GROWING A LEARNING COMMUNITY WITH A HIGH SCHOOL LIBRARY

by

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of the requirement for the degree

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has been approved

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APPROVED:

ACCEPTED:

Associate Dean for Education
The purpose of this study was to conduct a survey to determine if and how high school libraries in two suburban districts are currently playing a role in building a sense of community for their populations. The basic question the survey was designed to answer was, "Are school libraries being used to foster a sense of community among their students, teachers and parents, and if so, how?" The survey results were used to help derive conclusions and recommendations about how high school libraries might fill a need for a sense of community or connection among students, teachers and parents in their schools. Additionally, based on written comments from the participating librarians, the survey also served as an idea and planning tool that might help further nurture that sense of community in schools.

Community, for the purposes of this study, was defined as a feeling of connection and sense of belonging for its members. The importance of any public or school's library in nurturing community has been noted by experts in the field of community building. Additionally, the American Library Association (ALA), the American Association of School Librarians (AASL) and individual public and school libraries around the country have taken on the challenge of redefining programs and space to meet the needs of their communities as shown by the 1999-2000 ALA theme for the year: Libraries Build Communities. Additionally, the AASL's publication of Information Power guidelines for school libraries address the importance of community and the many programs, services and activities happening in both public and school libraries. Libraries across the country
are moving beyond their traditional role as a safe, neutral haven, to become centers for community. Librarians are providing a new vision of what libraries can provide with a variety of programs, services and activities including: extended hours often open to the broader community beyond students and teachers; collaborations with other organizations such as public libraries, universities, community cultural centers, businesses and others; cultural programs featuring talks by authors, poetry workshops, performances by community groups or other special events; library web pages created by young people in order to draw peers into the community; socializing areas for eating and discussion groups; and meeting and planning space for a variety of organizations.

This study used a descriptive methodology which sought to determine current conditions related to community in high school libraries in the Peoria Unified and Glendale Union High School Districts in the northwest metropolitan area of Phoenix, Arizona. A survey comprised of short open and closed-ended questions was used to determine the librarians' perceptions of what their libraries were doing to build a sense of community among students, teachers and parents at their schools. Conclusions were reached and recommendations made on how librarians and school administrators might use their school libraries to foster a sense of community in their schools.
DEDICATION

I lovingly dedicate this work to David M. Wo who not only believed in me, but also taught me about the magic of community through his amazing life, love and example.
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CHAPTER 1
THE PROBLEM

Introduction

With the arrival of the Internet and the resulting abundance of information available on computers at home and at work, one might predict the demise of school and public libraries. That prediction raises several questions: What has been the purpose of school libraries? What should, or can, that purpose be now? What can libraries provide for students that sitting alone at a computer cannot? One answer to these questions is that the school library might create a sense of community for students and their families. This suggests perhaps a new perspective on school libraries which has not been previously explored.

Development of the Problem

Although the Internet provides an extensive connection to information, in some cases it might create even greater isolation. In today’s society, technology might easily allow people to fulfill virtually all their needs without ever leaving home. While there are obvious advantages to this, the downside is that the desire to connect to others through the Internet might also result in the isolation of the individual at his or her computer. Ironically, this creates the very opposite of what human beings have always sought and
what they’re seeking perhaps even more so today in this computer age: connection to others in a way that provides a sense of belonging or community. Additionally, independent use of computers assumes that users understand how to find the information they want, evaluate it and use it appropriately. This may not always be the case. Randomly using online resources independently may result in misinformation and the problems of bias and confusion that result. The Internet might be viewed as a great equalizer. It seems to provide an equal platform from which everyone can have their say. That includes everyone from large, well-respected publishing companies to fifth-grade students publishing their reports online to individuals at home computers who now have the opportunity to publish their own unique views. Internet users can not always be sure they are getting reliable information on anything from government policies to what kinds of vitamins they should buy for their children’s best health, unless they learn to investigate their source and think through the answers they find.

School libraries must continue to adapt to the changing needs of students, their families, and our society, or they will become obsolete. Ignoring the needs of these students, teachers, families and community members may create a void that deprives them of an enriching resource for information and skill-building as well as a place that nurtures a sense of identity and belonging.

Some school libraries are currently building a sense of community among their members (Watkins a, 2000). Making these processes available to other librarians might help to create extensions of those ideas of community-building as they are adopted at other schools. By understanding community and surveying school libraries, school
librarians could create plans which would help build bonds among different groups of people. Additionally, it could give parents, students and teachers a physical as well as a mental place to identify with while at the school. This environment might give a sense of belonging and empowerment, which might ultimately build self-esteem in young people. A sense of community in the school library could help foster interest and learning among students, staff and parents in becoming better users and communicators of information.

Need for Study

This study is designed to help high school librarians determine how their libraries are or might fill a need for a sense of community or connection among students, teachers and parents in their schools.

An investigation of how high school libraries are responding to changing information and needs of its students, staff and parents will provide library services which best meet those needs for fostering the sense of identity and empowerment that are created when a feeling of community is established (Short, 1997).

Purpose of the Study

The purpose of this study was to conduct a survey to determine if and how high school libraries in two suburban districts are currently playing a role in building a sense of community for their populations.
Research Question

How are high school libraries being used to foster a sense of community among their students, staff and parents?

Definition of terms

A “sense of community” in this study means a sense of connection or belonging to others within the school and/or to the school entity itself (Researcher).

“Free space” in this study means a place where people can work together for their individual and common good (Researcher).
According to Etzioni (cited in American Libraries, 2000), libraries are not only helpful, but critical in extending the quality and length of the lives of its citizens. He says that the effect of healthy, strong libraries and schools “contribute to the well-being of communities, which, in turn, have been shown to be of great import to individuals: They live longer, healthier and happier lives if they are members of communities” (p. 65). He sees libraries as “core institutions of communities, in the age of knowledge” (p. 65) which provide access to computers, meeting places and spaces for exhibits.

Kozol (cited in American Libraries, 2000), long a champion of the disadvantaged, is highly critical of cutbacks by the New York City school system which he says dismantled formerly excellent school libraries. He sees these cutbacks which have mostly affected poor neighborhoods as a way of robbing children of their right to learning, depriving them children of not only literary treasures but an equal education. He says that “those who respect our heritage of democratic culture in their country ought to make their voices heard-and ought to do it now” (p. 66).

Libraries are “extraordinarily suited to be the most exciting institutions in town” (p. 66) according to Robert McNulty, president of Partners of Livable Communities, (cited in American Libraries, 2000) which works to use culture, arts and humanities as community-building tools. Like others already mentioned, he observes the library’s traditional role as a civic resource that provides services to everyone equally, but he also urges libraries to transcend this role and “be civic leaders by asking what their communities need and redefining their programs and space to meet those needs” (p. 66). He suggests that when libraries “engage (their) community creatively to ‘dream’ what the
library could do that it is not now doing” (p. 66) they will become even more valued, used and beloved institutions that they already are.

The Profession’s View of The Role of Libraries in Facilitating Community

The American Library Association’s regard for the importance of the library’s role in community building is well illustrated by the selection of President Sarah Ann Long’s (2000) selection of the 1999-2000 theme for the year: Libraries Build Communities. To apparently further encourage librarians to consider their part in building community, the June/July issue of American Libraries (2000), the journal of the American Library Association, devotes itself to this very theme.

Christine Watkins (2000b), consultant in ALA’s Office of Communications, in an opening column about the union of libraries and communities quotes Harvard University’s Lisbeth Schorr “We have learned that outsiders cannot build community. Neither can insiders – local residents – if they are left to themselves…. We need new vertical alliances between the community people whose local wisdom is essential and the outsiders who have assembled and analyzed the lessons from elsewhere” (p. 63).

From this statement, Watkins (2000b) seems to suggest that with all of its activities related to community-building – the year long theme, conference presentation, this issue of American Libraries, and perhaps also with its on-going role as an association of librarians, the ALA performs a role as one of those vertical alliances. She says that “…there’s a need for a broader understanding of the place of the library as a community institution, both in theory and in practice” (p. 63) The concept of the role of libraries in
their communities is introduced and suggests some key programs and pieces which might help contribute to community building:

- bringing “live” voices to library stages through partnerships between libraries, arts organizations, communities,
- providing library-based literacy programs,
- the ALA’s Library Power initiative for school libraries which promotes community partnerships,
- providing free space (p. 63).

Free space is a term used by Harry Boyte (cited in Watkinsb, 2000), political scientist and longtime community organizer who says that communities need free spaces where public and private realms come together if democracy is to work. He explains that free spaces are where “citizens can work together for individual and common goods rather than simply being served by government employees or focusing on private gain” (p. 63).

Watkins (b, 2000) further suggests that “Libraries have a unique place in community life, offering a mix of public and private space. . . . To become truly free spaces in Boyte’s sense of the word, libraries need to check a couple of things in the mirror:

- Do they see themselves as community organizations, made up of staff and patrons working together?
- Are they fully open to all, aggressively seeking the participation and patronage of various groups in the community and nontraditional users?” (p. 63)
While these criteria are not necessarily task-specific, they certainly point in the direction of what one might consider a community-based atmosphere in any library, public or school.

Another structure or scaffold provided by specifically the *school* library profession, came with the publication of *Information Power: Building Partnerships for Learning* (AASL and AECT, 1998). This publication, together with standards for student learning, was developed jointly over three years by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT), both ALA affiliates, and is the most current in a long history of collaborative work by these organizations. The guidelines attempt to reflect the exponential growth in knowledge information, access tools and technology now available in school libraries, and approach this growth "by advocating the creation of a community of lifelong learners" (p. vii).

The focus of one entire chapter in *Information Power* (IP) is on how the school library media specialist makes connections among members of the learning community which includes not only students, teachers, administrators and parents, but also community members and resources as well as state, national and international resources. It gives some important reasons for making the library a link from school to the broader community, explaining that doing so provides a bridge between formal, school-based learning and independent, lifelong learning, increases the resources available to all learners in the school, and builds a base of community support for student learning and for continuous school improvement. Key in forging community connections is the role of
the library media specialist and her/his ability to collaborate, lead, and make effective use of technology.

IP holds that the library media specialist must use collaboration in establishing effective working relationships with all members of the community: teachers; school administrators; adult volunteers; community resources such as public libraries, museums, governmental and other public agencies; colleges and universities; district, regional and state educational offices and agencies; and national and international groups. It explains that “collaboration between the school library media program and the other partners in the learning community enriches both the program and encourages communication in all directions. The successful school library media program operates at the center of this active, engaged network of relationships that support dynamic, student-centered learning” (p. 125).

Leadership is required by the library media specialist in organizing learning opportunities both within and beyond the school, connecting with community agencies and businesses and being involved in policies and decisions made at district, state and regional levels. Librarians should also provide a leadership role in providing flexible access and hours to make the library’s resources and services more available to the learning community. IP explains that “programming that focuses on information literacy for the family -- reading and book-selection guidance, use of information technology and other practical skills -- turn school library media programs into community centers of learning” (p. 126).

Finally, IP emphasizes that “technology is a primary tool used by the library media specialist to forge connections between the program and the learning community.”
Defining technology in this context as “the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning” (p. 128), it notes that technology in this context has always played an important role in school library media programs. Again, collaboration is used in working with teachers to develop and manage effective instruction and to jointly create learning experiences for students that integrate information literacy standards with subject-matter content. Various technologies might be used to accomplish this (e-mail, local area networks, listservs and web sites) and so should be chosen wisely by the school librarian. “While technological links do not substitute for the human connections that are central to effective learning and teaching, they allow library media specialists to quickly and easily connect with people and resources…. Technology connections allow learners to apply the information literacy standards for student learning and to participate in a community of learners that spans the globe” (p. 130).

