The Webb School Library
Becomes the ‘21st Century Information Hub’
Becomes the “Third Place”
Of The Webb School Community

Spring 2010 Update

Submitted by Hannah Little
The Webb School Librarian
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Mission and Vision

School Mission

The original Mission of Webb School as stated by our founder W.R. “Sawney” Webb is “To turn out young people who are tireless workers, and who know how to work effectively; who are accurate scholars; who know the finer points of morals and practice them in their daily living; who are always courteous.” While Webb has evolved from a Judeo-Christian heritage and affirms and expects students to uphold the common values of our traditions, Webb embraces and respects differences in religious backgrounds. The Webb School Library will uphold the common and enduring values of The Webb School’s traditions. These enduring values include: Integrity, Love of Learning, Respect, Self Sufficiency, Uniqueness, and Service. Integrity is a cornerstone of a flourishing life and community. Learning is an enjoyable and on-going process. Respect for self and others is essential to a harmonious society. Self-discipline and autonomy are essential to success. Each person has unique gifts and capacities and a responsibility to develop them. Each person shares the responsibility and honor of serving others.

Library Mission

Our Mission for The Webb School Library is to serve as the 21st Century Information Hub of The Webb School campus as well as the “3rd Place” for the Entire Webb Community. “Third Places” (a term coined by Ray Oldenburg in his 1990 book The Great Good Place) are informal gathering places where people in a particular community or neighborhood meet to develop friendships, discuss issues, and interact/network with others.

From City of Sunnyvale Library: sunnyvale.ca.gov/NR/rdonlyres/.../RTC06117Attachment8.doc
Though the Webb Library has five patron groups [students, faculty/staff, alumni, parents, and the Bell Buckle community] the first priority is our students. The Webb Library mission is to connect with Webb students as individuals, to provide resources and assistance for all different learning styles, and to encourage self-motivated, life-long learning. To make the connection we will strive not only to be understood but also to truly understand the needs of our patrons. To do this we believe that we should meet Webb students where they are, through new social and research technologies, understanding adolescent psychology and providing for specific literature and research requests. To accomplish this goal we have embraced Web 2.0 and other technology tools. We also survey students yearly with unique and specific surveys about reading, research, facilities, technology, and staff. Without making a connection with the students, we cannot support or communicate the school’s mission effectively to the students.

The School's mission supports individuality and uniqueness and the library affirms that we should perceive students as individuals with different needs. Students are unique individuals and we should provide for all learning styles without partiality towards a specific or more "traditional" learning style. We will collaborate with teachers and the Academic Support Department to provide assistance and materials to empower students to succeed without learning style or learning struggle bias. Finally, the Library will encourage self-motivated, life-long learning. By affirming the school's mission that Learning is enjoyable we hope to encourage a self-motivated learning. The school's mission also states the process is ongoing which aligns with the library’s mission to support of life-long learning.
Long-range plan information

The Webb Library at a glance

- Students: 320
- Library Square Feet: approximately 10,000
- Building Age: built 1993
- Schedule: Flex Grades 6 – 12
- Collection Size: 25,000 plus
- Books per Child: 80 plus
- Average Collection Age: 1979 [A Rare Book Collection makes this statistic seem dated]
- Budget Designated for Books $5,700
- Computers: 12 student desktop PC’s, 20 student laptop PC’s, 3 staff PC’s, 1 circulation self-checkout machine, 1 SMART board
- A Flat Panel 55 inch LG television
- 2 archive rooms
- A Computer classroom
- A Faculty Library
- Shelving for 30,000 books
- Library staff offices
- Book processing area
- Dark Room
- 1 Storage room, two storage closets
- Campus Server set-up
Standards

Standards - Building Partnerships for Learning and Teaching:

The Webb School Library's librarian and staff are very active in both the state and national school library associations. In 2007 The American Association of School Librarians adopted a set of National Standards for 21st century learners. These standards support the mission and vision of The Webb School Library as a result we have chosen to adopt the standards and apply them to our program. Additionally, we have embraced ideas from AASL’s handbook Information Power in preparation for communicating our message to the committee selecting the National School Library Media Program of the Year Award. Finally, we have also acknowledged NAIS Guidelines of Professional Practice for Librarians these were developed by Pat Moser the AASL leader for the Independent School Section. These guidelines were added to the NAIS Principles of Good Practice in 2008.

