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THE SCHOOL LIBRARY'S CONTRIBUTION TO THE TOTAL  
EDUCATIONAL PROGRAM OF THE SCHOOL: A CONTENT  
ANALYSIS OF SELECTED PERIODICALS IN  
THE FIELD OF EDUCATION

BY  
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A dissertation submitted in partial fulfillment  
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The object of this study is to analyze the content of representative education periodicals thought to be most generally available and of considerable potential interest to elementary and secondary school administrators, for the purpose of determining the nature and amount of the school library information contained therein, especially that pertaining to the school library's contribution to the total educational program of the school. The importance of this particular information being made available to the administrator arises from his responsibility for the school library as an integral part of the total school program, and from his reputed reliance upon professional periodicals as a principal source of information about contemporary practices and trends in his field.

In surveying the entire content of 13 selected periodicals published from September 1, 1954, through August 31, 1955, it was found that only 11 of the 1561 articles deal specifically with school library matters, but that 225 other articles and 38 other parts of the periodicals also contain school library items.

#### ACKNOWLEDGMENTS

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## CHAPTER I-

### INTRODUCTION

#### The Administrator and the School Library Program

Since school administrators<sup>1</sup> bear the major responsibility for the educational welfare of the school, it would appear that this responsibility would include concern for the program of the school library<sup>2</sup> to the extent that it is recognized as an integral part of the larger educational program of the school. The degree of this recognition and concern can be documented in part by examining within the limits of this survey the official actions, publications, and statements of professional associations of administrators and of persons holding office in these associations.

#### Responsibility for the Program, as Conceived by Administrators

The American Association of School Administrators appears to have taken little official action in regard to

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<sup>1</sup>The term "administrator" is used in this paper to denote persons with administrative responsibility in the school system, such as superintendents, principals, supervisors, consultants, and curriculum directors.

<sup>2</sup>The terms "program of the school library" and "school library program" are used to denote those library activities which may be engaged in by elementary and secondary school pupils and staff in connection with the total educational program of the school, and which may not necessarily be confined to the school building and property.

school libraries. In 1937 the Department of Superintendence of the National Education Association (reorganized that same year as the American Association of School Administrators) adopted a resolution recommending "the restoration of services suspended during the economic crisis, with an improved instructional program supported by a more liberal use of research, guidance, library, modern equipment and materials";<sup>1</sup> and in 1949 the Association adopted a resolution in which it acknowledged responsibility "to assume the initiative in seeking more effective working relationships with all other government and lay groups that have responsibilities or interests in such fields as . . . libraries . . . which supplement and reinforce our own public school program."<sup>2</sup>

It may be noted that the American Association of School Administrators issues no journal or bulletin, and that it has not issued a yearbook on the subject of school library service, although the report of the Joint Committee of the National Education Association and the American Library Association for 1940 noted the request of that committee that the A. A. S. A. consider the possibilities of a yearbook "on school library administration from the view-

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<sup>1</sup>National Education Association, Department of Superintendence, Official Report, 1937; New Orleans, Louisiana (Washington: American Association of School Administrators, 1937), p. 199.

<sup>2</sup>American Association of School Administrators, Official Report; Regional Conventions, 1949; San Francisco, St. Louis, Philadelphia (Washington: American Association of School Administrators, 1949), p. 186.



Examination of all the assembled items of school library information showed that in the area of the instructional program the greatest amount of attention is given to the library's contribution to Language Arts instruction, considerably less to its participation in Science, Social Science, Special Education, Citizenship Education, and "core" programs, and almost none to its potential in other areas of the curriculum or in extra-curricular activities. In the area of special services and agencies, the library's relationship to audio-visual, guidance, and public library programs and services is emphasized. In the area of administrative arrangements for school library service, the provision of adequate materials and quarters is amply documented, but the cooperative selection of materials is mentioned less frequently. There is little or no information about the librarian as administrator, the training and recruitment of school librarians, or the provision of supervisory or consultant services. Insofar as comparison was possible, a large majority of the items of school library information were found to compare favorably with nationally accepted school library standards.