**School and Public Libraries Building Community**

Many libraries have already created programs that act upon the guidelines and themes that have been formally supported by professional associations. Perhaps one example are those programs that have either grown out of or been supported by the ALA’s Live! at the Library 2000: Building Cultural Communities project (an initiative of the ALA’s Public Programs Office) “This project (ALA’s Live! at the Library 2000) engages writers and readers, artists and audiences in helping libraries present cultural programs that can truly build – and rebuild – America’s communities” (Long, cited in Watkins, 2000a, p. 69).
E. Ethelbert Miller (2000), a writer, director of the African American Resource Center at Howard University, and an adviser to ALA’s Live! at the Library 2000 project, shares that in his view “in some cities, the library is a key part of urban revitalization. It is also a place that complements our work and leisure time. Along with new bookstores and cafes, the public library has become an attractive ‘third place,’ outside the home and office.... Here is where people meet” (p. 67).

Miller goes on to explain the important role of the public library (which might easily be applied to a school library) in its community as a place for readings, lectures, art and performances. He suggests that at a time when our cities are sometimes filled with tension, “we can look to the library to be a place for discussion, analysis, and understanding. Here, different opinions can coexist” (p. 68). As a writer himself, he recalls that participating in library events and reading his poetry there, has been extremely rewarding. He also offers some suggestions for librarians in order to make art and cultural events successful:

- Acquire an appreciation for the work of the invited author,
- Identify the community audience for the guest writer,
- Secure attractive and usable space for the event,
- Work to create quality promotional materials (p. 68).

From the artist’s perspective, Miller (2000) says that libraries can have very effective events when they attempt to address important subjects. “The programs are just another way of ‘shaping’ literature and the arts to fit public use” (p. 68).

Other programs being offered by libraries around the country as a part of the ALA’s Live! at the Library 2000: Building Cultural Communities project include:
“Losing Geography, Discovering Self” focuses on migration and immigration of people in our society. The non-profit Center for the Book developed and distributed a “toolbox” to reading groups. Others invited authors or playwrights to speak and helped teens tell their own stories.

“Other People’s Stories: The Art of Biography” created partnerships between library, film-maker, local PBS affiliate and donors.

“Body and Soul” explored the relationship between health and creativity, featuring talks or workshops by Craig Lesley, author of a novel on “bodies and souls” of adopted children, or series of programs and workshops by essayists (Terry Tempest Williams).

Poet Mel Glenn who writes for and about young adults presented programs on theme of “Violence, A Bitter Slice of American Pie,” about school violence (p. 69).

Another example of the library’s role in building community is represented by the ALA’s Office for Literacy. According to the National Adult Literacy Survey in 1992 (cited in Lipschultz, 2000), 40 million adults “demonstrated skills at the lowest literacy level defined in the survey” (p. 71). As a result, public libraries today are finding themselves in the position of needing to provide literacy services. Still, demand is apparently greater than the current number of reading programs in public libraries can accommodate. As a result, the ALA is pushing to include a literacy education course in its ALA-accredited Masters programs in order to “build… the capacity of future generations of librarians and the communities they serve” (p. 71).
Additionally, public and school libraries are seeking ways to use the Internet to draw teenage patrons into a sense of community. Patrick Jones (1997), in an article called "A Cyber-Room of Their Own," explains that "in cyberspace, as in physical space, young adults respond best to areas created just for them" (n.p.). He goes on to say that "in a library building, a separate young adult area, room, or department can help create a YA community" (n.p.). In this article, he emphasizes the importance of not only providing high interest materials in an attractive space that is distinct from other parts of the library, but also of including young people in the development of that space as well as in the development of web pages geared for teen audiences. The web pages provided by many public libraries for its teens, he explains, not only serve as information centers for traditional library materials, but also as community information centers for its teens. He points to the Internet Public Library which is based at the University of Michigan in Ann Arbor, as one example of a page that "has expanded YA input by organizing a teen board not simply to provide content, but to participate in the decision-making process" (n.p.).

Library Power

Perhaps the most broadly sweeping movement toward not only strengthening school libraries, but also aiding them in building community, is the Library Power Initiative which began in 1988 and has continued to develop in partnership with the American Association of School Librarians (AASL) and the Publici Education Network. It was initiated, however, by the DeWitt Wallace-Reader’s Digest Fund as a 10-year, $40 million investment in revitalizing the school libraries across the country. (AASL and AECT, 1998, p. 137)
This revitalization was necessary due to the drastic cuts in funding that had occurred in the early and mid 80’s which Jonathan Kozol so sharply criticized. The DeWitt Wallace-Reader’s Digest Funds’ money was matched by an additional $25 million from private donors in the communities involved in the project. Although the initiative began in New York City, it spread to 18 additional communities, and had the effect of not only ensuring full-time staff, and improved facilities and holdings in those school libraries, but also of “fostering and strengthening learning and cooperation within schools and engaging the larger community to sustain and expand these resources” (Watkins, 2000c, p. 74).

A report on how Library Power played out in Lincoln, Nebraska explains that among the primary goals and basic philosophies of their project which involved 46 K-9 schools over four years was that the entire school and surrounding community should be involved in the project’s development and implementation.

They report establishing a common vision and sense of ownership through a Building Advisory Committee (BAC) made up of teachers, librarians, administrators and community members which was charged with making the decisions on the project. The BAC was encouraged to include community-related issues as well as library issues to the building goals as well as to create a staff development plan for the faculty. The district helped to create tools for helping teachers and librarians integrate information skills into the classroom curriculum, using library resources. Levitov and Schmidt (2000) report that “by relating the goals of Library Power to curriculum’s planning and implementation, the district’s Library Media Services Department showed how relevant it was to the education goals of the district (p. 75)”.
This relevance may have certainly been an important step in creating ownership and thus community among teachers and students. The larger community remained involved, however, because individual community members remained an important part of the process. "Community members comprised more than 65% of the administrative and working committees, and their views expanded the vision of what Library Power could become" (Levitov and Schmidt, 2000, p. 75).

Community was also fostered through collaboration with other organizations including public libraries, universities, community cultural centers, businesses, private schools, retired citizens and professional groups. Their projects included

- joint summer reading programs with the public library which included shared training of staff and development of programs,
- joint training for pre-service teachers and joint grant writing with local universities,
- support from local businesses with facility renovations as well as with library advocacy campaigns,
- partnerships with cultural organizations that encouraged increased reading through local events and festivals,
- assistance from retirees and others as library volunteers, and
- support from professional organizations which helped promote Information Power and the national standards it sets for information skills (Levitov and Schmidt, 2000, p. 75).

In an article in *The Book Report*, a professional library journal, Farmer (1997), noted the upswing in funding for libraries in California following drastic cuts which had
occurred in the 1970's. Given her perspective as a school librarian and the return to funding in California, she made a number of predictions about what school libraries might become in ten years which corroborate the experience of Library Power and other schools.

Farmer (1997) sees the library as becoming "a vibrant community learning center" (p. 17), suggesting that the school library scenario of the future might include not only the traditional safe, neutral haven that provides a balance of perspectives where students can browse and seek information privately or sit and read reflectively but also a reading-socializing wing where students can read, drink coffee or other foods, discuss their reading, form study groups or play games. Additionally, libraries might also provide:

- a function-based space that puts computers and reference materials together; computers and media production equipment for creation of student presentations using information from computers and video conferencing centers,
- areas that serve special interests (girls computer center, lesbian-gay collection, multilingual section),
- student and adult tutors and tutoring materials,
- evening and summer hours during which community members are encouraged to access the library; parent education sessions, literacy programs and others might create a neutral town hall type of forum for all issues,
- resource lists in many formats including print, web pages, bulleted boards, interactive multimedia presentations, information literacy tours,
- planning space for librarians and teachers to collaborate, and
a place for health and government agencies and businesses to provide information to students and where school and public librarians can work together to provide resources and services for students (n.p.).

Farmer (1997) concludes that, "When teachers and students, as well as parents and other community members, realize that the library is the most cost-effective means to provide information research and sharing, then the library can become 'the right resource at the right time to the right person'" (p. 17). She emphasizes that it is up to school librarians to make these changes happen.

One area in which school libraries are already providing many of those services is in Broward County, Florida. An article in American Libraries (McC, 1998) explains that nine elementary, middle and high school libraries in that area are staying open late after school and taking advantage of $58,000 in funding provided by a grant from the Florida State Legislature to do so.

Hours seem to vary per school, but extended hours seem to include selected afternoons and evenings from about 3:00 to 7:00 pm and Saturday mornings from 9:00 am to 12:00 pm. The success of the extended hours program is attributed partly to the fact that public libraries are distant from many of the schools. Many students and families who come to school libraries after hours don't have public library cards and aren't comfortable with a large institutional setting. Also, the success of the appeal for extended hours is attributed to the Florida Association for Media and Education and to the advocacy of school librarians at town hall meetings over several years.

Community building activities taking place during these extended hours include:

- tutoring by high school students for low achievers,
♦ tutoring by high school students with computer skills for parents,
♦ book club, bedtime story session that kids attend in pajamas,
♦ chess club,
♦ poetry reading café, and
♦ a Saturday breakfast book club

Additionally, a separate article about Broward County libraries (Olson and Glick, 1997) explains another aspect of community service that the public libraries in that area are providing. Those institutions have joined with the Safe Places for Teens program, an organization which tries to help runaways or teens in trouble, to shelter teens for up to an hour while they wait to be picked up by a social service group. Library staff is trained by counselors from Lutheran Ministries on how to deal with kids in this situation.

Summary

This chapter presented information about the seeming importance of a sense of community in people’s lives. Community for the purposes of this research was defined in part as the web of relationships in which one is embedded. It was also noted, however, that what a community does is to create a feeling of connectedness and sense of identity for its members. This often comes through empowerment and shared decision-making, relevant solutions and expanded resources, all of which result in a greater participation in community. Facilitators of community should be sensitive to the needs of its members, making sure that their efforts are relevant to their needs and that members are empowered to act independently.
A variety of community builders offered their views of the library, providing multiple perspectives on the importance of the library in fostering community for the people they serve. One expert observed that the library has traditionally been a place that serves as a community crossroads where everyone, rich and poor, has equal access to ideas and literature. Another emphasized that libraries can be important catalysts in creating new collaborations that benefit its community members. It was further observed that healthy, strong libraries contribute to the health and well-being of communities, resulting in healthier and stronger individuals and that they should be essential for all children. Libraries were urged by these experts to take a leadership role in asking what their communities need and re-defining their programs and spaces to meet those needs.

The American Library Association has focused much of its attention on the importance of the role of libraries in building communities. Not only did it recently select a year-long theme entitled Libraries Build Communities, (Watkins, 2000) but it also held an annual conference with that theme, featured community-building as the theme of one complete issue of its magazine, American Libraries, and continues to encourage community through on-going programs such as its Live! at the Library. Librarians are encouraged to look at programs that help contribute to community building such as bringing live voices to library stages through partnerships with other organizations, providing literacy-based programs, and providing “free spaces” where people can work together for individual and common good. Further, librarians should ask themselves two things. Do they see their libraries as community organizations made up of staff and patrons working together? And are they fully open to all, seeking the participation of various groups and users?
Information Power: Building Partnerships for Learning (1998), a joint project of the American Association of School Librarians and the Association for Educational Communications and Technology, both ALA affiliates, is particularly important in guiding school librarians in developing community. One entire chapter in this publication is devoted to how the school library media specialist should be making connections among all members of the learning community in order to provide a bridge for students between school and lifelong learning, to increase the resources it can make available, and to build a base of community support for student learning and continuous school improvement. In order to forge these connections, the library media specialist, it says, must use collaboration, leadership and technology.