AASL Standards for the 21st Century Learner:

Learners should use Information Skills, Resources, and Tools to:

- Inquire, think critically, and gain knowledge.
- Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- Share knowledge and participate ethically and productively as members of our democratic society.
- Pursue personal and aesthetic growth.
Addressing other specific Learning and Teaching Standards from AASL’s previous guidelines *Information Power:*

**Curriculum Integration** - to meet learning goals – The Librarian is serving on both the technology committee and the academic council

**Collaborative Planning and Curriculum Development** - Meet with faculty on departmental planning days. Ask for a curriculum planning map and resource requests

**Modeling and Promoting Collaborative Teaching** - Teaching faculty to use new technologies like Student Information System [RenWeb], SMART Board, and Laptop Lab

**Information Access is Fundamental to Learning** - Use of a Web Site and Online Catalog to ensure materials are available after hours, Allow library to be open by student prefects for nights and weekends

**Reading, Listening, and Viewing for enjoyment** - Purchase and promote popular fiction. Not only reading traditional reviews but also reviews from TeenReads.com and ReadingRants.com

**Supporting the whole community:** The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs. The library is a single floor facility that is wheelchair accessible; the computer tables are accessible as well. The library purchases, audio books and graphic novels to enhance the school's ESL and Academic Support systems. The Library works with these departments to provide for and share materials.

**Fostering individual and collaborative inquiry** - The library provides areas for both individual and group research. We would like in the future to reclaim group study rooms lost to the Library Archives storage.

**Integrates the uses of technology for learning and teaching** - The library has the latest technology. The facility is wireless and supports 32 student machines: 20 laptops
and 12 desktops. Additionally, there are four staff machines, and a self-checkout machine. The library is also the home to several of the campus servers. The technology department works with students in the library to build and repair desktop machines.

**Essential link to the larger learning community** - The library has become a key location for students and research. We are still working towards more faculty participation and presence in the library.

### NAIS Guidelines of Professional Practice for Librarians

At the heart of the independent school library program is a professionally trained librarian who:

- As a member of the faculty, partners with teaching colleagues to integrate information, technology, and research skills into the curriculum.
- Motivates and guides students to appreciate literature and reading.
- Teaches information-seeking, critical analysis of sources, citation methods, synthesis, and the ethical use of information, and is thus a strong resource to students, teachers, and the school.
- Provides intellectual, physical, and virtual access to print and digital learning materials that are efficiently organized and conveniently stored according to accepted standards.
- Evaluates continually the currency, quality, depth, and breadth of the collection.
- Understands the school's curriculum so that he or she can develop a collection that coordinates with long-term teaching goals as well as current and emerging needs.
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- Maintains a facility that is active, inviting, and conducive to student and faculty learning.
- Utilizes a variety of interactive tools to provide services, information, and tutorials to the learning community.
- Encourages both formal and informal input from the school community into the types, quality, and format of the information resources provided.
- Partners with the school administration to provide knowledge, vision, and leadership to plan for change and the future success of the library program and thus guarantees that the library facilities, collection, and staffing will continue to meet the needs of the school over time.
- Assesses the effectiveness of the library media program on an ongoing, regular basis.
- Leads the school community in support of the principles of intellectual freedom, free inquiry, and equal access to information.
- Offers professional growth opportunities (e.g. workshops, reading groups) for faculty on topics of current and emerging importance.
- Maintains a personal commitment to professional growth by remaining current in the fields of library and information science, education, and emerging technologies.

http://www.nais.org/about/seriesdoc.cfm?ItemNumber=151374
Collection Development

Brief Analysis of Print Collection:

The print collection is exemplary in size with 4 times the recommended books per student for the State of Tennessee and the accrediting boards. The collection was analyzed in 2008 - 2009 and over 500 dated but not rare books were recycled. Over three percent of the collection is rare and over 100 years old. Below is a comparison chart of collection percentages and average collection age. The recommended percentages column is based upon recommendations from library collections expert Karen Lowe.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>[See Electronic Reference]</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fiction</td>
<td>16.76</td>
<td>18.33%</td>
<td>18.20%</td>
<td>20.40%</td>
<td>1978</td>
<td>1980</td>
<td>1985</td>
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<td>000's - Generalities</td>
<td>0.38</td>
<td>0.43%</td>
<td>0.46%</td>
<td>0.60%</td>
<td>1987</td>
<td>1989</td>
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<td>100's - Philosophy and Psychology</td>
<td>2.67</td>
<td>2.80%</td>
<td>2.98%</td>
<td>1.05%</td>
<td>1980</td>
<td>1980</td>
<td>1981</td>
</tr>
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<td>200's - Religion</td>
<td>2.76</td>
<td>2.91%</td>
<td>3.15%</td>
<td>1.35%</td>
<td>1969</td>
<td>1969</td>
<td>1971</td>
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<td>300's - Social Sciences</td>
<td>7.64</td>
<td>8.07%</td>
<td>8.91%</td>
<td>10.45%</td>
<td>1982</td>
<td>1983</td>
<td>1984</td>
</tr>
<tr>
<td>400's - Language</td>
<td>0.33</td>
<td>0.47%</td>
<td>0.49%</td>
<td>0.20%</td>
<td>1983</td>
<td>1987</td>
<td>1988</td>
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<tr>
<td>500's - Natural Sciences/Mathematics</td>
<td>2.91</td>
<td>3.06%</td>
<td>3.17%</td>
<td>7.75%</td>
<td>1984</td>
<td>1984</td>
<td>1985</td>
</tr>
<tr>
<td>600's - Technology</td>
<td>2.06</td>
<td>2.22%</td>
<td>2.43%</td>
<td>5.75%</td>
<td>1984</td>
<td>1985</td>
<td>1987</td>
</tr>
<tr>
<td>700's - The Arts</td>
<td>5.63</td>
<td>6.01%</td>
<td>6.27%</td>
<td>5.00%</td>
<td>1979</td>
<td>1980</td>
<td>1981</td>
</tr>
<tr>
<td>900's - Geography and History</td>
<td>16.65</td>
<td>17.47%</td>
<td>17.42%</td>
<td>13.35%</td>
<td>1969</td>
<td>1970</td>
<td>1972</td>
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<tr>
<td>Biography</td>
<td>5.74</td>
<td>6.15%</td>
<td>6.87%</td>
<td>11.45%</td>
<td>1965</td>
<td>1965</td>
<td>1969</td>
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<tr>
<td>Graphic</td>
<td>0.29</td>
<td>.42%</td>
<td>.52%</td>
<td></td>
<td>2002</td>
<td>2002</td>
<td>2004</td>
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</tbody>
</table>

Electronic Collection
Non-subscription Electronic
Reference 48 Electronic
Encyclopedias [E-books]

Print Collection 2009 Update

The books in the collection over 100 years old have been separated from the circulating collection. At spring break and end of the year inventory books will be re-categorized and shelved together.
2010 / 2011 Print Collection Goals

- Focus Efforts on the [500’s] Natural Sciences/Mathematics and Biographies collections
- Find ways to analyze and promote use of electronic reference resources
- Work on funding for additional Online Reference Materials
- Keep Fiction/ Pleasure reading current

Audiovisual Collection

The collection has adequate audiovisual materials. We would like to build the collection to include more popular movies for boarders.

