rogers, Mr. Thomas W.	Rte 2 Urbana, Ohio 43078	Graham High School St. Paris, Ohio 43072
Taggart, Mrs. Dorothy T.	315 North C. Street Wellington, Kans. 67152	Wellington Sr. H.S. Wellington, Kans.
Tobit, Mr. Oswald M.	1648 Moore Street Beloit, Wis. 53511	Memorial High School Beloit, Wis.
Tullis, Mrs. Elizabeth W.	1645 11th Ogden, Utah 84404	Roy Jr. H.S. Weber Cty. School Dist. Roy, Utah (Former school - Traner Jr. H.S., Reno, Nev.)
Viche, Miss Arlene M.	P.O. Box 279 Elma, Wash. 98541	Elma High School Elma, Wash.
Wagner, Mrs. Dorothy N.	14 Prince Street Cumberland Center, Me. 04021	Falmouth Jr-Sr H.S. Falmouth, Me.

NDEA Institute for School Librarians

University of Washington

Summer 1967

FACULTY AND VISITING LECTURERS

FACULTY

Ahlers, Miss Eleanor E.
Associate Professor
School of Librarianship
University of Washington
Seattle, Washington 98105

Amundson, Donald W.
Coordinator of Social Studies
Highline School District No. 401
P.O. Box 66100
Seattle, Washington 98166

Bolvin, Boyd M.
Assoc. Dean of Instruction
for Learning Resources
Bellevue Community College
Bellevue, Washington

Copenhaver, Miss Margaret Sue
Librarian, George Wythe High School
Richmond, Virginia

Garner, James M.
Supervisor of Science Programs
Office of Public Instruction
P.O. Box 527
Olympia, Washington

Hopkins, Walter
Head, English Department
Sammamish High School
Bellevue, Washington

Thompson, Mrs. Jean
Librarian, Columbia High School
Richland, Washington

LECTURERS AND CONSULTANTS

Babcock, Dr. Chester D.
Assistant Superintendent
Office of Public Instruction
P.O. Box 527
Olympia, Washington

LECTURERS AND CONSULTANTS cont'd

Badten, Mrs. Jean
Supervisor of Library Services
Office of Public Instruction
P.O. Box 527
Olympia, Washington

Barr, Mrs. Roberta Byrd
Coordinator of Community Liaison
Services
Seattle Public Schools
1700 S. Cherry
Seattle, Washington

Brewis, Frederick L. (Gaylord)
10714 Lakeside N. E.
Seattle, Washington

Coleman, Carter (University Microfilms)
2940 Octavia Street
San Francisco, California 94123

Egbers, Eldon
Supervisor of Mathematics Programs
Office of Public Instruction
P.O. Box 527
Olympia, Washington 98501

Gaver, Miss Mary V.
Professor
Graduate School of Library Service
Rutgers University
New Brunswick, New Jersey

Henne, Dr. Frances
Professor
School of Library Service
Columbia University
New York, N. Y.

James, Don W., Principal
Roosevelt High School
6941 North Central Street
Portland, Oregon

LECTURERS AND CONSULTANTS cont'd

Kidder, Miss Eleanor
Superintendent, Young Adult Services
Seattle Public Library
Seattle, Washington 98104

Wood, Maury (Compton's)
4009 Alonna Drive
Olympia, Washington 98501

Motomatsu, Miss Nancy
Associate Supervisor of
Library Services
Office of Public Instruction
P.O. Box 527
Olympia, Washington

Newman, Mrs. Ruth
5802 E. Mercer Way
Mercer Island, Washington

Pitts, Mrs. Elsie
Librarian, Marcus Whitman School
Richland, Washington

Riecks, Donald F.
Director, Audio-Visual Services
115A Lewis Hall
University of Washington
Seattle, Washington 98105

Sayles, Mrs. Lois
Head Librarian
Roosevelt High School
6941 North Central Street
Portland, Oregon

Smallman, Ron and Dotson, Jerry
Pacific Science Center
200 2nd North
Seattle, Washington 98109

Torkelson, Dr. Gerald M.
Professor, Education
408A Miller Hall
University of Washington
Seattle, Washington 98105

Wanamaker, Mrs. Pearl A. (Scholastic Services)
415 W. Mercer
Seattle, Washington

Winger, Miss Margaret A. (Field Enterprises)
Gateway West - 311
1801 Avenue of the Stars
Los Angeles, California 90067

NDEA INSTITUTE FOR SCHOOL LIBRARIANS

DAILY SCHEDULE

July 2 - 7

Sunday, July 2

4 p.m.