Many school and public libraries have already created programs that help to build a sense of community. ALA’s Live! at the Library 2000 project has helped libraries present cultural programs that are intended to build – or rebuild community. These kinds of programs allow people to look to the library as a place for discussion, analysis and understanding, and as a place where different opinions can coexist. Many other libraries are also creating literacy programs for adults as a way to serve their communities. Others are creating communities by using the Internet. Young people are invited to be a part of developing library web pages that appeal to others in their own age group.

The Library Power initiative also has had a drastic effect on school libraries nationwide. It has provided funding that has had the effect of ensuring full-times staff, improved facilities and holdings, and strengthening learning and cooperation within schools while involving the larger community to support and enlarge those resources. Schools involved in the Library Power project report that through advisory committees
which include teachers, librarians, administrators and community members, they have
done much to expand a sense of community through the library. Information skills were
integrated into classroom curriculum, making the library and its resources relevant to
students and teachers. Also, community was fostered through collaboration with a variety
of other organizations such as public libraries, universities, community cultural centers,
businesses, private schools, retired citizens and professional groups.

One vision of the school library media center of the future is that of a vibrant
community learning center that provides not only its traditional safe, neutral haven that
offers a balance of perspectives, but also a socializing area for eating and discussion
groups. It might also provide a computer and reference center, production equipment,
areas that serve special interests, tutoring materials, evening and summer hours in which
community members are encouraged to access the library, literacy programs, resource
lists, planning space and a place for other agencies to provide information for students.
CHAPTER 2

LITERATURE REVIEW

Introduction

The interest in the idea of community grew in this researcher from the experience of being part of building a community theater. People poured their lives into the project, building it from scratch. Most had no theater background, but they had become involved in music and theater productions and found a niche or role, a connection with others with different backgrounds and talents, and formed a bond. After a full day of working at a regular job, people in this community theater chose to spend most of their free time building, performing, writing, and ultimately, creating together. Their motivation came, perhaps, from a sense of connection to others, a feeling of empowerment and perhaps a sense that they were creating something that might make a difference in the world. Community.

People from other groups report the satisfaction of that community feeling, as well. Up With People, which groups college-age young people in casts of over a hundred from all over the world, travels the world performing a show about the connections between all people. In an article titled, “A Sense of Community,” (Up With People, 1998) alumnus Paula Duncan explains, “I would sit talking with different people each
week and get a taste of the country they were from. We laughed and cried together, worked and played together – it was such a bonding experience” (p. 6).

Perhaps this kind of experience is worth noting because that bonding is not always so easily found. In today’s technology-filled, fast-paced society, people in general may often find themselves increasingly isolated and longing for that sense of community. M. Scott Peck (cited in AtKisson, 1991) is a co-founder of the Foundation for Community Encouragement, which is committed to addressing that isolation and building community, to “empower… people, in a fragmented world, to discover new ways of being together” (n.p.).. This organization has conducted more than 275 community building workshops for large scale corporations, small businesses and others. Why is there so much interest among organizations in building community? Why should such energy be devoted to this one idea? According to Peck (AtKisson, 1991), “In and through community lies the salvation of the world” (n.p.).

This chapter will present information regarding the definition of community, the role of school and public libraries in facilitating community, and professional community-building guidelines for school libraries. How a school library can play a role in providing a sense of community that seems to be so essential for the people it serves will be explored.

Definition of Community

When one talks about community, what is it one is looking for? Just what is meant by community? Different sources provide varying definitions. According to Atkisson (1991), “the idea of ‘community’ has increasingly been expanded to include not
just the place where one lives, but the web of relationships into which one is embedded. Work, school, voluntary associations, computer networks – all are communities, even though the members live quite far apart” (n.p.).

According to Peck’s (AtKisson, 1991) organization, community is considered to be “a group of people that have made a commitment to learn how to communicate with each other at an ever more deep and authentic level” (n.p.).

Shore (cited in Outhwaite and Bottomore, 1993), another sociological expert, defines community as at least “a group of people within a bounded geographical area who interact within shared institutions, and who possess a common sense of interdependence and belonging” (p. 98). However, he goes on to explain that this definition alone does not necessarily constitute a community. “What binds a community is not its structure but a state of mind; a feeling of community” (p. 99).

Shore (1993) continues to explain that “For Cohen community is a symbolic entity with no fixed parameters because it exists only in relation and opposition to other perceived communities; a system of values and moral codes which provide its members with a sense of identity” (p. 98).

Azarya (cited in Kuper and Kuper, 1996) has further observed that “communities’ goals are mostly inner-oriented: they strive to maintain a set of desired relationships among fellow members…” He goes on to explain that a related feature of community is “its being a microcosm of society. The community, unlike other collectivities, is a social system in itself. . .” (p. 114).

This concept is further reinforced by the Survey of Social Science Psychology Series edited by Frank Magill (1993). There, psychologists in the community mental
health movement field are advised that “to develop services that are culturally congruent requires an appreciation for the history, aspirations, belief systems, and environmental circumstances of the community or group with which one is to work” (p. 619). The article further explains that “even systems-level changes will be of little value . . . if they are not personally and culturally relevant to the persons they are designed to help” (p. 619).

Additionally, in an article on community development in the context of public policy, Peter Marris (cited in Kuper and Kuper, 1996) describes an ideal community development officer as a “facilitator, adviser and sensitive guide, who sought to encourage a collective capacity for initiative and organization that would then continue independently” (p. 116).

His emphasis on the importance of encouraging the group’s ownership of their activity corresponds to school-related research regarding the importance of empowerment in creating a sense of community. Paula Short (1997) reports on her research in her article, “Leadership in Empowered Schools,” that empowerment of a school’s members is a critical part of creating community. Empowerment results in shared decision making, relevant solutions, expanded resources and greater participation in community. This research seems to suggest that what a community does is create a feeling of connected-ness and sense of identity for its members. It also asserts that facilitators must be sensitive to the needs of its members, assuring that community-building efforts are personally and culturally relevant to the members of the group and that members are empowered to act independently. This is the definition of community on which this research will be based.
Community Builders’ Views of the Library’s Role in Community

“Five Views of the Library’s Role in a Rapidly Changing World,” an article appearing in the June/July issue of American Libraries (2000), states that there is not a great deal of formal training, professional development or literature for librarians on building community. “Most librarians get their training in community development on the job” (p. 64). Therefore, it does seem useful to look to community-builders outside the library field for a perhaps less biased perspective on the library’s role in community building. Most people cited discuss libraries in general, but their observations might easily be applied to a school library as well as a public library setting. Television journalist Ray Suarez (cited in American Libraries, 2000) recalls that “one of the first places I got to travel by myself was the public library” (p. 64) and recalls that it is the library that provides Americans with their first privileges as self-reliant citizens. He remembers the traditional role of the library in providing a community crossroads where everyone of every background had equal access to ideas, great and small, as perhaps a critical piece of what community might offer citizens.

Keyser (cited in American Libraries, 2000), associate director of the Children, Youth, and Family Consortium at the University of Minnesota, believes that “libraries and universities alike can be important catalysts for broad community collaborations” (p. 65) and cites as an example a bilingual initiative created by libraries which helped integrate Hispanic families into their neighborhoods. Her emphasis seems to be on the value of libraries as collaborators with other institutions in creating programs that benefit the community as well as on their important role they play when they “disseminate research, develop programs and shape public policy” (p. 65).
CHAPTER 3
METHODOLOGY

Introduction

The purpose of this study was to conduct a survey to determine if and how high school libraries in two suburban districts are currently playing a role in building a sense of community for their populations. This survey focused on how those libraries are developing that sense of community by examining the advantages, disadvantages and costs of developing activities and hours of operation which research suggests promote community.

Research Design

The project used a descriptive methodology in order to determine current behavior or conditions in high school libraries. “The central focus of descriptive research is to examine facts about people, their opinions and attitudes (Kerlinger, as cited in Merriam and Simpson, 1995, p. 61). Its purpose is not to give value to sets of relationships between events, but simply to draw attention to the degree two events or phenomena are related. Its purpose is to systematically describe the facts and characteristics of a given phenomenon, population, or area of interest” (Merriam & Simpson, 1995, p. 61). In this case, that area of interest is in building a sense of community.
According to Merriam and Simpson (1995), the descriptive survey methodology was appropriate for this project because it allowed for creative input on a topic (community building) which best lent itself to subjective judgments rather than precise analysis. Also, because input was desired from many different high school librarians currently in the field, and it was difficult to bring them face-to-face for a discussion, the descriptive survey approach of these professionals provides an appropriate way to accomplish the objective of the project.

The project in this study consisted of a survey of high school librarians from two school districts in the northwest Phoenix, Arizona area: the Peoria Unified School District and the Glendale Union High School District. The survey asked short open and closed-ended questions to determine librarians’ perceptions of what their libraries are doing to build a sense of community among students, staff and parents at their schools. Survey questions were developed based on research into elements which create community as they apply to library availability, programs and resources.

Population and Sample

The population surveyed was composed of certified high school librarians currently working in the Peoria Unified School District and Glendale Union High School District in the metropolitan Phoenix, Arizona area. They included 14 librarians, all women, with experience ranging from less than one year to over twenty years at schools ranging in population from 1500 to 2400 students. Schools ranged in age from five to forty plus years and included a differing number of computer workstations and Internet connections in the library. The survey included questions about each of these characteristics in order to more closely identify the sampled librarians.
Assumptions and Limitations

This study makes the assumptions that librarians understand the questions, respond honestly and understand the words as defined. Further, it assumes that those answering the survey questions are the intended population.

The results of the survey are limited to the number of librarians being questioned. Therefore, the results will be valid for that population, but may not be generalized to the state, nation or world.

Procedure

Principals of the schools in the Peoria and Glendale Union High School Districts were contacted by phone to gain permission to survey the librarians at their schools. Surveys were hand delivered or e-mailed, together with a cover letter to all librarians at their school locations. The cover letter explained the purpose of the project and requested their participation by answering the survey questions and returning the survey to the researcher in a postage paid envelope within two weeks. Further, it assured confidentiality to those responding, but also explained that if they wished, the tabulated results would be sent to them.

Survey results were tabulated, reported in this thesis, and distributed to participants who indicated an interest in receiving them.

Instrumentation

The survey consisted of 23 questions that took up six pages (see Appendix A). Survey pages were e-mailed, printed out by respondents and returned either via e-mail, or through person-to-person delivery or pick-up. The first question asked
respondents to use a Likert scale to rate how extensively their library has been used in the past two years for five activities involving research and reading in school libraries. Four options were available in the scale: frequently, defined as fifteen times per week or more; sometimes, defined as five to fourteen times per week; occasionally, defined as one to five times per week; and not at all.

The second question provided blank lines and asked librarians to list the top three qualities they believe they exhibit or things they do that they believe encourage the use of the library for the reading, research and other uses listed in question one.