Media Collection

<table>
<thead>
<tr>
<th>Current</th>
<th>%</th>
<th>Avg. Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>4.32%</td>
<td>1993</td>
</tr>
<tr>
<td>2009</td>
<td>4.71%</td>
<td>1994</td>
</tr>
<tr>
<td>2010</td>
<td>4.81%</td>
<td>1997</td>
</tr>
</tbody>
</table>

Audiovisual equipment collection

The collection of audiovisual equipment for students to borrow is large but slightly out-of-date.

AV 2009 Update

Added two new DVD players
Added three DVD / VHS combo units
Leased for two months – 72inch Television – special events

AV 2010 Update

Added Six Flip HD cameras
Added Large Screen Television
Library Archives

The Board of Trustees has established an archives committee to preserve The Webb School collection of historical documents and memorabilia. The collection is housed in two rooms on the South Side of The Bond Library.

Short term
Establish a steering committee
Webb Legacy Preservation Project - with a gift of 25,000 from Rusty Vest
- Dr. Mary Moss, a trustee and Webb parent, has agreed to be our chair.
- Susie Webb Reis, Nashville, is a the daughter of Bob Webb, founder of the Webb School of Knoxville
- Cecil Irvin, Murfreesboro, Webb Class of 1975, writer, and prodigious researcher into all things Webb.
- Glenn Holliman, New York. Glenn is a former Webb teacher, former alumni/development director for Webb and has written articles on Webb history for the Tennessee Historical Society and other publications.
- Michael Morgan, Webb Class of 1995, and our current Alumni and Development Director
- Phil Coop, Class of 1966, in the Distinguished Alumni Society and served as chairman of The Webb School Board of Trustees
- Hannah Little, The Webb School Library Director
- Include school "record keepers" Gayle McClanahan and Dorothy Elkins

Medium
Consolidate storage to enable dual use [archives /21st library] of the valuable ‘real estate’
Determine items to collect
Create a database
Past Perfect Museum Software [purchased]
Robust Computer
Digitize fragile items
Scanner – able to translate into searchable PDF’s

Long-term
Develop a dedicated museum facility for library archives and memorabilia
Employee a Webb School Historian and Archivist – preferably with institutional knowledge
Library Technology

Online Databases
Take advantage of Tenn-Share consortium & TEL add-ons
Added 48 Online Encyclopedias that are integrated into our TEL-Gale database
OCLC and Interlibrary Loan - Full access to OCLC products and services, including
original and copy cataloging and full interlibrary loan

Would like to Add more Online databases
Fine Arts Database
JSTOR products

Online Catalog
Mandarin Server and Software Upgrade - off-site hosting [Achieved]
Staff training on new products [Achieved]

Hardware
Every CPU mounted so that it is on neither the floor nor taking up valuable desk space -
-- move to laptop/mobile computers [Achieved]
Update presentation equipment in the library seminar room SMART board [Achieved]
Wire management for appearance and safety [Achieved]

Wish list
Consistent computer model throughout the library for better maintenance [Partially
Achieved 2009] – 20 Dell Laptops in the seminar room
Flat Panel monitors throughout the library – all the same color for both aesthetics and
space [Achieved 2008]
Staffing

Short-term
Encourage staff to participate in a continuous program of professional development
Foster a friendlier, more service-oriented atmosphere in the library
Develop a program to extend the hours that library personnel are available [some nights] need part-time [tech-savvy] night assistant 7-9pm
Develop a plan to eliminate vandalism [writing on furniture and walls] and damage to equipment - Summer 2010 eight library tables will be sanded and glass tops cut and affixed.
Staff will encourage respect and responsibility towards the library books, equipment, and furniture

Medium-term
Continue to develop a program to extend the hours that library personnel are available [some nights & possibly weekends]
Begin library information / reference desk training
Be approachable [showing an interest in patrons, listening and inquiring so that the information that is needed is found.]
Develop a reference interview
Develop library policies - [Be proactive and plan for the complex instances particularly at the circulation desk]

Long-term
Establish a library information / reference desk that is continuously staffed when the library is open
Summer 2009 – set-up Library Information desk using existing furniture [Achieved]
Continue to develop a program to extend the hours that library personnel are available [nights & weekends]
Staff member devoted to and trained for library evening and weekend work [See Attached Proposal]

Proposal for dedicated library nighttime and weekend staff:
The Webb School Library has increased its usage and technology over the past 7 years since we added the last part time position. This proposal is to make the case for a dedicated library nighttime and weekend staff to provide services to the boarding community and to protect the valuable assets housed in the library facility.