Reception at Clark Hall for NDEA staff, participants, and faculty of School of Librarianship

Monday, July 3

8 - 9:30 a.m.

Registration, fill out EMIE forms, instructions, etc.

9:30 - 10:00

Coffee

10:00 - 11:00

Introductory general session

Greetings - Dr. Lieberman

Introduction to the Institute - Miss Ahlers

11:00 - 11:45

Librarianship 514 class meets

1:00 - 1:50

Meet by levels for instructions and assignments.

Film, "Where the Action Is"

2:00 - 3:00

Tour of University Library

Tuesday, July 4

Holiday

Wednesday, July 5

8:15 - 9:45

Libr. 514 class

Film, "Selection and Utilization of Audio-Visual Materials"

9:45 - 10:15

Coffee

10:15 - 11:45

General Session

Keynote address on the Changing Curriculum -

Dr. Chester Babcock

1:00 - 3:00

Group discussion (Dr. Babcock will meet with the group for a question and answer period.)

Thursday, July 6

8:15 - 9:45

Libr. 514 class (Film, "The Tape Recorder")

9:45 - 10:15

Coffee

10:15 - 11:45

Address, "Evaluating the Program of Services," Miss Mary Gaver

1:00 - 3:00

Group discussion (Miss Gaver will meet with the group for a question and answer period.)

8:00 p.m.

Miss Gaver will deliver a University lecture at Guggenheim Hall on "Library Manpower - Myth or Reality?" (All students requested to attend.)

Friday, July 7

9:00 - 10:00

Joint meeting with Educational Media Institute to view Mr. Bolvin's multi-media presentation on "Learning Resources Centers."

10:00 - 10:30

Coffee

10:30 - 11:45

General Session

(1) Presentation by Miss Ahlers on professional associations

(2) Reporting on the ALA convention by Miss Ahlers, Miss Copenhaver and Mrs. Dorothy Hellene

1:00 - 2:30

Levels meetings

NDEA INSTITUTE FOR SCHOOL LIBRARIANS

DAILY SCHEDULE

July 10 - 14

Monday, July 10

8:15 - 9:45 Libr. 514. (Film, "Facts on Projection")
9:45 - 10:15 Coffee
10:15 - 11:45 Address on "National Standards" -- Dr. Frances Henne
1:00 - 3:00 Question-and-answer period with Dr. Henne

Tuesday, July 11

8:15 - 9:30 Libr. 514 (with Dr. Torkelson as speaker on "The Learning Theory and New Media")
9:30 - 10:00 Coffee
10:00 - 12:00 A.V. Materials Lab (Communications Building)
1:15 - 4:00 A.V. Materials Lab cont'd (Communications Building)
4:00 - 5:00 Tea to honor Dr. Henne (NDEA group, students and faculty of School of Librarianship in Clark Hall) with question-and-answer period.

Wednesday, July 12

8:15 - 9:45 Libr. 514 (Mr. Carter Coleman, University Microfilms, as speaker). Film, "Now and Forever"
9:45 - 10:15 Coffee
10:15 - 11:45 General session with Miss Copenhaver and Mrs. Thompson
Film, "Library, Place for Discovery".
1:00 - 2:30 Discussion groups by levels on library skills

Thursday, July 13

8:15 - 9:45 Libr. 514 (Educational Media Institute group meets with librarians at coffee and discussion.)
9:45 - 10:15 Coffee
10:15 - 11:45 Presentation by Don James and Mrs. Lois Sayles, Knapp Project, Roosevelt High School, Portland, Oregon.
1:00 - 2:30 Mr. James and Mrs. Sayles will meet with the secondary librarians.
Elementary Librarians will meet with Mrs. Thompson (Mrs. Roberta Byrd Barr will speak on storytelling; Film, "The Pleasure Is Mutual")

Friday, July 14

8:15 - 9:45 Libr. 514 (Topic - "The Library and Television")
9:45 - 10:15 Coffee
10:15 - 11:45 Miss Eleanor Kidder, Seattle Public Library, will meet and with secondary librarians on young people's reading.
1:00 - 2:00 Elementary Librarians will meet with Mrs. Thompson

N.B. Lewis Hall will be open 7:00 - 10:00, Tuesday, Wednesday, Thursday evenings this week, with a lab assistant to help you with your 514 assignment.