Question three again asked librarians to use a Likert scale to rate how extensively their library had been used in the past two years for sixteen activities involving meetings, workshops, displays, performances, talks or social activities. Seven options were available in the scale and a note was made in bold italics that respondents should note the change in definitions of frequently, sometimes, or occasionally here AND note the addition of additional columns to the right. The options were: frequently, defined as once every two weeks or more; sometimes, defined as once a month or more; occasionally, defined as once or twice a school year or more; not at all; additional options read: I don’t consider this an appropriate use of our school library; I don’t believe my school would support this use of the library; or I would love to foster this activity, but haven’t gotten to it yet.

Question four provided three blank lines and again asked librarians to list the top three qualities they believe they exhibit or things they do that they believe encourage use of the library for the meetings, workshops, displays, performances, other programs and social uses that were named in question three.
Question five provided librarians with a list of thirteen possible factors that might further foster the use of the library at their school for any reading, research or activities, and asked them to rank them in order of importance from 1-5, with 1 being the most important factor.

Question six asked librarians how they solicit input from community members on how to meet their needs through library services and provided them with a list of possible methods as well as spaces for other options. Respondents were asked to check all those that applied.

Question seven asked if there is a web page for their school library and provided blanks where a yes or no answer could be checked.

Question eight directed those who responded no to question seven to skip to question 9, and directed those who responded yes to indicate the role teachers, students, parents and other community members have in the school library web page (to the best of the librarians’ knowledge) by checking the appropriate response on a chart.

Question nine asked if respondents have established any partnerships between their libraries and any of a list of six other entities. The sixth and seventh options listed other with a blank for the respondent to indicate with what type of other entity they have partnered.

There was a note in bold italics following question nine which directed respondents who indicated any partnerships in question nine to continue with questions 10 and 11. Those who did not indicate any partnerships were directed to skip to question twelve. Question ten asked respondents what they have found to be the advantages in general to these partnerships and provided three blank lines for their answers. Question
eleven provided three blank lines for what they have found to be the disadvantages in general to these partnerships.

Question twelve asked respondents if their libraries are available during weekend or evening hours and provide blanks for them to check yes or no. If their answer was no, a bold italic note directed them to skip to question seventeen. If so, they were asked to indicate on a chart the hours of standard school day operation and any extended hours and then to continue with the following questions.

Question thirteen asked librarians how extended library hours are staffed. Eleven options were listed, including an other with a note to please explain. Respondents were asked to check all those that apply.

In question fourteen librarians were asked to indicate the source of funding for any extended hour staffing. Six options were provided, including an other with a note to please explain.

Question fifteen provided space for respondents to list the top two advantages to extended hours in their libraries. Question sixteen asked them to list the top two disadvantages to extended hours in their libraries.

In question seventeen, four blanks were provided for librarians to write in overall what activities or factors involving the library, in their opinion, most foster a sense of community among students, teachers, parents or community members in their school. A note in bold italics at this point reminded respondents of the definition of community for the purposes of this survey: a sense of connection or belonging to others within the school and/or to the school entity itself.
Questions nineteen through twenty-three asked demographic questions that helped to identify some of the factors that might further define the library or librarian. Question nineteen asked how many years the respondent has worked as a high school librarian.

Question twenty asked if they had any teaching experience at the high school before becoming a librarian and provided blanks for them to check yes or no. They were also asked to indicate for how many years if the response was yes. Question twenty-one asked how old their school is. Question twenty-two asked for the number of students enrolled at their school and provided a blank for the number. Question twenty-three asked how many workstations provide Internet access for patrons in their library.

Four blanks labeled optional in bold print were provided at the end of the survey. The first blank was for respondents to write their names. The second blank was for them to write their school name. Three additional blank lines were provided for any additional comments respondents might like to make regarding the survey questions. A final blank appeared at the end of a line where librarians might check if they wanted to receive a tabulation of the survey results.

Method of Analysis

Responses to the twenty-three questions were compiled and categorized. The number of like responses for each of the Likert-style options were compiled to obtain a view of the use of libraries in general. Additionally, like responses to the open-ended style questions were categorized to determine overriding causes or reasons for library use and the purpose of this survey: examining how community might be created by school libraries. Connections and conclusions were made which resulted in recommendations
for how school libraries might consider encouraging a sense of community in their schools.
CHAPTER 4

PRESENTATION AND ANALYSIS OF THE DATA

Demographics

Surveys were delivered to fourteen school librarians representing all the high schools in the Peoria Unified and the Glendale Union High School Districts. All of the librarians were women. Additionally, the demographic questions on the survey, which included questions 19 through 23, revealed the following: The average years of experience for these high school librarians was 8.2 years, but ranged from half a year at the least to 26 years at the most. Ten of the fourteen respondents had high school teaching experience before becoming a librarian, and all were certified librarians or were in the process of becoming so. The oldest school being served by a responding librarian was 83 years old and the newest was 5. The average age of the schools was 35 and a half years. Enrollment at their schools averaged 1658, but ranged from a low of 1100 to a high of 2400. The school libraries surveyed provided an average of 38 Internet access workstations, but ranged from a high of 107 to a low of 8 workstations. All surveys that were sent out were returned.

Findings and Results

What follows is a copy of tabulation results followed by a written summary of highlights from the survey. See Appendix B for a complete copy of the survey results.
Item 1

Item 1 asked librarians how extensively their school library has been used for a list of five reading or research activities and provides a Likert-type scale for responses.

### Table 1. Reading & Research Uses of School Libraries

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequently (fifteen times per week or more)</th>
<th>Sometimes (five to fourteen times per week)</th>
<th>Occasionally (one to five times per week)</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Curriculum-driven research by classes</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2. Information skills lessons and practice</td>
<td></td>
<td>6</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>3. Reading by students or teachers in the library</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4. Access to technology tools (Word, Power Point, or others) by classes</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Access to Internet resources or technology tools by individual students or teachers</td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

Note that ten or more librarians observed that their libraries were used frequently, meaning fifteen times per week or more, for three of the five activities listed: reading in the library, access to technology tools and access to the Internet. Information skills lessons and practice was the only activity for which frequently was not marked. Six of the librarians responded that the library was used sometimes, meaning five to fourteen times per week, for information skills lessons. Six responded that it was used occasionally, meaning one to five times per week, for that activity; and two responded that the library was not used at all for information skills lessons and practice. Only two respondents said their libraries were used only occasionally for curriculum-driven research. Seven of the fourteen said that research happened sometimes, and five said it happened frequently, fifteen times per week or more.
Item 2

Question two asked respondents to “Please list the top three qualities you believe you exhibit or things you do that you believe encourage use of the library for the reading, research, Internet or technology tool use and/or information skills instruction.” Overwhelmingly, librarians listed a helpful, friendly welcoming attitude as one of their top three items. That factor was listed the maximum -- fourteen times, and phrased in ways such as “welcoming both students and teachers – glad to help – to see them”; “have an ‘open access and encouragement of resources’ attitude”; “foster a warm environment (non-threatening)”; “pro-active offers to assist”; and “concern: I am interested in conveying that I am concerned about the outcome of their product, research, endeavor.”

Other responses fell into the following categories. Promotion strategies. Thirteen responses indicated a specific strategy that promoted library resources. Among these comments were to “advertise availability and openings in the library”; to “maintain a library links website”; to “talk with teachers about library resources”; to “run reading and library promotions”; and “announcements and information to staff and students.”

Resources. Seven comments emphasized the role of resources in encouraging use of the library including “keep new materials coming and display them”; “have 74 computers in the library”; and encourage a wide use of resources.”

Librarian’s instruction and information & technology skills. Seven comments also addressed the librarian’s instructional role including “lesson plan with teachers”; “keeping technology and print skills up-to-date – learning from others”; “teach students/classes how to use online resources”; and “expertise: I am certain that the information being sought can be found in print or electronically.”
Item 3

Question 3 provided another Likert-type scale on which respondents were asked “In the past 2 years, how extensively, on average, has your school library been used for the following?” A note pointed out the change in the definitions of frequently, sometimes, or occasionally here AND the addition of additional columns to the right.

Table 2. Meeting, Display, Performance and Social Activity Use of School Libraries

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequently (once every two weeks or more)</th>
<th>Sometimes (once a month or more)</th>
<th>Occasionally (once or twice a school year or more)</th>
<th>Not at all</th>
<th>I don’t consider this an appropriate use of our school library</th>
<th>I don’t believe my school would support this use of the library</th>
<th>I would love to foster this activity, but haven’t gotten to it yet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In-service workshops for teachers</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Student meetings or social events</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. Faculty meetings or social events</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. Parent meetings or social events</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>5. After-school workshops for students, teachers, parents or community members</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6. Community meetings</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. Art displays</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8. Displays of student work</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9. Performances by students or student groups</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>10. Performances by community groups</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>11. Talks by community members from non-profit organizations, government agencies, universities, or other groups</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>12. Talks by authors</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>13. Book or reading clubs</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>14. Mentoring or tutoring programs</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>15. Social place where students meet and talk</td>
<td>14</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>16. Social place where students may eat or drink “café style” while visiting in the library</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
It is interesting to note that all fourteen respondents listed number 15. Social place where students meet and talk as happening frequently in their school libraries. The next most often cited frequent activity in libraries were 7. Art displays and 8. Displays of student work, each with 4 respondents listing that activity as frequent, meaning once every two weeks or more. Although almost no librarians listed 12. Talks by authors, 13. Book or reading clubs, and 10. Performances by community groups and 9. Performances by students or student groups as happening frequently in their libraries, it is also interesting to note that significant numbers of them checked the far right column for each of those activities indicating “I would love to foster this activity, but haven’t gotten to it yet.” Under the column “I don’t consider this an appropriate use of our school library,” only one respondent indicated that she believed that about 5. After school workshops for students, teachers, parents or community members and 6. Community meetings. However, four librarians considered 16. Social place where students may eat or drink “café style” while visiting in the library an inappropriate use of the library. Two additional librarians indicated that they didn’t believe their school would support 16. Social place where students may eat or drink “café style” while visiting in the library (the only activity respondents said they thought their school would not support), but three librarians said they would love to foster that activity, but haven’t gotten to it yet.

Item 4

As in question one, the most frequent response to this question had to do with the friendly, welcoming attitude of the librarians. Thirteen responses ranging from “Friendly, open atmosphere” to “I think of the media center as belonging to all of us at the school”
might be placed in this category. An additional thirteen responses had to do with the librarians’ networking and communication skills. Comments in this category included “Head a campus technology committee which holds in-services for the staff every other week”; “Offers and invitations made one to one and one to group”; and “Invitations to use the center for a variety of activities.”

Additional responses fell into one of the following categories: librarians’ interest or expertise (two responses), facility, resources or hours (four responses) and partnership with public library (two responses).