A number of conclusions may be drawn from the study:

- (1) it seems advantageous that the information presented in articles specifically on the school library is supplemented appreciably by school library items in other parts of the selected periodicals; (2) school librarians have assumed little responsibility for contributing to the dissemination

of school library information by writing for these periodicals; (3) the scant attention to the school library's contribution to a number of curriculum areas and to co-curricular activities is inconsistent with the modern concept of the library as a teaching and service agency for the entire school; (4) information about the library's relationship to other special services and agencies is uneven in emphasis and inadequate in coverage; (5) information about administrative provisions for school library service, with the exception of those for library quarters, is limited in amount and scope; and (6) the school library information presented is generally in agreement with national school library standards, although the information regarding administrative provisions for school library service appears to be most inadequate. Finally, while the administrator may find a certain amount of information about specific ways in which the school library program may be integrated with the school program, he will not find in these periodicals adequate information about administrative provisions for school library service. Implied throughout is the need for librarians, school administrators, and editors to cooperate in making available in education periodicals the kinds and amounts of information that would be of most help to readers, and especially to administrators, in understanding the school library's actual and potential contribution to the total educational program of the school.

point of the superintendent of schools--town, city, county and state."<sup>1</sup> Two publications dealing with school libraries have, however, appeared under the sponsorship of the A. A. S. A. These took the form of circulars of the Educational Research Service, a service launched in 1924 by the Department of Superintendence and the N. E. A. Research Division. One of these circulars is entitled "Certain Aspects of School Library Administration,"<sup>2</sup> the other, "Salaries of School Librarians in 165 School Systems in Cities Over 30,000 in Population, 1948-49."<sup>3</sup> Negotiations for a manuscript on cutting school library costs are mentioned in the minutes of the American Association of School Administrators Executive Committee for 1955.<sup>4</sup>

In his introduction to School Libraries for Today and Tomorrow,<sup>5</sup> N. L. Engelhardt, President of the American Asso-

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<sup>1</sup>National Education Association, Proceedings of the Seventy-eighth Annual Meeting (Milwaukee, 1940), p. 883.

<sup>2</sup>American Association of School Administrators, Certain Aspects of School Library Administration, Educational Research Service Circular No. 6, 1939 (Washington: American Association of School Administrators, 1939).

<sup>3</sup>Educational Research Service, Salaries of School Librarians in 165 School Systems in Cities Over 30,000 in Population, 1948-49, Circular No. 5, 1949 (Washington: Educational Research Service, 1949).

<sup>4</sup>American Association of School Administrators, Education, An Investment in America's Future: Regional Conventions, 1955; St. Louis, Denver, Cleveland, Official Report of the 81st Annual Convention (Washington: American Association of School Administrators, 1955), pp. 260-61.

<sup>5</sup>American Library Association. Committees on Post-War Planning of the American Library Association Division of Libraries for Children and Young People and Its Section The American Association of School Librarians, School Libraries for Today and Tomorrow: Functions and Standards (Chicago: American Library Association, 1945).

ciation of School Administrators, pointed out that the library is unlike any other school department in that it serves every other branch of the school. He also affirmed that "the superintendents of America are all vitally interested in the improvement of school libraries and the increase of their number, [that] they are fully aware of the important place that libraries must take in any scheme of education, [and that] as the educational program advances in our democracy, the library may be expected to take an even more important place among the educational facilities than it has in the past."<sup>1</sup> Shortly after the publication of School Libraries for Today and Tomorrow Sherwood D. Shankland, Executive Secretary of the A. A. S. A., stated in this annual report that "the school library is an integral part of the school program and as such is basically a responsibility of the board of education and of the superintendent of schools."<sup>2</sup>

Although the Secondary Department of the National Education Association adopted in 1918 the Certain Report<sup>3</sup> which became the first national statement of school library standards, the National Association of Secondary School

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<sup>1</sup>Ibid., pp. 1-3.

<sup>2</sup>"Annual Report of the Executive Secretary," American Association of School Administrators, Something about the Canceled Conferences Scheduled at Birmingham, Chicago, Denver, New York: Official Report, 1945 (Washington: American Association of School Administrators, 1945), p. 270.

<sup>3</sup>"Report of the Committee on Library Organization and Equipment," National Education Association, Addresses and Proceedings of the Fifty-sixth Annual Meeting (Pittsburgh, Pa., 1918), pp. 695-714.

Principals seems not to have been very active officially in the discussion and promotion of school library service in recent years. It has published no yearbook specifically on secondary school libraries, but has included articles on the subject in its yearbooks and other issues of its official bulletin. Such articles, however, have not averaged one a year during the past 10 years.