NDEA INSTITUTE FOR SCHOOL LIBRARIANS

DAILY SCHEDULE

July 17 -- 21

Theme: "The Humanities Program," with Mr. Walter Hopkins as instructor for Libr. 485.

Monday, July 17

8:15 - 9:45 Libr. 514 (Field trip to campus television station, KCTS)
9:45 - 10:15 Coffee
10:15 - 11:45 Mr. Hopkins -- "Team and Cooperative Teaching"
1:00 - 2:30 Levels groups discussion on inservice programs

Tuesday, July 18

8:15 - 9:45 Libr. 514 (Film, "A New Day in Teaching"; discussion of team teaching.)
9:45 - 10:15 Coffee
10:15 - 11:45 Mr. Hopkins and Mrs. Ruth Newman, art teacher -- "Art and Music"
1:00 - 2:30 Program continued; Leonard Bernstein film

Wednesday, July 19

8:15 - 9:45 Libr. 514 (Topic - "Programmed Learning")
9:45 - 10:15 Coffee
10:15 - 11:45 Mr. Hopkins -- "Correlation of English with Art and Music" (With Kinescope of the work of one class)
2:00 - 5:00 Equipment lab session (Libr. 514)

Thursday, July 20

8:15 - 9:45 Libr. 514 (Field trip to campus language laboratory)
9:45 - 10:15 Coffee
10:45 - 11:45 Mr. Hopkins -- "Humanities Programs" (EB film "The Humanities: What They Are and What They Do")
1:00 - 2:30 Levels groups discussion of aids for selecting library books.

Friday, July 21

8:15 - 9:45 Libr. 514 (Lecture on newer media, such as single-concept films)
9:45 - 10:15 Coffee
10:15 - 11:45 Mr. Hopkins -- "New Directions in English and the Humanities"
1:00 - 2:00 Mr. Wood's demonstration of Compton's transparencies

N.B. Clark Hall will be open 7:00 - 10:00 Monday through Thursday with a lab assistant to help you with your projects; also Tuesday and Thursday afternoons, 2:30 - 4:30.

NDEA INSTITUTE FOR SCHOOL LIBRARIANS

DAILY SCHEDULE

July 24 --- 28

Theme: "The Science Program," with Mr. James Garner, Instructor

Monday, July 24

- 8:15 - 9:45 Libr. 514 (Discussion of materials and equipment for independent study)
- 9:45 - 10:15 Coffee
- 10:15 - 11:45 Mr. Garner - "Introduction and 'Mini-investigations'"
- 1:00 - 2:30 Continuation of Mr. Garner's lecture

Tuesday, July 25

- 8:15 - 9:45 Libr. 514 (Lecture on the administration of new media in school libraries)
- 9:45 - 10:15 Coffee
- 10:15 - 11:45 Mr. Garner -- "Modern Science Programs, Elementary and Secondary"
Prepare for Science Center visitation
- 1:00 - 2:30 Levels groups meet to prevue audio-visual materials)

Wednesday, July 26

- 8:15 - 9:45 Libr. 514 (Sharing of A.V. projects)
- 9:45 - 10:00 Coffee
- 10:00 - 4:30 Pacific Science Center visit
Mathematics Center -- Eldon Egbers and Jerry Dotson
Science Center -- Ron Smallman
(Bus leaves Clark Hall promptly at 10:00 and returns at 4:30.)

Thursday, July 27

- 8:15 - 9:45 Libr. 514 (Final examination)
- 9:45 - 10:15 Coffee
- 10:15 - 10:40 Group Evaluation of Center and its Significance
- 10:45 - 11:45 "Science Education Materials, Kits, References, etc."
by Mr. Garner
- 1:00 - 2:30 Levels groups meet (Topics of choosing)

Friday, July 28

- 8:15 - 9:45 Libr. 514 (Sharing of A.V. projects)
- 9:45 - 10:15 Coffee
- 10:15 - 11:45 Mr. Garner - "Current Major Issues and Their Relevance to the School Curriculum"

NDEA INSTITUTE FOR SCHOOL LIBRARIANS

DAILY SCHEDULE

July 31 - Aug. 4

Theme: "The Social Studies Program," with Mr. Don Amundson, Instructor

Monday, July 31

8:15 - 9:45 Sharing of A.V. projects
9:45 - 10:15 Coffee
10:15 - 11:45 Mr. Amundson -- "What's Happening?"
1:00 - 2:30 Group sharing of A.V. projects