Item 5

Question five asked librarians “On a scale of 1-5, please rate the top 5 factors listed below which you believe further foster the use of the library at your school for any reading, research or activities (Only 5 items below should be numbered, in rank of importance from 1-5, with 1 being the most important factor.)”. The responses follow in Table 3.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Rank of importance in fostering library use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Location of library on campus</td>
<td>155255 (Avg 3.8)</td>
</tr>
<tr>
<td>2. Location of school in the community</td>
<td></td>
</tr>
<tr>
<td>3. Hours library is available</td>
<td>514432234 (Avg 3.1)</td>
</tr>
<tr>
<td>4. Friendliness of library staff</td>
<td>52431541223 (Avg 2.9)</td>
</tr>
<tr>
<td>5. Philosophy of the principal</td>
<td>31 (Avg 2)</td>
</tr>
<tr>
<td>6. Philosophy of the district</td>
<td>343 (Avg 3.3)</td>
</tr>
<tr>
<td>7. Traditional habits of school or community members</td>
<td>343 (Avg 3.3)</td>
</tr>
<tr>
<td>8. Increase in available technology</td>
<td>124422132 (Avg 2.3)</td>
</tr>
<tr>
<td>9. Curriculum requirements</td>
<td>22115411441 (Avg 2.36)</td>
</tr>
<tr>
<td>10. Librarian’s role as leader or collaborator</td>
<td>351525 (Avg 3.5)</td>
</tr>
<tr>
<td>11. Librarian’s membership on a curriculum committee</td>
<td></td>
</tr>
<tr>
<td>12. Librarian’s role on department chair committee</td>
<td>4553 (Avg 4.25)</td>
</tr>
<tr>
<td>13. Librarian’s role on another committee</td>
<td></td>
</tr>
</tbody>
</table>
Factors that were not ranked by anyone numbered only three and included

**Location of school in the community, Librarian's membership on a curriculum committee, and Librarian's role on another committee.** The most frequently ranked responses were 4. **Friendliness of library staff** with 11 responses, 9. **Curriculum requirements** with 11 responses and 8. **Increase in available technology** with 9 responses. In fact, 9. Curriculum requirements and 8. Increase in available technology were nearly tied as the most important factors in fostering use of the school library based on the average rank in importance given by librarians.

**Item 6**

Question six asked respondents “How do you solicit input from teachers, students, parents and other community members on how to meet their needs through library services?” It asked them to check the blank lines for all items that applied. Responses indicated that the most frequently used methods of soliciting input were **Informal conversations with staff** (fourteen responses), **Informal conversations with students** (thirteen responses) and **Attendance at department meetings** (thirteen responses). Only one respondent indicated that she solicited input at student council meetings, and just two responses indicated that librarians use flyers soliciting input from students. Other methods respondents offered that they have used to solicit input from patrons included “informative flyers to faculty,” “library newsletter,” “extra-curricular activities,” “have had advisory committees,” “flyers advertising the services we provide,” “visits to classes,” and “open house.”
Item 7

Question 7 asked "Is there a web page for your school library?" and provided blanks for respondents to check yes or no. Nine respondents indicated there was a web page for their school library, and an additional one indicated they had one under construction. Three respondents indicated there was not a web page for their school library, but an additional one said a library web page was a part of their school web page.

Item 8

Question eight asked those respondents who indicated yes in question 7, indicating there was a web page for their school library, "What role do teachers, students and/or parents have in the school library web page?" They were asked to check all that applied in a grid provided. There responses follow in Table 4.

<table>
<thead>
<tr>
<th>Table 4. Role of Students, Teachers, Parents &amp; Community Members in Web Page.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are made aware of it and use it (to the best of your knowledge)*</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Provide input on what would be useful to have included on the web page</td>
</tr>
<tr>
<td>Participate in the actual construction of the page</td>
</tr>
</tbody>
</table>

- *All apply when finished – for one under construction
- additional comment: I am not involved with school web page so this question is hard to answer.

The most frequently checked box, with seven responses, indicated that students are made aware of the school library web page and use it. The second most frequently checked box with six responses indicated that teachers provide input on what would be useful to have included on the web page. Only one response indicated that other
community members are made aware of the web page and use it. Also, one response indicated that community members participate in the actual construction of the page. Just one response indicated that parents provide input on what would be useful to have included on the web page.

Item 9

Question nine asked respondents, “Have you established any partnerships between your library and the following to provide services or information to students, teachers, parents or other community members?” They were directed to check the blanks next to a list of all items that applied. Four responses indicated a partnership with public libraries, one with government agencies or entities (i.e. military, IRS, etc.) one next to the blank marked other and indicated schools outside the district.

Item 10

Question ten asked respondents who had checked any partnerships in question nine the open ended question, “What have you found to be the advantages in general to these partnerships?” and provided blanks for responses. Six advantages were given including more budget, staff facilities, materials and hours; their focus is the community; gives students another good resource; planning for new students from other schools; services available through public libraries for our students and faculty; and there is a possibility of more knowledge for the student.
Item 11

Question eleven asked respondents who had checked any partnerships in question nine the open ended question, "What have you found to be the disadvantages in general to these partnerships?" and provided blanks for responses. Four disadvantages were listed including less autonomy; sometimes calls for compromise; some staff conflicts; and the time required to continue the relationship. One respondent wrote none.

Item 12

Question twelve asked "Is your library available during weekend or evening hours?" and provided blanks for yes or no responses. One respondent checked yes and twelve checked no. As a follow up, those who indicated weekend or evening hours were asked to "please indicate on the following chart the hours of standard school-day operation and any extended hours." Their responses are reported on Table 5 below.

<table>
<thead>
<tr>
<th>Days of Week</th>
<th>Standard School Day Hours</th>
<th>Extended Hours</th>
<th>Available to... (mark those that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students &amp; Teachers</td>
</tr>
<tr>
<td>Monday</td>
<td>7-3</td>
<td>3-9; 3-4</td>
<td>XX</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7-3</td>
<td>3-9; 3-4</td>
<td>XX</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7-3</td>
<td>3-9; 3-4</td>
<td>XX</td>
</tr>
<tr>
<td>Thursday</td>
<td>7-3</td>
<td>3-9; 3-4</td>
<td>XX</td>
</tr>
<tr>
<td>Friday</td>
<td>7-3</td>
<td>3-9; 3-4</td>
<td>XX</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td>10-6</td>
<td>X</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td>1-5</td>
<td>X</td>
</tr>
</tbody>
</table>

One librarian indicated that her school's library is available during weekend or evening hours, but two librarians provided information on extended hours. Concerning extended hours, one of the two librarians indicated that the library was open to students and teachers, parents and the public from 3-9 pm on weekdays, from 10 -6 on Saturday
and from 1-5 on Sunday. The other indicated that the library was open to students and teachers from 3-4 pm on weekdays.

*Item 13*

Question thirteen asked, “How are extended library hours staffed?” and respondents were directed to check all those that applied from a list of possibilities. Only two responses were given. One indicated that certified librarian volunteers were used, and the other a paid public library staff.

*Item 14*

Question fourteen asked “If extended hour staff is paid, what is the source of funding?” Respondents were asked to check all that applied. Only one response was given to this question and that indicated that a city budget paid for staffing.

*Item 15*

Question fifteen asked “What are the top 2 advantages to extended hours in your library?” Two respondents gave five advantages including “materials, computers and facilities available whenever needed; at 3 pm I can focus on work I need to do yet help is still available for students; students do not have a period of time during the school day to do their research and use the materials in the library; many students do not have the software or hardware at home to complete their required assignments; and it provides a safe environment for students waiting for after school events.”
Item 16

Question sixteen asked "What are the top 2 disadvantages to extended hours in your library?" Two respondents gave one disadvantage each. One said, "Not one that I can think of – as long as it’s staffed by professional library staff and it’s not me." The other stated, "It makes for a very long day. It also makes me feel like librarians have so many more things to do than the classroom teachers. Many teachers know that I am here and take this service for granted."

Item 17

Question seventeen asked, "Overall, what activities or factors involving the library, in your opinion, most foster a sense of community among students, teachers, parents or community members in your school?" At this point a reminder note was given that stated, "For the purposes of this research, community is defined as a sense of connection or belonging to others within the school and/or to the school entity itself." Blanks were provided for responses.

Again, among the most frequently cited activity or factor involving the library that librarians indicated most fostered a sense of community in their schools had to do with a friendly and welcoming library staff. Nine responses related to library staff attitudes including comments such as "I believe the library exists to support the needs of faculty and students" and "I try to know as many names of students as possible." One response cited administrative support as key, indicating that administrative support "opens doors campus-wide."
The second most frequently listed factor for fostering community with the library with eight responses was facility, resources and hours of availability. Comments included “hours make it available 7-4 weekdays,” “Wonderful resources and computers and facilities make it possible for all to take advantage,” and “The Media Center is a ‘safe haven’.”

Other responses seemed to fall into one of two categories: activities or curricular connections. Four librarians listed specific activities that they believed fostered community including “Specific arts and performance events at the holidays and during Lunchbox Showcases that involve culinary, arts and other groups;” and “Chess club meets in media center.” One librarian commented that the “library’s involvement in this goal is very limited. My plan is to involve the library in several activities which exemplify ‘community’ at my school.” Three comments indicated that connections with specific classes, the librarian’s familiarity with the curriculum, and the ability to purchase materials that supported the curriculum were factors that most fostered a sense of community in their schools.

Item 18

Question eighteen asked, “In your opinion, how does your library rate in contributing to a sense of community in your school?” Three statements and one other option were listed so that respondents could check the statement that most closely represented the viewpoint at their school. The most frequently checked statement was “It’s becoming more recognized as a factor in fostering community in the school.” Three respondents indicated that “It’s not seen as having a role in fostering community in our
school.” One respondent checked other and wrote that “Our vision includes a central role for the library here,” suggesting that perhaps it is currently not perceived as contributing to a sense of community in the school.

*Items 19-23*

These questions were for the purposes of determining the demographics of survey respondents and the results were reported in the Demographics section at the beginning of Chapter 4. See Appendix B for a complete listing of results.

*Additional Comments*

At the end of the survey, respondents were invited to list “Any comments you’d like to make regarding this survey.” Seven librarians chose to do so, and each comment was appreciative. Perhaps the general nature of all comments is best summed up in one that said the survey had “assisted in my thought process in planning for next year. Thanks for taking the time to create and tabulate this great tool!” All respondents checked the blank indicating a request for a copy of the tabulated results of the survey. See Appendix B for a complete listing of comments.
CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to conduct a survey to determine if and how high school libraries in two suburban districts are currently playing a role in building a sense of community for their populations. The basic question the survey was designed to answer was, “Are school libraries being used to foster a sense of community among their students, teachers and parents, and if so, how?” The survey results were used to help derive conclusions and recommendations about how high school libraries might fill a need for a sense of community or connection among students, teachers and parents in their schools. Additionally, based on written comments from the participating librarians, the survey also served as an idea and planning tool that might help further nurture that sense of community in schools.

Community, for the purposes of this study, was defined as a feeling of connection and sense of belonging for its members. The importance of any public or school’s library in nurturing community has been noted by experts in the field of community building.

The American Library Association (ALA), the American Association of School Librarians (AASL) and individual public and school libraries around the country have
taken on the challenge of redefining programs and space to meet the needs of their communities as shown by the 1999-2000 ALA theme for the year: *Libraries Build Communities*. Additionally, the AASL’s publication of *Information Power* guidelines for school libraries address the importance of community and the many programs, services and activities happening in both public and school libraries. Libraries across the country are moving beyond their traditional role as a safe, neutral haven, to become centers for community. Librarians are providing a new vision of what libraries can provide with a variety of programs, services and activities including: extended hours often open to the broader community beyond students and teachers; collaborations with other organizations such as public libraries, universities, community cultural centers, businesses and others; cultural programs featuring talks by authors, poetry workshops, performances by community groups or other special events; library web pages created by young people in order to draw peers into the community; socializing areas for eating and discussion groups; and meeting and planning space for a variety of organizations.