In contrast, the Department of Elementary School Principals, after publishing a few articles and an important report<sup>1</sup> on elementary school libraries in its third and fourth yearbooks in 1924 and 1925, issued in 1933 a yearbook<sup>2</sup> entirely devoted to these libraries. This yearbook dealt with the school library as the center of a modern program of education and called attention to the fact that "the principal as director of instruction of his school has a number of very definite and important duties" in connection with the school library program.<sup>3</sup>

In 1951 the Department issued Elementary School Libraries Today,<sup>4</sup> its second yearbook on school libraries.

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<sup>1</sup>"Report of the Joint Committee on Elementary School Library Standards," The Elementary School Principalship: A Study of Its Instructional and Administrative Aspects, ed. by Arthur S. Gist, Fourth Yearbook of the Department of Elementary School Principals (Washington: National Education Association, 1925), pp. 326-59.

<sup>2</sup>National Education Association. Department of Elementary School Principals, Elementary School Libraries, Twelfth Yearbook (Washington: National Education Association, 1933).

<sup>3</sup>Ibid., p. 132.

<sup>4</sup>National Education Association. Department of Elementary School Principals, Elementary School Libraries Today, Thirtieth Yearbook (Washington: National Education Association, 1951).

In the foreword Roy E. Learned, Chairman of the Editorial Committee, said that

Elementary-school principals and classroom teachers in recent years have become increasingly alert to the vast potentialities of their school libraries. Well-organized, adequately equipped, and properly staffed instructional materials centers are now considered essential to the type of educational program that extends beyond the textbook and the classroom.  
 . . . The Committee . . . think[s] of this yearbook as a widespread sampling of what is going on in the elementary-school library field in the United States today.<sup>1</sup>

The president, Thomas E. Pierce, reported the belief of the "leaders of the Department" that "this book will make an unusual and distinctive contribution to the rather limited supply of professional literature available on elementary school libraries,"<sup>2</sup> and stated that "it is doubtful if any other single publication offers as much to those who are interested in building better elementary-school libraries."<sup>3</sup> He also pointed out that principals were among the specialists who had contributed to the yearbook.<sup>4</sup>

Since 1951 an average of one article a year devoted specifically to school libraries has appeared in the National Elementary Principal, the official publication of the Department of Elementary School Principals.

The Association for Supervision and Curriculum Development occasionally publishes an article on the school library in its journal, Educational Leadership. Chiefly, however, the library program receives attention only as part of the discussion of the central theme chosen for the year or

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<sup>1</sup>Ibid., p. 132.    <sup>2</sup>Ibid., p. 6.    <sup>3</sup>Ibid.    <sup>4</sup>Ibid.

of the specific theme chosen for each separate issue. In the past 10 years only 3 articles in this journal have been listed under school library and related subject headings in the Education Index.

The Administrator's Need for Information  
about the School Library Program

Fairly early in the 1900's librarians began to express concern about the administrator's need for a better understanding of the school library program and to call attention to the great dearth of adequate library information available to him in his professional books and journals. In 1915 Warren reported that "with a few exceptions the educational associations give little attention to libraries on their programs and school people have written very little about the library in their magazines."<sup>1</sup> Two years later Pooley stated that the high school library had suffered and was still suffering from lack of advertising, that it had only recently been discussed in the educational journals, and that outside library circles it was receiving little attention and almost no serious consideration.<sup>2</sup> In the preface to her 1928 volume on the high school library Logasa reported that in an earlier examination of books on various phases of

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<sup>1</sup>Irene Warren, "Relation Between Libraries and Schools As Shown by Current Educational Publications," The Library Journal, XL (June, 1915), 446.

<sup>2</sup>Mary Helen Pooley, "Problems Met in Reorganizing a High School Library," American Library Association, Papers and Proceedings of the Thirty-ninth Annual Meeting (Louisville, Ky., 1917), p. 180

secondary education she had found few that contained any great amount of material on the high school library and none that presented the subject adequately.<sup>1</sup> Speaking of her own book in the same preface, she stated that it treated the functional side of library service and attempted to show "both the direct and indirect contributions to the objectives of education, in theory and practice."<sup>2</sup> In 1930 Fargo published a book designed to help the administrator set up a program of elementary school library service that would meet the needs of the local situation--one criticizing, analyzing and evaluating practices "in terms of curriculum enrichment and relationship to the modern school program in its entirety."<sup>3</sup>

In 1939 the introduction to the sixth edition of School Library Management stated that

With the spread of the new library idea through all the grades, more and more administrators are asking themselves and each other how they can incorporate the school library idea into their own administrative plan. The following chapters discuss some of these questions and indicate some approaches which should lead to constructive thought.<sup>4</sup>

At about the same time Cecil and Heaps, an educator and a

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<sup>1</sup>Hannah Logasa, The High School Library: Its Function in Education (New York: D. Appleton and Co., 1928), p. vii.