Tuesday, Aug. 1

8:30 - 9:45 Panel presentation
9:45 - 10:15 Coffee
10:15 - 11:45 Mr. Amundson -- "Significance for Librarians and Social
Studies Teachers"
Film, "Library, Place for Discovery"
1:00 - 2:30 Mr. Amundson - Group activities

Wednesday, Aug. 2

8:30 - 9:45 Panel presentation
9:45 - 10:15 Coffee
10:15 - 11:45 Mr. Amundson - Group activities -- "Problem Solving"
Film, "Project Discovery"
1:00 - 2:30 Panel presentation

Thursday, Aug. 3

8:30 - 9:45 Panel presentation
9:45 - 10:00 Coffee
10:00 - 4:30 Field trip to Highline School District
(Bus leaves from Clark Hall promptly at 10:00 and returns
by 4:30.)

Friday, Aug. 4

8:30 - 9:45 Panel presentation
9:45 - 10:15 Coffee
10:15 - 11:45 Mr. Amundson - Group Activities and Summary
1:00 - 3:00 Seattle Public Library visit (optional)

IDEA INSTITUTE FOR SCHOOL LIBRARIANS

DAILY SCHEDULE

Aug. 7 -- 11

Monday, Aug. 7

- 8:30 - 9:45 Miss Margaret Winger (Field Enterprises)
New materials and film on making of the World Book
Encyclopedia
- 9:45 - 10:15 Coffee
- 10:15 - 11:45 Mrs. Jean Badten and Miss Nancy Motomatsu, State School
Library Supervisors - "Federal Programs"
- 1:00 - 2:30 Panel presentation

Tuesday, Aug. 8

- 8:30 - 10:00 Panel presentation
- 10:00 - 10:15 Coffee
- 10:15 - 11:45 Mrs. Elsie Pitts meets with Elementary Levels group
on "Good Books for Children"
Secondary group discussion "Swap Shop"
- 1:00 - 2:30 Mrs. Pitts (Elementary)
Secondary group meeting continues

Wednesday, Aug. 9

- 8:30 - 9:30 Panel presentation
- 9:30 - 10:00 Coffee
- 10:00 - 11:45 Panel presentation
- 1:00 - 4:00 Bellevue School District visit (Bus leaves promptly
at 1:00 from Clark Hall)

Thursday, Aug. 10

- 8:30 - 10:00 Panel presentation
- 10:00 - 10:15 Coffee
- 10:15 - 11:15 Panel presentation
- 11:15 - 11:45 Group discussion of commercial cataloging, L.C.
classification, etc.
- 1:00 - 2:30 Fred Brewis (Gaylord Brothers)
Demonstration of new materials and book mending

Friday, Aug. 11

- 9:00 - 12:00 Evaluative questionnaire
Coffee
Final remarks and summary - Instructors and Director

UNIVERSITY OF WASHINGTON

1

NDEA Institute II for School Librarians

EVALUATION OF THE INSTITUTE

Instructions: Check only one choice in each list. In addition to the specific requests for comments and suggestions, please add comments or qualifications with respect to your answer, as you consider necessary. Use space on the last page for additional free comments. Signature is not required.

A. General questions

1. Was the Institute practical in terms of your needs?
33 Very much 2 Somewhat Very little Not at all.
2. How did you find communication with the Director and staff members?
26 Excellent 9 Good Satisfactory Unsatisfactory.
3. To what degree were the stated purposes and objectives of the Institute program realized?
31 To a great degree 4 To a moderate degree To a small degree.
4. In relation to your school assignment do you feel the content and activities of the institute to be:
3 Of immediate benefit 8 Introductory to long-range benefits
24 A combination of the two Of limited benefit.
5. What is your opinion of the total work load of the Institute?
32 About right 3 Too heavy Too light.
6. How would you rate pre-Institute information and orientation?
19 Excellent 14 Good 2 Satisfactory Unsatisfactory
7. How do you rate the arrangements and organization of the details of the Institute?
29 Excellent 6 Good Satisfactory Unsatisfactory.

Comments and suggestions on any of the above items:

B. Program of instruction

1. Lectures by outside speakers
Were they helpful in interpreting the subject, bringing new ideas, or presenting a broad outlook?
26 To a great degree 9 To a moderate degree To a small degree.