This study used a descriptive methodology which sought to determine current conditions related to community in high school libraries in the Peoria Unified and Glendale Union High School Districts in the northwest metropolitan area of Phoenix, Arizona. A survey comprised of short open and closed-ended questions was used to determine the librarians’ perceptions of what their libraries were doing to build a sense of community among students, teachers and parents at their schools. The surveyed group included fourteen librarians, all women, with experience ranging from less than one year to over twenty years at schools ranging in population from 1100 to 2400 students. Schools ranged in age from 5 to 83 years and included a widely differing number of
Internet access stations from 8 at the least to 107 at the most. It is important to note that because the survey addressed librarians directly, it measures only their perspective, not that of students, teachers, parents or other community members.

The survey consisted of 23 questions covering six pages. Two questions using Likert-type scales asked librarians to rate how extensively their library has been used in the past two years for reading and research, and for meetings, activities and other programs.

Seven open-ended questions asked respondents for the top qualities they exhibit or things they do which encourage reading and research activities and for meeting, activity and program activities; for advantages and disadvantages to partnerships with other organizations; for advantages and disadvantages to extended hours; and to state overall what factors or activities they believed most fostered community in their libraries.

Two yes or no questions asked librarians if there was a library web page at their school and if their library offered extended hours.

Six checklist types of questions were used. In those, librarians were given a list of possible factors that might foster use of the library and asked to choose and rank those which they believe were the top five at their school; check all the ways they solicit input from community members on how to meet their needs through library services; check any organizations with which they share partnerships; check how extended hours are staffed, if applicable; and to check the source of funding for extended hours, again, if applicable. A final checklist was provided where librarians were asked to check which statement indicated how their library rates in contributing to a sense of community in their schools.
Two grids were provided where respondents were asked to indicate how students, teachers, parents and other community members were involved in the development and use of any school library web page and to indicate when extended hours were offered and to what groups: students and teachers, parents or other community members.

The final six questions of the survey were open-ended questions designed to further determine the demographics for the survey.

The findings of the study fell into the following categories: frequency of library use for reading, research and activities; factors that most encourage library use; methods of soliciting input from community members; availability and methods of expanded resources and hours; advantages and disadvantages of expanded resources and hours; and perception of the role the library currently plays in building community in the school.

According to the survey results, the most widely consistent and frequent use of libraries for reading and research uses are for Reading by students or teachers in the library, Access to technology tools, and Access to Internet resources or technology tools by individual students or teachers. The most consistently reported rating of frequent for social or activity use of libraries was to Social place where students meet and talk, followed by Art displays and Displays of student work.

A unanimously cited factor rated as the top influence in fostering use of the library was a friendly or welcoming attitude by the library staff.

Every responding librarian reported that the most frequent method of soliciting input from community members on how to meet their needs through library services was Informal conversations with staff, followed closely by Informal conversations with students and Attendance at department meetings. Additionally, nine of the fourteen
respondents indicated that their school library has a web page and that they invite participation by students and/or teachers to some degree in providing input or participating in the construction of the page.

In regard to availability and methods of expanded resources and hours, six of the fourteen librarians indicated some type of partnership with another organization, including four with a public library, one with a government agency and another with a school outside the district. However, only two respondents indicated that their library was available during extended hours beyond the standard school day. Staffing and pay for extended hours varied. Advantages and disadvantages to the partnerships were noted.

Regarding the perception of the role the library currently plays in building community in the school, four librarians held that The library is seen as a major player in fostering community in the school and seven additional respondents indicated It’s becoming more recognized as a factor in fostering community in the school. Only three respondents indicated that It’s not seen as having a role in fostering community in our school.

Conclusions

Based on this study, a number of conclusions might be reached regarding the role of high school libraries in the Peoria Unified and Glendale Union High School Districts in building a sense of community in their schools. These libraries appear to be widely used for not only reading and access to technology tools, but most of all, access to Internet resources or technology tools by individual students or teacher. However, libraries do not seem to be as extensively used for curriculum driven research. The
libraries in this study are used even less frequently for information skills lessons and practice. This might indicate a need for even greater collaboration among the library and teaching staff, including increased training and education for teachers followed by team planning time and development of lessons in the area of information skills.

Libraries surveyed also appear to be community-building places in their schools through their function as a social place where students meet and talk, since every respondent indicated that was a frequent activity in their libraries. Additionally, most of these libraries seem to provide a place that encourages a sense of belonging among students and teachers through displays of student work, student or faculty meetings or social events, and mentoring or tutoring programs that occur at least once per month. Results also seem to indicate an interest among most librarians in further fostering social activities, meetings or performances, all of which might further build connections among community members. A column marked I would love to foster this activity, but haven’t gotten to it yet was checked 42 times for 12 of the 16 activities listed, and most frequently for talks by authors and book or reading clubs followed by an interest in encouraging performances by student or community groups. The only use of the library that any respondent indicated that they didn’t believe their school would support was that of using the library as a place where students might eat or drink “café style”.

Additionally, some librarians indicated that they did not consider this an appropriate library activity. However, there was also interest by some librarians in fostering this “café style” use as well. Even with this one perhaps controversial use, there seems to be a great deal of interest and openness by librarians and the school as a whole to using the library
as a gathering place for a variety of what could be confidence, self-esteem building and social functions for community members.

According to every librarian surveyed, the single top influence in fostering any use of the library was a helpful, friendly or welcoming attitude by the library staff. Additionally, an equally important factor in fostering meeting, program and social uses of the library involved specific networking and communication skills displayed by the librarian such as offering invitations, vocal support of faculty and their endeavors, and heading campus-wide committees. This would suggest that the person who functions as the school librarian is in a pivotal position to not only use the library space and shape its programming, but to influence the school climate as well. Librarians have the space and perhaps the ability to connect with a wide variety of groups and individuals that can be a powerful influence in fostering a feeling of community in their schools.

Librarians also frequently cited an increase in available technology, curriculum requirements and their own role as someone who would lesson plan with teachers, keep their own information skills up-to-date and maintain a collection of up-to-date resources as top factors in encouraging library use, and thus, lay the groundwork for providing a school-wide information center which offers a sense of community to its members. In this way, this study seems to corroborate the vision of the central role played by the librarian as someone who must collaborate, lead and make effective use of technology emphasized by Information Power: Building Partnerships for Learning (AASL and AECT, 1998).

The importance of the librarian’s ability to collaborate and network is confirmed again by what this study shows regarding methods of soliciting input from community members on how to meet their needs. Every responding librarian reported that the most
frequent method of soliciting this input was their informal conversations with staff, followed closely by informal conversations with students and attendance at department meetings. Additionally, nine of the fourteen respondents indicated that their school library has a web page and that they invite participation by students and/or teachers to some degree in providing input or participating in the construction of the page.

In regard to availability and methods of expanded resources and hours, although six indicated some kind of partnership with an outside entity, only two respondents indicated that their library was available during extended hours beyond the standard school day. One of those was for just one hour beyond the regular school day hours and was staffed by volunteers. The one that had extensive additional hours and was open to community members beyond students, staff and parents, was supported by an a city infrastructure which included funding, resources and staffing. Four of the respondents that indicated they had some type of partnership with another entity did not indicate expanded hours, and the survey did not reveal any more about how those partnerships worked.

Disadvantages to extended hours or partnerships included the need for compromise and the fact that extended hours sometimes made for a very long day, but overall disadvantages listed appeared minimal. The advantages to community members that these partnerships and extended hours provide appear to outweigh any disadvantages. Only one library indicated a joint use arrangement with the public library, and her comments indicated that the advantages seemed to far outweigh the disadvantages. That should be considered by cities and school districts planning new libraries and schools.
Finally, based on the survey results, high school librarians in the Peoria Unified and Glendale Union High School Districts seem to perceive that their school libraries are either currently major players in community building in their schools or on their way to being regarded as such. Given the important role that both research and this study show that the librarian plays in taking a leadership role and making connections among colleagues and students, this is a critical piece in growing that sense of community in the school. (AASL and AECT, 1998)

Recommendations

In today's technology-filled, fast-paced society, people in general, and young people in particular, may find themselves increasingly isolated. In this environment of isolation, a local high school with a building, resources, and a purpose for meeting, might help to encourage and build connections among its people. That connection or sense of community might be developed particularly in the school library through its availability, programs and resources.

Given the results of this study, the following recommendations might be made for high school boards, administrators, and librarians who wish to use the library to help build a sense of community among students, teachers, parents and other community members in their schools.

This survey indicates that most important single element in growing a community-based library is the librarian. It is critical that the person in that position provide not only have strong networking and communication skills, have expertise in information and technology skills and be an instructional leader who will plan and teach with other faculty, but also provide all of that with a friendly, welcoming attitude.
Therefore, the person who is hired to be the librarian should be expected to take a leadership position in the school in making connections among groups and inviting people to engage in community-building types of activities.

To maximize the use of the library for practicing information skills and building a community of effective information finders and users, leaders should consider providing time and support for even greater collaboration among the library and teaching staff, including increased training and education for teachers followed by team planning time and development of lessons in the area of information skills.

Libraries appear to be community-building places in schools through their function as social places where students meet and talk as well as through a variety of other meeting, performance, activity and social uses. Survey results seem to indicate an interest among a significant number of librarians in further fostering these and other social activities, meetings or performances in their libraries, all of which might further build connections among community members. Librarians and school administrators should consider what uses of the library might best support the members of the school community and initiate efforts to engage them in those activities.

Many respondents to this survey indicated an interest in fostering additional community-building programs and activities in the library, but said they haven’t gotten to them yet. There are many demands on a librarian’s time. They might consider examining their goals and priorities, and if community-building is among them, look for ways they might incorporate some of these activities into the library schedule. They also might consider sharing these goals with school administrators and seeking support for those
activities. Administrators should look for ways to offer that support which might include staffing, funding, verbal and public support and personal attendance.

Having input into and influence within an organization is one way for community members to feel empowered and have a sense of ownership that may also lead to a sense of community. Every librarian in this study reported that the most frequent method of soliciting this input was their informal conversations with staff, followed closely by informal conversations with students and attendance at department meetings. While these are clearly important, librarians might look for additional ways to seek that input as well. Library advisory committees, surveys, and attendance at student council and at school advisory meetings are among the strategies used in other libraries across the country for seeking this input.

Additionally, nine of the fourteen respondents indicated that their school library has a web page and that they invite participation by students and/or teachers to some degree in providing input or participating in the construction of the page. Some public and school libraries around the country have used involvement by their patrons to help draw others into the community.

This study points to some significant advantages to partnering with other entities, including public libraries, in order to offer expanded resources and hours as well. School administrators and librarians might look closely at ways that they can expand the resources, services and space offered by high school libraries.


APPENDIX A:

SURVEY OF HIGH SCHOOL LIBRARIANS

“THE ROLE OF HIGH SCHOOL LIBRARIES IN BUILDING COMMUNITY”
The Role of High School Libraries in Building Community Survey for High School Librarians

Note: For the purposes of this research, community is defined as a sense of connection or belonging to others within the school and/or to the school entity itself.

