

Integration of the Junior College Library with Instruction

INSTRUCTORS NEED all sorts of materials—fragments from Plato, recent information on the theories of Einstein, or a page from the *Congressional Record*—to give adequate instruction to students in this changing world. Out of these varicolored threads of man's thought, feeling, and actions the master teacher weaves his course pattern. Consequently the whole operation of library services needs to be rethought by teachers, librarians, and administrators of colleges. By reading widely in his field, the teacher gradually acquires a sense of historical perspective, of the dynamics of general education, a feeling of belonging to an on-going, successful, and powerful movement. Illumination on how other teachers and librarians working together in other colleges are devising new tools and techniques or adapting old ones to a problem should be helpful in improving the program of instruction as well as in building morale and efficiency.

This study was initiated at Connors State Agricultural College in 1956 with a two-fold purpose in mind. (1) To learn through the combined thinking of instructors, librarian, and administrative officers of the college the extent to which the library can be used in the program of instruction. (2) To use the survey made at this college as a basis for part of a panel discussion on "The Library Serves the Junior College," for a general session of the Junior College Division of ACRL, at Kansas City.¹ It was thought that

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out of the study might grow a research project for junior colleges of the nation.

High-points of the Survey. In a sixty-point questionnaire,² instructors, librarians, and administrators look at their own responsibilities of the college in relation to the entire teaching program. An instructor considers how well he, in his own work, is using library facilities, cooperating with the library staff, and directing students to library resources.

The librarian considers how well he is cooperating with the instructors, having a part in the teaching program, helping plan the curriculum of the college, and assisting students in using the library.

The administrator learns that he needs to recognize the library as an important teaching laboratory of the college, provide adequate and trained personnel on the library staff, consider carefully the assignment of classrooms, give the librarian an opportunity to serve the entire college program, and provide adequate allocation of funds for both library and instruction programs.

Findings at Connors College. It was significant that all instructors, the librarian, the president, and the deans of the college participated in this survey.

Fields of instruction at Connors College in which the integration of the library with instruction now receive major emphasis are biology, history, home economics, humanities, library science, psychology, religious education, sociology, and speech. Those fields with minor emphasis are agriculture, art, business, dramatics, English, foreign languages, industrial arts, journalism, mathematics,

² Copies of this questionnaire may be borrowed from the author.

music, physical education, physical sciences, and R.O.T.C. A summary of other general findings is as follows:

1. All staff members at Connors College have a clearer idea of opportunities available for the integration of the library with instruction.

2. Some instructors immediately increased requirement for work in the library. (As an example, instructors in R.O.T.C. for the first time required a research paper. Each freshman was assigned an important battle of some war in which the United States participated. He analyzed and gave documentary evidence of all major incidents of the battle. Special emphasis was given to the way the commanding officers carried out the nine basic "Articles of War" in directing the battle.) This was an interesting assignment.

3. Instructors came to the library to refresh their memory as to what books are available in their teaching area.

4. The librarian was made conscious of the opportunity she had for serving the program.

5. Instructors were alerted to turn in requests for books to be ordered.

6. The librarian and some instructors worked out plans for the supervision of library reading for classes when instructors have to be absent from the college.

7. The administrators at Connors recognized the library as being the "central laboratory of the college" to be used as a definite part of the instruction program. Funds were provided for its growth insofar as current budget allows. The amount of funds for the purchase of books for the coming year was substantially increased.

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tion of Research Libraries so as to avoid unnecessary duplication of effort and competition in the same general field. In view of the present unwieldiness of our membership and the complete absence of any organizational structure or articulation, the only way to make some headway was to appoint a Steering Committee, which met for the first time at the 1958 Midwinter Meeting to attempt to determine what activities we should undertake. All members are urged to funnel ideas to the members of this committee. The committee will work closely with the ACRL Special Committee on Activities and Developments, which has been studying the place of ACRL within the reorganized ALA and developing recommendations for an ACRL action program.

Next, it was pointed out that our links with the ACRL Board of Directors did not seem sufficiently strong and direct to enable us to carry forward any kind of active program which requires effective

presentation to the board and active support by the board. It was, therefore, suggested that all members carefully study the provisions of the proposed ACRL Constitution, particularly Article V, Section 2, and transmit their ideas to the ACRL Board of Directors before it is too late, that is, before the Constitution will come up for final adoption at the San Francisco Conference in July of 1958.

The most difficult task before us and one which will require much ingenuity and resourcefulness on the part of each and every member, but particularly of the members of the Steering Committee is to determine what activities are appropriate for us to undertake as a group within ACRL and ALA to further the development of university libraries. It is not enough to feel in a vague sort of way that we should become more productive and more effective. We must get down to specifics and attempt to identify the major problems facing university libraries jointly and then determine what can be done about them through group effort.