2. How were the lengths of the class periods?

16 About right 19 Too long Too short.

3. Did the A.V. project reports provide you with helpful ideas?

31 Very much 3 Somewhat 1 Very little.

4. Were the panel presentations and discussions helpful in providing information?

20 Very much 14 Somewhat 1 Very little.

5. Levels discussion groups

Were they stimulating and helpful to you?

15 Very much 20 Somewhat Very little.

Was the time allowed for them

12 About right 2 Too much 21 Not enough.

6. Field trips

Were they practical in terms of your needs and/or interests?

Pacific Science Center:

13 Very satisfactory 14 Moderately 1 Not worthwhile

Highline School District:

27 Very satisfactory 3 Moderately Not worthwhile

Bellevue School District:

25 Very satisfactory 7 Moderately Not worthwhile

Seattle Public Library:

16 Very satisfactory 7 Moderately 2 Not worthwhile

University of Washington television station KCTS

13 Very satisfactory 14 Moderately 1 Not worthwhile

University of Washington language laboratory

23 Very satisfactory 9 Moderately 1 Not worthwhile

University of Washington Main Library

12 Very satisfactory 17 Moderately 4 Not worthwhile

Were the arrangements and organization of the field trips satisfactory?

34 Yes No.

Were enough field trips planned? 30 Yes 3 No.

If no, what other types of field trips would you have liked?

Comments and suggestions:

C. Courses

1. 514 - The Library and Audiovisual Materials

Was it practical in terms of your needs?

28 Very much 7 Somewhat ___ Very little.

Was it useful in bringing you up-to-date in the field?

31 Very much 4 Somewhat ___ Very little.

Was the time allotted for this course in relation to other aspects of the program:

21 About right 11 Too much 3 Not enough.

Were the lab periods helpful?

23 Very much 10 Somewhat 2 Very little.

Comments and suggestions about this course:

2. 454 - The Library in the School

485 - Seminar in School Library Programs

(Please treat these together, since they were somewhat integrated with an overall coordination.

Were they practical in terms of your needs?

25 Very much 10 Somewhat ___ Very little.

Were they useful in bringing you up-to-date in the field?

25 Very much 10 Somewhat ___ Very little.

Comments and suggestions about these courses:

D. Staff

1. Faculty

Rate the following with respect to instruction, consultant services, effectiveness of contribution, etc.

Director and three regular faculty:

30 Excellent 5 Good ___ Satisfactory ___ Unsatisfactory.

Three subject specialists:

19 Excellent, 12 Good 4 Satisfactory ___ Unsatisfactory.

Comments and suggestions:

2. Visiting lecturers and consultants

Rate the effectiveness of the visiting speakers and their contribution:

23 Excellent 12 Good ___ Satisfactory ___ Unsatisfactory.

Rate the number of visiting speakers:

34 Just about right 1 Too many ___ Too few.

Comments and suggestions:

3. Other staff members

Rate the services provided?

Library assistant:

34 Excellent 1 Good ___ Satisfactory ___ Unsatisfactory

Secretary and clerk:

32 Excellent 2 Good 1 Satisfactory ___ Unsatisfactory

Lab assistants:

26 Excellent 6 Good 2 Satisfactory ___ Unsatisfactory

Comments and suggestions:

E. Materials and Equipment

1. Print materials

Was the library collection of materials at Clark Hall useful?

32 To a great degree 3 To a moderate degree ___ To a small degree.

Were the services and materials in the University Library helpful?

13 To a great degree 19 To a moderate degree 3 To a small degree.

Rate the give-away materials (purchased, reproduced, etc.) for participants:

16 Excellent 15 Good ___ Satisfactory 1 Too much.

Comments and suggestions (in regard to print materials):

2. A.V. materials

Rate the use of A.V. materials throughout the Institute:

21 Excellent 11 Good 3 Satisfactory ___ Unsatisfactory.

Comments and suggestions:

3. Equipment

Rate the availability, quantity and quality of A.V. equipment.