- Adult library trained staffing from 7-9 pm Sunday through Thursday
- Adult library trained staffing from 12-3 pm Saturday

Current usage:

Daytime
The Library day staff
Manages 32 patron computers, 3 printers, a SMART Board, and a copier
Hosts an average of 20 study halls, 8 research classes, and 4 club meetings per week, this is in addition to the general library patrons of 20-50 per class period.

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Catalogs and manages a collection of 30,000 volumes
Manages the library web pages and arranges book displays and promotions

Nighttime
Currently unpaid student prefects are staffing the library at night and over the weekend. Prefects are doing a great job, but watching such a busy library at night does not allow the Prefect to dedicate time to their own studies. Approximately 20 students visit the library each night in addition to the Mock Trial club [about 15 students] during the winter and periodic parent association meetings.

**Is the school losing money by not having this hire?** Yes.
**Why:**
There is damage of property without adult supervision, which makes the school less attractive to prospective families. Additionally, valuable art, furniture, and technology are housed in the facility, which is protected only by students at night who are of course, unpaid and minors.

Valuables currently housed in the Bond Library:
- The Library is the home of at least 10 valuable paintings and sculptures.
- Priceless School Archives
- Quality Cherry Furnishings
- 12 Patron Desktop Computers
- 20 Patron Laptop Computers
- 1 SMART board
- 1 Large Screen Television
- 3 Patron Printers
- 1 Self-Circulation machine
- 4 Staff Computers
- Campus Network Servers
- Large Laminating Machine

**Is the school missing out on potential benefit by not having this hire?** Yes.
**Why:**
Boarding parents may be less likely to trust the school with their children’s well being when such a large facility is without adult supervision. Worries include: fire and natural disasters, medical emergencies such as seizures, asthma attacks, et cetera, and behavioral issues like sexual activity.

**Will the new hire help you make better use of existing resources?** Absolutely.
**Why:**
A permanent library staff member can be trained to operate computers, printers, and all other media in the facility. This staff member will make boarding parents feel at ease in the event of an emergency.
Facilities

Short-term
24 – 30 Traditional library chairs to replace the damaged and cracked chairs throughout the library. [56 stackable chairs purchased with 10-year warranty]

Lighting Fixtures addressed – possibly replaced with energy efficient fixtures – but still in keeping with the architecture of the facility - addressed in capital requests for 2010

Carpet needs to be replaced – addressed in capital requests for 2010

Medium-term & Long-term

Replace Wicker furniture for traditional library furniture [Four upholstered chairs were transferred from the administration area still need about 7 additional chairs for individual reading]
[Achieved] Purchase chairs for library seminar room that are easy to move and possibly stackable [stackable chairs purchased with 10 year warranty]
[Achieved] Designate an area for rare books and archives
Look at the library image - The first impression does make a difference. [Facility and signage]
Programming

Ongoing

**Student programming**
March – Second Annual Teen Tech Week
April – National Library Week
April – Support Teen Literature Day
September – Banned Books Week
October – Teen Read Week
Political Series - Debate/ Election/ Inaugural Watch
Winter Olympics viewing, Quiz Bowl displays and viewing

**Faculty programming**
Library Catalog In-service
Online Database In-service
Instructional Technology In-service [SMART Board, PowerPoint, and Web Design]

**Goals**
Author Visits / Book signing
Weekend activities for boarders – film festivals, video / computer game competition, etc.
Budget

We had another outstanding year with the used book sale fundraiser. We profited around $18,000 to subsidize our Library budget. The budget should be evaluated each year to determine if the funds are adequate.