<sup>2</sup>Ibid., vii-viii.

<sup>3</sup>Lucile P. Fargo, Elementary School Library Service (Chicago: American Library Association, 1930), p. 8.

<sup>4</sup>Martha Wilson, School Library Management, sixth ed. rev. and rewritten by Althea M. Currin (New York: H. W. Wilson Co., 1940), p. 14.



librarian, respectively, commented that "while there are many library-minded superintendents today, school library conditions in countless cities, towns, and rural areas point to a fundamental lack of understanding of library problems on the part of school administrators."<sup>1</sup> Their book, concerned with school library service from the standpoint of educational administration, had for one of its purposes that of interpreting to the school administrator "the importance and place of the school library in our educational program today."<sup>2</sup> And in 1942 a school administrator wrote about the school library specifically for other administrators. His book<sup>3</sup> was introduced by an editorial note:

The literature aimed at the administrator pertaining to instructional problems has been regrettably weak from the point of view of furnishing him with a guide to action. In the school library field, for example, nearly all of the literature has been directed toward the librarian and the more technical aspects of her job.

This literature has been prepared by librarians rather than educators and has not been written from the point of view of the administrator.<sup>4</sup>

Included in the book was a presentation of ways in which the library can participate in total school programs.

In the light of the foregoing it seems clear that by the early forties persons both in the library and in the

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<sup>1</sup>Henry L. Cecil and Willard A. Heaps, School Library Service in the United States: An Interpretative Survey (New York: H. W. Wilson Co., 1940), p. 36.

<sup>2</sup>Ibid., p. 3

<sup>3</sup>John Coulbourn, Administering the School Library (Minneapolis: Educational Publishers, Inc., 1942).

<sup>4</sup>Ibid., p. iii.

school field not only realized the administrator's need for information about school libraries, and the dearth of such information, but were attempting in various ways to improve the situation.

The following quotations from periodicals published since 1942 seem to indicate that, although some administrators are well informed about the library, there may still be need for wider dissemination of school library information to administrators in general and of a broader understanding of school libraries on their part:

The greatest obstacle to the application of school library standards is the lack of understanding of the value of school libraries on the part of school officials. The library in the school is a relatively new feature of the educational system . . . . Some school officials and teachers have not been accustomed to the use of a library in their teaching and they do not know the contribution it can make to their work.<sup>1</sup>

Great and apparent as the need for adequate school libraries seems to some librarians, administrators, and educators, it is not understood by many more educators, teachers, administrators, and lay persons.

On the other hand . . . sometimes the activities of libraries at the elementary and secondary level are such as to accord with the requirements, abilities, and interests of individual children; and library service is beginning to be expressed in terms of social, reading and vocational guidance, and as part of the teaching function of the school library.<sup>2</sup>

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<sup>1</sup>Frances L. Spain, "The Application of School Library Standards," The Library in General Education, Forty-second Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1943), pp. 287-88.

<sup>2</sup>Alice Lohrer, "Introduction," in "Current Trends in School Libraries," Library Trends, Vol. I, No. 3 (January, 1953), p. 261.

[One] of the specific school library problems or needs which stand out . . . [is] increased attention to school library administration, supervision and teaching in education courses and professional publications for superintendents, principals and teachers.<sup>1</sup>

Education Periodicals as a Source of Information  
for the Administrator

According to Cecil and Heaps an intelligent understanding of the problem of school library service is partially dependent upon a knowledge of:

1. the background of the school library movement in its relation to the significant movements in education
2. the legal basis of school library service
3. important forms of school library service administration together with the problems in support and control inherent in each form of administration
4. current practices and trends of progressive school systems in providing school library service<sup>2</sup>

It may be well to consider the several potential sources of information available to the administrator who is seeking help in gaining a somewhat comprehensive knowledge of the problems of school library service and in keeping informed about practices and trends in this important area of the educational program. Several of these sources are mentioned in the report of a survey in which all 26 of the participating superintendents stated that they were unable to find a satisfactory amount of time to read helpful and desirable books. Twenty of the 26 emphasized newspapers, magazines, radio programs, and motion pictures as a means of keeping up to date. "All twenty-six stated further that

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<sup>1</sup>Anna Clark Kennedy, "School Libraries--1954," ALA Bulletin, XLVIII (October, 1954), pp. 513-14.