26 Excellent 8 Good 1 Satisfactory ___ Unsatisfactory.

Comments and suggestions:

F. Living quarters

1. Dormitories

10 Excellent 11 Good 2 Satisfactory ___ Unsatisfactory.

Comments and suggestions:

2. Living off campus

12 Satisfactory 1 Unsatisfactory.

Comments and suggestions:

G. Institute physical facilities

1. Classroom, seminar rooms:

5 Excellent 18 Good 12 Satisfactory ___ Unsatisfactory

2. Work, study, lab areas

5 Excellent 17 Good 13 Satisfactory ___ Unsatisfactory

3. Lounge area

12 Excellent 16 Good 7 Satisfactory ___ Unsatisfactory

Comments and suggestions on this section:

II. Recreational activities (leave blank if not a participant)

1. University excursions:	<u>22</u>	Very enjoyable	<u>2</u>	Moderately	<u> </u>	Not worthwhile
2. Coffee hour:	<u>26</u>	"	<u>7</u>	"	<u> </u>	"
3. Faculty desserts:	<u>35</u>	"	<u> </u>	"	<u> </u>	"
4. Opening tea:	<u>26</u>	"	<u>5</u>	"	<u> </u>	"
5. Tea for Dr. Henne:	<u>25</u>	"	<u>8</u>	"	<u> </u>	"
6. Underground tour and dinner	<u>12</u>	"	<u>7</u>	"	<u>1</u>	"
7. Picnic dinner:	<u>35</u>	"	<u> </u>	"	<u> </u>	"
8. Number of planned activities:	<u>24</u>	"	<u>3</u>	"	<u> </u>	"

Comments and suggestions relating to any of the above activities:

I. Write on the following:

1. What was the most significant thing that happened to you during the Institute?
2. What will you do differently or innovatively when you return to your work in the fall?
3. What features of the Institute seemed unique to you?

4. Is there value in having follow-up activities relating to the Institute?
If so, specify what types of activities.

J. Final questions

1. Based on the ratings you have made throughout the questionnaire, please rate the Institute as a whole by circling the appropriate number, with #1 as the highest rating and #7 as the lowest.

Institute rating

2 1 1 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7

2. Free comments

Make any final comments if you desire.

FORM LETTERS

Copies of the items listed below were included in the official report of the Institute sent to the U. S. Office of Education, September, 1967.

1. Reply to initial inquiries and promising that the brochure would be sent.
2. Letter sent after the form from the brochure had been filled out and returned. This letter was headed "Information and Suggestions for Prospective Applicants."
3. Letter indicating ineligibility of applicant because of either too many or too few hours of library science education.
4. Three letters to those who completed application forms:
(1) non-selection as a candidate; (2) selection as an alternate;
or (3) selection as a participant (with Federal forms attached).
5. Letter of information dated May 16 sent to selected participants.
6. Letter dated June 13 giving further information to participants.
7. News release, list of participants, and sheets of information from Housing and Admissions offices were specially prepared and sent to participants.

PUBLICITY

News releases were prepared and sent through official channels to the press. In addition each participant received a copy and many contributed clippings from their local papers that made use of the release and added the name and sometimes a photo of the local participant. Publicity was as follows:

1. More than 3,000 brochures announcing the Institute were distributed to educational offices within and outside the State.
2. Two news releases were written and sent to the University of Washington Information Services. One was in May and the second in August.
3. The following news media included items:
 - a. University of Washington "Memo to Schools", Dec. 1966.
 - b. Seattle Times, May 1967.
 - c. University of Washington Libraries "Washington Library Letter," Dec. 9, 1966 and May 29, 1967.
 - d. Office of Public Instruction, "Notes from Everywhere for Washington School Librarians," May, 1967.
 - e. Washington State Association of School Librarians, LEADS, May, 1967.
4. The news in the Institute were featured in an article in the University of Washington Daily July 20, 1967.
5. Miss Mary Gaver, featured speaker, received publicity in the University of Washington Daily July 6, 1967.
6. A free-lance writer has promised a special feature story on the Institute for a Seattle paper. Washington Education will carry an article in a fall issue.

NDEA Institute for Advanced Study for School Librarians

University of Washington

A six-week NDEA Institute on "Curriculum Change and the Changing Community Library Service" will be directed by Eleanor E. Ahlers, Associate Professor, School of Librarianship, University of Washington, July 3 - August 11, 1967.

Fifty-five elementary and secondary school librarians have been selected to participate, with fifteen from Washington State and twenty representing fifty-five states throughout the country. The developing curriculum and new trends in materials in the subject disciplines (with an emphasis on the humanities, social studies, and science and mathematics) will be related to the library program at the elementary and secondary levels. Ten quarter hours of graduate credit will be earned in three courses.