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<td>5101</td>
<td>A/V Films/Videos/Software</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
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<td><strong>New Derived from Used book sales</strong></td>
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<td><strong>Interlibrary Loan</strong></td>
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<td><strong>Chairs</strong></td>
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<tr>
<td></td>
<td><strong>Lighting &amp; Carpeting</strong></td>
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<td></td>
<td></td>
<td><strong>Lighting &amp; Carpeting</strong></td>
</tr>
</tbody>
</table>

The Webb School Library Becomes the ‘21st Century Information Hub’ and the “Third Place” Spring 2010
Submitted by Hannah Little, The Webb School Librarian
Awards and Grants

Short-term
Pursue The Tennessee Association of School Librarians [TASL] Innovative Library Media Program Award [We Won for 2009!!!]

Medium-term & Long-term
National School Library Media Program of the Year Award from American Association of School Librarians [AASL] and Follett.

Established in 1963, the National School Library Media Program of the Year (NSLMPY) Award honors school library media programs practicing their commitment to ensure that students and staff are effective users of ideas and information, as well as exemplifying implementation of Information Power. The award recognizes exemplary school library media programs that are fully integrated into the school's curriculum. Each winning program receives a $10,000 prize ($30,000 total) donated by Follett Library Resources.

http://www.ala.org/ala/mgrps/divs/aasl/aaslawards/nslmpy/nslmpy.cfm

HISTORY & American Association for State and Local History [AASLH] “Save Our History Grant”

Inspire the youth in your community to become the preservationists of tomorrow. Museums, historic sites, historical societies, preservation organizations, libraries, and archives are invited to partner with a local school or youth group and apply for funding to help preserve the history of their communities. Each year, HISTORY awards $250,000 in grants to organizations that partner with schools or youth groups on community preservation projects that engage students in learning about, documenting and preserving the history of their communities.

The 2010 / 2011 Grant Cycle will kick off in January 2010, when the grant application is posted online at

saveourhistory.cominfo@saveourhistory.com.
## Surveys

### 2008/2009 Faculty Survey Responses - 11 Responses

1. Please indicate your department
   - Fine Arts: 3
   - History: 1
   - Mathematics: 0
   - Science: 3
   - English: 2
   - Foreign Language: 2

2. Do you assign projects or papers, which require students to use the Library?
   - Yes: 8
   - No: 3

3. What Library resources do you expect your students to use?
   - Reference and Non Fiction Books: 4
   - Online Databases: 2
   - Fiction Books: 1
   - Other: 5 [CD's, DVD's, The Internet]

4. Why do you use the Library? (Check ALL that apply)
   - Reserve materials: 2
   - Interlibrary Loan: 1
   - Research: 6
   - Casual Reading: 10
   - Professional Collection / Faculty Library: 6

5. Does the Library maintain adequate hours to ensure accessibility?
   - Yes: 11
   - No: 0

6. Is the Library staff helpful in meeting your needs?
   - Yes: 11
   - No: 0

7. Have you planned a Collaborative Lesson with the Librarian?
   - Yes: 1
   - No: 10

8. Please rate the availability of the Library's resources in satisfying your needs in your academic area.
   - Excellent: 8
   - Good: 2
   - Fair: 1
   - Poor: 0

9. Are you satisfied with the way Library resources are requested through your department?
   - Yes: 11
   - No: 0
Summarization of Student Surveys from 2008/2009

I spend most of my free time in the Library

<table>
<thead>
<tr>
<th></th>
<th>MS</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School</td>
<td>26.7%</td>
<td>64.0%</td>
<td>55.6%</td>
<td>31.3%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Freshmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juniors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seniors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the library staff were available to help with research one night or weekend day, which of the following would you choose?