<sup>2</sup>Cecil and Heaps, op. cit., p. 36.

because of other demands of their present positions, they were unable to continue graduate study and had to rely upon professional reading, round-table conferences, and similar group gatherings to keep informed and alert to changes in education."<sup>1</sup>

It appears that periodicals in the field of education are regarded favorably by many persons in the profession as sources of information and that reading them is considered a worth-while professional activity. In the 1952 yearbook of the American Association of School Administrators, for example, one finds this statement:

Professional magazines in the field of education offer an effective means of inservice education for school executives. This appraisal applied not only to the large number of magazines dealing with various phases of educational work, but especially to the excellent publications concerned particularly with educational control and administration.<sup>2</sup>

The dependence of superintendents upon professional magazines as a source of helpful information may be further documented by another finding of the survey of the 26 superintendents mentioned above:

Most of the superintendents expressed the belief that there had been decided improvement of professional magazines so that they could keep informed with regard to the trends and experiments in education. The professional magazines most frequently mentioned by the

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<sup>1</sup>American Association of School Administrators, The Superintendent of Schools and His Work, Final Report of the Committee on Certification of Superintendents of Schools (Washington: American Association of School Administrators, 1940), pp. 7-8.

<sup>2</sup>American Association of School Administrators, The American School Superintendency, Thirtieth Yearbook (Washington: American Association of School Administrators, 1952), p. 429.

superintendents interviewed were . . . : Journal of the NEA, American School Board Journal, Nation's Schools, School Executive, School and Society, and the state teacher's association journal.<sup>1</sup>

The answers to questionnaires sent out in a 1949 survey revealed that 1411 supervising principals of elementary schools "read regularly" about 4 professional magazines, and replies from teaching principals yielded the same results. It was found also that during the preceding twenty years there had been a definite shift in the reading interests of principals. From an interest in reading general professional periodicals the principals had turned to reading those dealing specifically with administrative and instructional problems.<sup>2</sup>

Although Brickman points out that educational journals have serious limitations in that "they cannot keep pace with the march of events [and that] as a rule, their reports are often meagre in amount, uncritically selected, inadequately analyzed, and delayed in timeliness,"<sup>3</sup> Alexander and Burke affirm that "periodicals of the proper dates are the best

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<sup>1</sup>American Association of School Administrators, The Superintendent of Schools and His Work, p. 8.

<sup>2</sup>National Education Association. Department of Elementary School Principals, The Elementary School Principalship--Today and Tomorrow, Twenty-seventh Yearbook (Washington: National Education Association, 1948), pp. 175-6.

<sup>3</sup>W. W. Brickman, "Current Educational Information," Schools and Society, LXXXI (March 5, 1955), 75-6.

sources for determining contemporary opinion and status, present or past."<sup>1</sup>

In view of the evidence presented above it seems fair to assume that school library information in education periodicals is bound to contribute to some degree to the knowledge and understanding of school library service on the part of school administrators. It is this fund of school library information as it is presented to administrators and others in these periodicals that is the main concern of the present study. Since the school library exists chiefly to further the general educational program of the school, this investigation has for its focus the contribution of the school library to the school's educational program. Before going on to state the problem more specifically and to show the need for such an investigation, it seems desirable to mention some earlier investigations and to report those procedures and findings which are definitely related to the present study.

#### Related Studies

The first of several previous investigations that are related in one way or another to the present study is Vodra's

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<sup>1</sup>Carter Alexander and Arvid J. Burke, How to Locate Educational Information and Data: An Aid to the Quick Utilization of the Literature of Education (3d ed. rev.; New York: Bureau of Publications, Teachers College, Columbia University, 1950), p. 85.

survey<sup>1</sup> of articles on the junior and senior high school library in 38 education periodicals published from September, 1936, through June, 1941. The two purposes of this investigation were "to determine to what extent periodicals in the secondary education field have supplied articles on the junior and senior high school library to teachers, school administrators and supervisors (and) to determine to what extent editors of periodicals in the secondary education field are interested in articles on the junior and senior high school library for purposes of publication."<sup>2</sup> Vodra located articles through the use of school library subject headings in the Education Index and obtained information about interests of editors by sending out a questionnaire.