1. In the past 2 years, how extensively on average has your school library been used for the following? Please mark an X in the appropriate column for each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequently (fifteen times per week or more)</th>
<th>Sometimes (five to fourteen times per week)</th>
<th>Occasionally (one to five times per week)</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Curriculum-driven research by classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Information skills lessons and practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reading by students or teachers in the library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Access to technology tools (Word, Power Point, or others) by classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Access to Internet resources or technology tools by individual students or teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Please list the top 3 qualities you believe you exhibit or the things you do that you believe encourage use of the library for the reading, research, Internet or technology tool use, and/or information skills instruction.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
3. In the past 2 years, how extensively, on average, has your school library been used for the following? Please mark an X in the appropriate column for each activity. (Note the change in the definitions of frequently, sometimes, or occasionally here AND the addition of additional columns to the right.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequently (once every two weeks or more)</th>
<th>Sometimes (once a month or more)</th>
<th>Occasionally (once or twice a school year or more)</th>
<th>Not at all</th>
<th>I don’t consider this an appropriate use of our school library</th>
<th>I don’t believe my school would support this use of the library</th>
<th>I would love to foster this activity, but haven’t gotten to it yet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In-service workshops for teachers</td>
<td></td>
<td></td>
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<tr>
<td>2. Student meetings or social events</td>
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<tr>
<td>3. Faculty meetings or social events</td>
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<td>4. Parent meetings or social events</td>
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<tr>
<td>5. After-school workshops for students, teachers, parents or community members</td>
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<tr>
<td>6. Community meetings</td>
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<tr>
<td>7. Art displays</td>
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<tr>
<td>8. Displays of student work</td>
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<tr>
<td>9. Performances by students or student groups</td>
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<tr>
<td>10. Performances by community groups</td>
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<tr>
<td>11. Talks by community members from non-profit organizations, government agencies, universities, or other groups</td>
<td></td>
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<td></td>
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<tr>
<td>12. Talks by authors</td>
<td></td>
<td></td>
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<tr>
<td>13. Book or reading clubs</td>
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<tr>
<td>15. Social place where students meet and talk</td>
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<td></td>
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<tr>
<td>16. Social place where students may eat or drink “café style” while visiting in the library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Please list the top three qualities you believe you exhibit or things you do that you believe encourage use of the library for meetings, workshops, displays, performances, other programs and social uses.

5. On a scale of 1-5, please rate the top 5 factors listed below which you believe further foster the use of the library at your school for any reading, research or activities. (Only 5 items below should be numbered, in rank of importance from 1-5, with 1 being the most important factor.)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Rank of importance in fostering library use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Location of library on campus</td>
<td></td>
</tr>
<tr>
<td>2. Location of school in the community</td>
<td></td>
</tr>
<tr>
<td>3. Hours library is available</td>
<td></td>
</tr>
<tr>
<td>4. Friendliness of library staff</td>
<td></td>
</tr>
<tr>
<td>5. Philosophy of the principal</td>
<td></td>
</tr>
<tr>
<td>6. Philosophy of the district</td>
<td></td>
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<td>7. Traditional habits of school or community members</td>
<td></td>
</tr>
<tr>
<td>8. Increase in available technology</td>
<td></td>
</tr>
<tr>
<td>9. Curriculum requirements</td>
<td></td>
</tr>
<tr>
<td>10. Librarian’s role as leader or collaborator</td>
<td></td>
</tr>
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<td>11. Librarian’s membership on a curriculum committee</td>
<td></td>
</tr>
<tr>
<td>12. Librarian’s role on department chair committee</td>
<td></td>
</tr>
<tr>
<td>13. Librarian’s role on another committee</td>
<td></td>
</tr>
</tbody>
</table>

6. How do you solicit input from teachers, students, parents and other community members on how to meet their needs through library services? Check all those that apply.

- [ ] Library Advisory Committee
- [ ] Surveys
- [ ] Flyers which solicit input from staff
- [ ] Flyers which solicit input from students
- [ ] Informal conversations with staff
- [ ] Informal conversations with students
- [ ] Suggestion box
- [ ] Attendance at department meetings
- [ ] Attendance at student council meeting(s)
- [ ] Attendance at School Advisory Committee meeting(s)
- [ ] Membership on curriculum development committee(s)
- [ ] Other
- [ ] Other
7. Is there a web page for your school library? yes _____ no _____

8. If no, please skip to question 9. If yes, what role do teachers, students and/or parents have in the school library web page? (Check all that apply)

<table>
<thead>
<tr>
<th>Are made aware of it and use it (to the best of your knowledge)</th>
<th>Students</th>
<th>Teachers</th>
<th>Parents</th>
<th>Other Community Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide input on what would be useful to have included on the web page</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in the actual construction of the page</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Have you established any partnerships between your library and the following to provide services or information to students, teachers, parents or other community members? (Check all that apply.)

- public library
- government agencies or entities (i.e. military, IRS, etc.)
- colleges or universities
- non-profit organizations
- community groups
- other ____________________
- other ____________________

*If you have checked any partnerships above, please continue with questions 10 and 11. If not, please skip to question 12.*

10. What have you found to be the advantages in general to these partnerships?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

11. What have you found to be the disadvantages in general to these partnerships?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
12. Is your library available during weekend or evening hours? yes _____ no _____

If not, please skip to question 17. If so, please indicate on the following chart the hours of standard school-day operation and any extended hours and continue with the following questions.

<table>
<thead>
<tr>
<th>Days of Week</th>
<th>Standard School Day Hours</th>
<th>Extended Hours</th>
<th>Available to... (mark those that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students &amp; Teachers</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. How are extended library hours staffed? Check those that apply.

Teacher volunteers
Parent volunteers
Community volunteers
Certified Librarian volunteers
Classified staff volunteers
Paid teachers
Paid parents or community members
Paid school library classified staff
Paid certified school librarian
Paid public library staff
Other (Please explain)

14. If extended hour staff is paid, what is the source of funding? Please check all that apply.

School budget
City budget
Grant funding
Parent support group organization (PTA, Booster Clubs, etc.)
State budget
Other (Please explain)

15. What are the top 2 advantages to extended hours in your library?
16. What are the top 2 disadvantages to extended hours in your library?

______________________

______________________

17. Overall, what activities or factors involving the library, in your opinion, most foster a sense of community among students, teachers, parents, or community members in your school. (Reminder Note: For the purposes of this research, community is defined as a sense of connection or belonging to others within the school and/or to the school entity itself.)

______________________

______________________

18. In your opinion, how does your library rate in contributing to a sense of community in your school?

_______ The library is seen as a major player in fostering community in the school.

_______ It’s becoming more recognized as a factor in fostering community in the school.

_______ It’s not seen as having a role in fostering community in our school.

_______ Other __________________________

19. For how many years have you worked as a high school librarian? _____

20. Did you have teaching experience at the high school before becoming a librarian? yes _____ no _____ If yes, how many years? __________

21. How old is your school? __________

22. What is the enrollment at your school? _______

23. How many workstations provide Internet access for patrons in your library? _______

[OPTIONAL]
Your name __________________________

Your school __________________________
Any comments you’d like to make regarding this survey


Check here if you’d like to receive a tabulation of the survey results:    


APPENDIX B:

SURVEY RESULTS

FOR: "THE ROLE OF HIGH SCHOOL LIBRARIES IN BUILDING COMMUNITY"
The Role of High School Libraries in Building Community Survey for High School Librarians

Note: For the purposes of this research, community is defined as a sense of connection or belonging to others within the school and/or to the school entity itself.

1. In the past 2 years, how extensively on average has your school library been used for the following? Please mark an X in the appropriate column for each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequently (fifteen times per week or more)</th>
<th>Sometimes (five to fourteen times per week)</th>
<th>Occasionally (one to five times per week)</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Curriculum-driven research by classes</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2. Information skills lessons and practice</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3. Reading by students or teachers in the library</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4. Access to technology tools (Word, PowerPoint, or others) by classes</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Access to Internet resources or technology tools by individual students or teachers</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Please list the top 3 qualities you believe you exhibit or the things you do that you believe encourage use of the library for the reading, research, Internet or technology tool use, and/or information skills instruction.

(Helpful, friendly, welcoming attitude)

- welcoming attitude
- "open-door" feeling tone
- make teachers and students feel welcome
- welcoming both students & teachers – glad to help – to see them
- courtesy: I welcome classes and individuals to use the media center
- have an "open access and encouragement of resources" attitude
- helpful: user friendly atmosphere
- I provide a friendly atmosphere for students and staff
- friendly atmosphere
- foster a warm environment (non-threatening)
- pro-active offers to assist
- working closely with teachers
- work to improve communications with and show willing spirit toward teachers
- concern: I am interested in conveying that I am concerned about the outcome of their product, research, endeavor, etc.
- patience

(Resources)

- encourage use of new technology by faculty & students
- encourage a wide use of resources
◆ keeping informed about information needed for assignments
◆ I do my best to provide resources that students and teachers need to do their research
◆ development of collection
◆ keep new materials coming and display them
◆ have 74 computers in the library

(Librarian’s instruction and information & technology skills)
◆ Volunteer to assist teachers with teaching process of units they are unsure of
◆ lesson plan with teachers
◆ keeping technology & print skills up to date – learning from others
◆ I am a lifelong learner. I read and take classes to improve my skills
◆ expertise: I am certain that the information being sought can be found in print or electronically
◆ teach students/classes how to use online resources
◆ the ability to teach various uses (of a wide variety of resources)

(Promotion strategies)
◆ Advertise availability and openings in the library for teacher/student usage throughout the school day, before and after school
◆ market library’s acquisitions and activities
◆ maintain library links website
◆ talk with teachers about library resources
◆ inform by memo of new materials, features
◆ announcements/Information to staff & students
◆ talk to department heads, individual teachers
◆ encourage teachers to bring their whole classes in to check out books on a two-week basis
◆ use daily announcements to inform staff & students
◆ displays & bulletin boards
◆ run reading/library promotions
◆ send out weekly calendar
◆ organization and structures that support library activities
3. In the past 2 years, how extensively, on average, has your school library been used for the following? Please mark an X in the appropriate column for each activity. *(Note the change in the definitions of frequently, sometimes, or occasionally here AND the addition of additional columns to the right.)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequently (once every two weeks or more)</th>
<th>Sometimes (once a month or more)</th>
<th>Occasionally (once or twice a school year or more)</th>
<th>Not at all</th>
<th>I don't consider this an appropriate use of our school library</th>
<th>I don't believe my school would support this use of the library.</th>
<th>I would love to foster this activity, but haven't gotten to it yet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In-service workshops for teachers</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2. Student meetings or social events</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3. Faculty meetings or social events</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Parent meetings or social events</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>5. After-school workshops for students, teachers, parents or community members</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>6. Community meetings</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>7. Art displays</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8. Displays of student work</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9. Performances by students or student groups</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
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<tr>
<td>10. Performances by community groups</td>
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<td>1</td>
<td>9</td>
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<td>5</td>
<td></td>
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<tr>
<td>11. Talks by community members from non-profit organizations, government agencies, universities, or other groups</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td>3</td>
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<tr>
<td>12. Talks by authors</td>
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<td></td>
<td>7</td>
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<tr>
<td>13. Book or reading clubs</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
<td>8</td>
<td></td>
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<tr>
<td>14. Mentoring or tutoring programs</td>
<td>4</td>
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<td></td>
<td></td>
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<td>16. Social place where students may eat or drink &quot;café style&quot; while visiting in the library</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>
4. Please list the top three qualities you believe you exhibit or things you do that you believe encourage use of the library for meetings, workshops, displays, performances, other programs and social uses.

(Librarians' friendliness or welcoming attitude)
- Friendliness/openness
- Focused attention on a specific patron's potential needs
- Explicit invitations to come to the library for . . .
- Communicate and exhibit a willingness to work with all curricular areas to the administrators and teaching staff
- Being flexible – always being ready on a moment's notice when asked for usage.
- Make outside use an easy, welcoming experience to encourage future use
- Friendly, open atmosphere
- Friendly and inviting atmosphere
- Flexibility
- Accommodation
- Friendliness
- I think of the media center as belonging to all of us at the school.
- I provide a friendly atmosphere.