<table>
<thead>
<tr>
<th>Day and Time</th>
<th>MS</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Night 7 pm - 9 pm</td>
<td>33.3%</td>
<td>59.1%</td>
<td>50.0%</td>
<td>56.3%</td>
<td>50%</td>
</tr>
<tr>
<td>Thursday Night 7 pm - 9 pm</td>
<td>16.7%</td>
<td>18.2%</td>
<td>38.9%</td>
<td>18.8%</td>
<td></td>
</tr>
<tr>
<td>Saturday 12 noon - 3 pm</td>
<td>50.0%</td>
<td>22.7%</td>
<td>11.1%</td>
<td>25.0%</td>
<td>50%</td>
</tr>
</tbody>
</table>

I visit The Webb School William Bond Library

<table>
<thead>
<tr>
<th></th>
<th>MS</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>46.7%</td>
<td>68.0%</td>
<td>72.2%</td>
<td>43.8%</td>
<td>50%</td>
</tr>
<tr>
<td>Weekly</td>
<td>40.0%</td>
<td>20.0%</td>
<td>22.2%</td>
<td>50.0%</td>
<td>50%</td>
</tr>
<tr>
<td>Monthly</td>
<td>6.7%</td>
<td>12.0%</td>
<td>5.6%</td>
<td>6.3%</td>
<td></td>
</tr>
</tbody>
</table>

My purpose/s for visiting the library is / are

<table>
<thead>
<tr>
<th>Purpose</th>
<th>MS</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check out books</td>
<td>53.3%</td>
<td>45.8%</td>
<td>55.6%</td>
<td>43.8%</td>
<td>75%</td>
</tr>
<tr>
<td>Research for papers &amp; projects</td>
<td>46.7%</td>
<td>45.8%</td>
<td>61.1%</td>
<td>75.0%</td>
<td>75%</td>
</tr>
<tr>
<td>Use the computers to type or print papers</td>
<td>53.3%</td>
<td>75.0%</td>
<td>83.3%</td>
<td>81.3%</td>
<td>75%</td>
</tr>
<tr>
<td>Facebook</td>
<td>33.3%</td>
<td>33.3%</td>
<td>55.6%</td>
<td>25.0%</td>
<td>25%</td>
</tr>
<tr>
<td>General Internet use</td>
<td>46.7%</td>
<td>54.2%</td>
<td>61.1%</td>
<td>50.0%</td>
<td>50%</td>
</tr>
<tr>
<td>Study</td>
<td>60.0%</td>
<td>58.3%</td>
<td>77.8%</td>
<td>75.0%</td>
<td>25%</td>
</tr>
</tbody>
</table>
The Webb School Library Becomes the ‘21st Century Information Hub’ and the “Third Place”

Spring 2010

Submitted by Hannah Little, The Webb School Librarian

<table>
<thead>
<tr>
<th>Quiet place to read</th>
<th>26.7%</th>
<th>25.0%</th>
<th>27.8%</th>
<th>50.0%</th>
<th>0%</th>
</tr>
</thead>
</table>

I would come to the library more if ...

<table>
<thead>
<tr>
<th>Condition</th>
<th>MS</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>if food and drink were allowed</td>
<td>33.3%</td>
<td>44.0%</td>
<td>61.1%</td>
<td>60.0%</td>
<td>25%</td>
</tr>
<tr>
<td>if there were more group study areas</td>
<td>13.3%</td>
<td>40.0%</td>
<td>38.9%</td>
<td>46.7%</td>
<td></td>
</tr>
<tr>
<td>if there were more computers</td>
<td>53.3%</td>
<td>32.0%</td>
<td>16.7%</td>
<td></td>
<td>26.7%</td>
</tr>
<tr>
<td>if there was more comfortable furniture</td>
<td>40.0%</td>
<td>72.0%</td>
<td>50.0%</td>
<td></td>
<td>53.3%</td>
</tr>
<tr>
<td>if there was better lighting</td>
<td>13.3%</td>
<td>12.0%</td>
<td>16.7%</td>
<td>26.7%</td>
<td></td>
</tr>
<tr>
<td>Other [if we could play cards]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22.2%</td>
</tr>
</tbody>
</table>