Staff appointments have been completed. In addition to the full-time staff of full-time librarians will serve as instructors throughout the Institute. At the secondary level Miss Margaret Sue Greenham, Librarian, George Wythe High School, Richmond, Virginia, will teach one course and teach two seminars and facilitate conferences. At the elementary level, Miss Jean Thomson, Librarian at the Charles Wofford School in Richland during the Knapp School Libraries Project demonstration, will serve in a similar capacity. Boyd Bolvin, director, Learning Resources Center, Bellevue Community College will teach a course in new media during the six-week period. James Carnes, supervisor of Science Programs, State Office of Public Instruction, will serve as instructor in the science area during the week of July 24-29; Walter Hopkins, Chairman of the English Department, Sumner High School, Bellevue, will teach in the humanities area July 17-21; and Donald J. Van Ness, Coordinator of Social Studies, Highline Public Schools, in the social studies area July 21 - August 4.

A number of outstanding librarians and educators will serve as lecturers and consultants at various times during the Institute. Dr. Herbert Babcock, Asst.

[The text in this block is extremely faint and largely illegible. It appears to be the main body of a letter or report.]

Elsie Pitts, Librarian, Marcus Whitman School, Richland, Washington.

May 16, 1967.

NDEA Institute for School Librarians

University of Washington

A six-week NDEA Institute on "Curriculum Change and the Changing Concept of Library Service" was directed by Eleanor E. Ahlers, Associate Professor, School of Librarianship, University of Washington, July 3 - August 11, 1967. Thirty-five elementary and secondary school librarians were selected to participate, with fifteen from Washington State and twenty representing fifteen other states throughout the country. The developing curriculum and new trends and methods in the subject disciplines (with an emphasis on the humanities, social studies, and science and mathematics) were related to the library program at the elementary and secondary levels. Ten quarter hours of graduate credit were earned in three courses. In addition to field trips to the Pacific Science Center, the Highline and Bellevue School Districts, the institute members participated in the University summer recreation program.

Two full-time librarians served as instructors throughout the institute. At the secondary level Miss Margaret Sue Copenhagen, Librarian, George Wythe High School, Richmond, Virginia, taught one course and worked in seminars and individual conferences. At the elementary level, Mrs. Jean Thompson, Librarian at the Marcus Whitman School in Richland during the Knepp School Libraries-Project demonstration, served in a similar capacity. Boyd Balvin, Associate Dean of Instruction for Resources, Bellevue Community College, taught a course in new media during a four-week period. James Garner, Supervisor of Science Programs, State Office of Public Instruction, served as instructor in the science area during the week of July 24-28; Walter Hopkins, Chairman of the English Department, Sammamish High School, Bellevue, taught in the humanities area July 17-21; and Donald W. Amundson, Coordinator of Social Studies, Highline Public Schools, in the social studies area, July 31 - August 4.

A number of outstanding librarians and educators served as lecturers and consultants at various times during the institute. Dr. Chester Bobcock, Asst. Superintendent, Division of Curriculum and Instruction, Office of Public Instruction, gave the keynote speech on the changing curriculum and served as a consultant July 5. Miss Mary V. Gaver, professor at Rutgers University and immediate past President of the American Library Association, spent two days

with the group, as did Dr. Frances Henne, chairman of the revision of the state library standards, and professor at Columbia University. Mrs. Lois Seiler, librarian, and Don W. James, principal, Roosevelt High School, Portland, Oregon, gave a visual presentation of that Knapp School Libraries Project school. Eldon Egbert, Supervisor of Mathematics Programs, Office of Public Instruction, served as lecturer on day on mathematics teaching and relationships with the library. Mrs. Jean Badten, Supervisor of Library Services, and Miss Nancy Klotzsch, Associate Supervisor, Office of Public Instruction, were guest speakers on Federal programs August 7. Other guest speakers included Miss Eleanor Kidder, Superintendent, Young Adult Services, Seattle Public Library and Mrs. Elsie Pitts, librarian, Marcus Whitman School, Richland.

In the final evaluation one student wrote: "A thoroughly delightful year in your beautiful Northwest -- and a valuable experience educationally which I am sure will challenge and motivate me in the coming years." Another said "The Institute was all I expected and more. I appreciate the excellent planning which went into it. It has broadened our outlook and should certainly insure better library service for the children we serve."

August 14, 1967.