(Librarians’ networking & communication)
- Being encouraging to any learning situation: exchange of the visual arts and student performance; displays from visual arts, gifted program, Discovery and any group who wishes to display in the Media Center
- Head a campus technology committee which holds in-services for the staff every other week before and after school
- Extend invitations to all of the arts, athletics and other programs to use the library in the evenings for parent performances, exhibits, etc.
- Speak with/communicate with faculty and my willingness to use the library for other projects.
- Offers and invitations made one to one and one to group.
- Vocal support of faculty and their endeavors.
- Talk to teachers (art, photography displays)
- Communicate with groups
- I ask teachers to bring their students art work in for display.
- Invitations to use the center for a variety of activities.
- Willingness to assist in the work needed to make things happen.
- Rarely turn people down (only if not available)
- Cooperation with teachers, administrators and community members to schedule the center.

(Librarians’ interest or expertise)
- My own interest in creating these activities
- My interest and expertise with technology

(Facility, resources, hours)
- Having plenty of small and large meeting rooms and a computer room available.
- Organize activities with clubs and other organizations (i.e. a Holiday Celebration of the Arts with fine, performing and culinary arts.
- Convenient hours for students
- Good collection

(Partnership with public library)
- Public staff has to do formal programming as a part of their jobs.
- Have a joint use relationship with the city so that library hours are extended

5. On a scale of 1-5, please rate the top 5 factors listed below which you believe further foster the use of the library at your school for any reading, research or activities. (Only 5 items below should be numbered, in rank of importance from 1-5, with 1 being the most important factor.)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Rank of importance in fostering library use</th>
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</thead>
<tbody>
<tr>
<td>1. Location of library on campus</td>
<td>155255</td>
</tr>
<tr>
<td>2. Location of school in the community</td>
<td>514432234</td>
</tr>
<tr>
<td>3. Hours library is available</td>
<td>52431541223</td>
</tr>
<tr>
<td>4. Friendliness of library staff</td>
<td></td>
</tr>
<tr>
<td>5. Philosophy of the principal</td>
<td>31</td>
</tr>
<tr>
<td>6. Philosophy of the district</td>
<td>343</td>
</tr>
<tr>
<td>7. Traditional habits of school or community members</td>
<td>343</td>
</tr>
<tr>
<td>8. Increase in available technology</td>
<td>124422132</td>
</tr>
<tr>
<td>9. Curriculum requirements</td>
<td>22115411441</td>
</tr>
<tr>
<td>10. Librarian’s role as leader or collaborator</td>
<td>351525</td>
</tr>
<tr>
<td>11. Librarian’s membership on a curriculum committee</td>
<td></td>
</tr>
<tr>
<td>12. Librarian’s role on department chair committee</td>
<td>4553</td>
</tr>
<tr>
<td>13. Librarian’s role on another committee</td>
<td></td>
</tr>
</tbody>
</table>

6. How do you solicit input from teachers, students, parents and other community members on how to meet their needs through library services? Check all those that apply.

- Library Advisory Committee
- Surveys
- Flyers which solicit input from staff
- Flyers which solicit input from students
- Informal conversations with staff
- Informal conversations with students
- Suggestion box
- Attendance at department meetings
- Attendance at student council meeting(s)
- Attendance at School Advisory Committee meeting(s)
6 Membership on curriculum development committee(s)  
5 Other: Flyers – informative to faculty; library newsletter; extra curricular activities; have had advisory committees; flyers advertising the services we provide  
2 Other: visits to classes; open house

7. Is there a web page for your school library? yes 9 and 1(under construction) no 3 and 1(part of school web page)

8. If no, please skip to question 9. If yes, what role do teachers, students and/or parents have in the school library web page? (Check all that apply)

<table>
<thead>
<tr>
<th>Role in the library web page</th>
<th>Students</th>
<th>Teachers</th>
<th>Parents</th>
<th>Other Community Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are made aware of it and use it (to the best of your knowledge) *</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Provide input on what would be useful to have included on the web page</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>Good idea</td>
</tr>
<tr>
<td>Participate in the actual construction of the page</td>
<td>2</td>
<td>4</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

- *All apply when finished – for one under construction
- additional comment: I am not involved with school web page so this question is hard to answer.

9. Have you established any partnerships between your library and the following to provide services or information to students, teachers, parents or other community members? (Check all that apply.)

- 4 public library
- 1 government agencies or entities (i.e. military, IRS, etc.)
- colleges or universities
- non-profit organizations
- community groups
- 1 other: schools outside district
- other ______________________

If you have checked any partnerships above, please continue with questions 10 and 11. If not, please skip to question 12.

10. What have you found to be the advantages in general to these partnerships?

- more budget, staff, facilities, materials and hours
- their focus is the community
- gives students another good resource
- planning for new students from other schools
- services available through public libraries for our students and faculty
- there is a possibility of more knowledge for the student
11. What have you found to be the disadvantages in general to these partnerships?
   - less autonomy
   - sometimes calls for compromise
   - some staff conflicts
   - none
   - the time required to continue the relationship

12. Is your library available during weekend or evening hours? yes 1  no 12
   If not, please skip to question 17. If so, please indicate on the following chart the hours of
   standard school-day operation and any extended hours and continue with the following
   questions.

<table>
<thead>
<tr>
<th>Days of Week</th>
<th>Standard School Day Hours</th>
<th>Extended Hours</th>
<th>Available to… (mark those that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students &amp; Teachers</td>
</tr>
<tr>
<td>Monday</td>
<td>7-3</td>
<td>3-9; 3-4</td>
<td>XX X X</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7-3</td>
<td>3-9; 3-4</td>
<td>XX X X</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7-3</td>
<td>3-9; 3-4</td>
<td>XX X X</td>
</tr>
<tr>
<td>Thursday</td>
<td>7-3</td>
<td>3-9; 3-4</td>
<td>XX X X</td>
</tr>
<tr>
<td>Friday</td>
<td>7-3</td>
<td>3-9; 3-4</td>
<td>XX X X</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td>10-6</td>
<td>X X X</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td>1-5</td>
<td>X X X</td>
</tr>
</tbody>
</table>

13. How are extended library hours staffed? Check those that apply.

   - Teacher volunteers
   - Parent volunteers
   - Community volunteers
   - Certified Librarian volunteers 1
   - Classified staff volunteers
   - Paid teachers
   - Paid parents or community members
   - Paid school library classified staff
   - Paid certified school librarian
   - Paid public library staff 1
   - Other (Please explain)

14. If extended hour staff is paid, what is the source of funding? Please check all that
    apply.

   - School budget
   - City budget 1
   - Grant funding
   - Parent support group organization (PTA, Booster Clubs, etc.)
   - State budget
   - Other (Please explain)

15. What are the top 2 advantages to extended hours in your library?
• materials, computers & facilities available whenever needed
• at 3 pm I can focus on work I need to do yet help is still available for students
• Students do not have a period of time during the school day to do their research and use the materials in the library.
• Many students do not have the software or hardware at home to complete their required assignments.

It provides a safe environment for students waiting for after school events.

16. What are the top 2 disadvantages to extended hours in your library?

• not one that I can think of – as long as it's staffed by professional library staff and it's not me
• It makes for a very long day. It also makes me feel like librarians have so many more things to do than the classroom teachers. Many teachers know that I am here and take this service for granted.

17. Overall, what activities or factors involving the library, in your opinion, most foster a sense of community among students, teachers, parents, or community members in your school. (Reminder Note: For the purposes of this research, community is defined as a sense of connection or belonging to others within the school and/or to the school entity itself.)

(Library and School Staff)
• Friendly staff – focused on serving students and teachers
• LMC staff attitudes
• Administrative support – this opens doors campus-wide. At a large school like ours, having a “student center” could be transformative
• In speaking with students and classes, I emphasize that the library is for their use and that we need their input for further purchasing and development.
• Philosophy: I believe the library exists to support the needs of faculty and students.
• The friendly hands-on atmosphere
• Friendly caring people who will help you.
• Allowing usage and help for anyone who asks. We try to provide a complete service to our teachers, students and staff
• I try to know as many names of students as possible.
• I am involved in club sponsorship

(Facilities & Hours)
• Wonderful resources and computers and facilities make it possible for all to take advantage
• The after-school use of the library really lets the students know that I am here to help them achieve a better education in our school district. I have many parents respond to this and they do tell me that they appreciate the fact that the library is
here for their child. I also know that students like to be here. I also, in return, feel like I am making a difference in their lives and they do know my name!

- **Hours make it available 7-4 weekdays.**
- **The central location**
- **The availability of many different formats and a vast resource**
- **The Media Center is open from 7:15 until 4:00 and is a place to go before school, during lunch, and after school.**
- **The Media Center is a “safe haven.”**
- **We provide a place for students to meet.**

**Activities**

- **Specific arts and performance events at the holidays and during Lunchbox Showcases that involve culinary arts and other clubs**
- **The library is open on Open House and Meet the Teacher nights. Students and parents are welcomed in to visit and explore the library.**
- **Chess group meets in media center.**
- **Library’s involvement in this goal is very limited. My plan is to involve the library in several activities which exemplify “community” at my school.**
- **The partnering with a tech lab in the same complex**

**Curricular Connections**

- **Freshman Discovery program that brings frosh in for 5 different units and make them familiar with the facilities, resource and staff**
- **Expertise: I am a veteran classroom teacher of 23 years. I am familiar with curriculum and assessments and the needs of teachers in general.**
- **Our budgets provide much curriculum material for staff (print & technology).**

18. In your opinion, how does your library rate in contributing to a sense of community in your school?

   4 The library is seen as a major player in fostering community in the school.
   7 It’s becoming more recognized as a factor in fostering community in the school.
   3 It’s not seen as having a role in fostering community in our school.
   1 Other: Our vision includes a central role for the library here.

19. For how many years have you worked as a high school librarian?

   15 years; 15 years; ½ year; 5 years; 1 ½; 7 months; 4 years; 5 years; 26 years; 4 ½ years; 12 years; 12 years; 5 years; 9 years

20. Did you have teaching experience at the high school before becoming a librarian? *yes* 10 *no* 4
If yes, how many years?

   5 years; 15 years; 1 year; 23 years; 4 years; 1 year; 16 years; 18 years; 18 years

21. How old is your school? 5 years; 23 years; 78 years; 15 years; 10 years; 45 years; 24 years; 27 years; 37 years; 83 years; almost 50 years; 40 years; 30 years; 30 years
22. What is the enrollment at your school?
1800; 1800; 2400; 1950; 1800; 1700; 1350; 1600; 1800; 1300; 1310; 1100; 1700+
1600

23. How many workstations provide Internet access for patrons in your library?
107; 56; 48; 48; 40; 60 8; 15; 14; 20; 72; 22; 12; 15

Any comments you’d like to make regarding this survey
- This focused my awareness of things I should be doing to foster community that I haven’t yet done.
- For a new library media specialist, this survey is a source of information and inspiration.
- I would like to see what other libraries outside of our district are doing.
- This is an excellent survey and has assisted in my thought process in planning for next year. Thanks for taking the time to create and tabulate this great tool!
- At our school the computer lab with Internet access including media center databases means information gathering is done in other areas other than the Media Center.
- Judy – your survey is very good – it made me rethink many of the things I do everyday and many that I don’t always think about which I should – I have noticed since I returned this year (after 2 years away) that the use of library resources is much less than what I remembered from a few years ago, and it will take more work on my part – teachers definitely need a push.
- I think the difference in technology and book usage and how it hinges on education of teachers.