I use the following library provided equipment and supplies [select all that apply]

<table>
<thead>
<tr>
<th>Equipment</th>
<th>MS</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>100.0%</td>
<td>95.8%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100%</td>
</tr>
<tr>
<td>Printer [Black and White]</td>
<td>80.0%</td>
<td>87.5%</td>
<td>94.4%</td>
<td>93.8%</td>
<td>100%</td>
</tr>
<tr>
<td>Printer [Color]</td>
<td>73.3%</td>
<td>83.3%</td>
<td>83.3%</td>
<td>62.5%</td>
<td>75%</td>
</tr>
<tr>
<td>Scanner</td>
<td>20.0%</td>
<td>29.2%</td>
<td>44.4%</td>
<td>37.5%</td>
<td>50%</td>
</tr>
<tr>
<td>Stapler</td>
<td>73.3%</td>
<td>79.2%</td>
<td>100.0%</td>
<td>87.5%</td>
<td>100%</td>
</tr>
<tr>
<td>Hole punch</td>
<td>66.7%</td>
<td>54.2%</td>
<td>77.8%</td>
<td>81.3%</td>
<td>75%</td>
</tr>
<tr>
<td>Poster paper</td>
<td>13.3%</td>
<td>12.5%</td>
<td>27.8%</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td>Note Cards</td>
<td>20.0%</td>
<td>25.0%</td>
<td>44.4%</td>
<td>6.3%</td>
<td>50%</td>
</tr>
<tr>
<td>Other – [Copier]</td>
<td>20.0%</td>
<td>4.2%</td>
<td>16.7%</td>
<td>12.5%</td>
<td></td>
</tr>
</tbody>
</table>

Top Two Online Tools

<table>
<thead>
<tr>
<th>MS</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noodle Tools</td>
<td>Noodle Tools 48%</td>
<td>Noodle Tools 82.4%</td>
<td>Noodle Tools 100%</td>
<td>Noodle Tools 100%</td>
</tr>
<tr>
<td>Britannica &amp; ProQuest</td>
<td>Britannica 36%</td>
<td>Britannica 47.1%</td>
<td>GALE TEL 100%</td>
<td>Britannica &amp; ProQuest 75% each</td>
</tr>
</tbody>
</table>
I need the Librarian’s assistance most for

<table>
<thead>
<tr>
<th>MS</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Obtaining new materials for research</td>
<td>Help Citing a resource</td>
<td>Obtaining new materials for research</td>
<td>Obtaining new materials for research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dreams

Long-term Dreams for a combined Webb Library and Student Commons

Can be achieved with our current facility space
- A “Hub” that combines high-tech learning spaces and resources with the books and comfort of a reading library
- Individual and small group study areas

Student “Campus Commons”
Need additional or repurposed space
- Multipurpose room with advanced a multimedia [video and Web conferencing] capability that accommodates large gatherings, assemblies, and special events.
- Student Commons to serve as a gathering point
- Reading café and Webb store [sundries, books, and logo items]
- School Museum and Archives

See the proposed Upper School Library and Student Commons at St. Paul’s School in Brooklandwood, just outside the Baltimore Beltway
http://www.stpaulsschool.org/the_campaign_for_st_pauls/campaign_priorities/upper_school_library_and_student_commons/index.aspx
Sources


HISTORY & American Association for State and Local History [AASLH] “Save Our History Grant” saveourhistory.cominfo@saveourhistory.com.

NAIS Guidelines of Professional Practice for Librarians http://www.nais.org/about/seriesdoc.cfm?ItemNumber=151374

American Association of School Librarians adopted a set of National Standards for 21st century learners http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm

St. Paul's School in Brooklandwood, just outside the Baltimore Beltway http://www.stpaulsschool.org/the_campaign_for_st_pauls/campaign_priorities/upper_school_library_and_student_commons/index.aspx

City of Sunnyvale Library: sunnyvale.ca.gov/NR/rdonlyres/.../RTC06117Attachment8.doc