Three years later, in 1946, the School Library News Committee of the American Association of School Librarians, a sub-committee of the Publications Committee, submitted a report<sup>3</sup> that included information derived from a survey of school library information in education magazines. And somewhat later the writer of this paper, as part of a study<sup>4</sup>

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<sup>1</sup>M. Edna Vodra, "Educational Periodicals as a Method for Disseminating Information on the Junior and Senior High School Library" (unpublished Master's thesis, Faculty of Library Service, Columbia University, 1943).

<sup>2</sup>Ibid., pp. 6-7. (This passage and other quotations from Vodra are used with Miss Vodra's permission.)

<sup>3</sup>"Report of the School Library News Committee: A Subcommittee of the Publications Committee of the American Association of School Librarians, April 1, 1946." (Mimeographed)

<sup>4</sup>Edna V. Ballard, "A Survey of Information about School Libraries and Related Topics in Professional Periodicals" (unpublished Master's paper, Graduate Library School, University of Chicago, 1947).

of school library information in professional periodicals in the fields of library science, education, reading and literature, appearing from September 1, 1944, through August 31, 1945, examined articles on elementary and secondary school libraries in 14 selected education periodicals.

Three separate investigations were concerned with information on the high school library available to secondary school administrators and others. Ponder<sup>1</sup> examined books, periodicals, journals, bulletins, and reports published from 1900 to 1932; and Hulbert<sup>2</sup> conducted a similar survey of books, periodicals, and documents published from 1940 to 1950, except that her study was limited to publications most likely to be used by high school administrators in Ohio. Interesting herself in how the school library was presented in books on secondary school administration, Itamura<sup>3</sup> reported the results of her page-by-page examination of 22 selected books published since 1900.

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<sup>1</sup>Wilma Edith Ponder, "A Study of the High School Administrator's Professional Literature on the Library," (unpublished Master's thesis, Library School, University of Illinois, 1932).

<sup>2</sup>Helen L. Hulbert, "A Study of the High School Administrator's Literature on the Library for the Period 1940-1950" (unpublished Master's thesis, Graduate School, Kent State University, 1954).

<sup>3</sup>Ruth Sadako Itamura, "How the High School Library Is Presented in Books on Secondary School Administration" (unpublished Master's thesis, School of Library Science, Western Reserve University, 1949).



Freisen<sup>1</sup> considered articles on both elementary and secondary school libraries in her survey of periodicals published from 1939 to 1941 and from 1945 to 1948 in the fields of education and library science to discover their library content.

As part of a project that investigated education magazine articles written about certain educational practices, Rothemich<sup>2</sup> noted the frequency of publication of articles about school libraries in periodicals published from 1900 to 1950. And, as a part of a study of the development and evaluation of administrative policies and practices in public school library service as evidenced in city school surveys from 1907 to 1947, Lemley<sup>3</sup> surveyed contemporary literature on school libraries in education and library periodicals.

#### Amount and Distribution of School Library Information

Hulburt, Vodra, the School Library News Committee, Freisen, and Ballard found that an average of about one school library article a year per periodical was published

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<sup>1</sup>Ruby E. Freisen, "A Survey of Articles on the School Library Published in Library and Educational Periodicals" (unpublished Master's paper, Graduate College, University of Denver, 1949) (A report of a professional project.)

<sup>2</sup>Vincent J. Rothemich, "Communication in Educational Change; A Report of a Type C Project" (unpublished Ph.D. dissertation, Advanced School of Education, Teachers College, Columbia University, 1953).

<sup>3</sup>Dawson E. Lemley, "The Development and Evaluation of Administrative Policies and Practices in Public School Library Service As Evidenced in City School Surveys, 1907-1947" (unpublished Ph.D. dissertation, Graduate School, University of Pittsburgh, 1949).

in the education magazines they surveyed. In addition, Vodra found only a small amount of school library information available,<sup>1</sup> the School Library News Committee discovered "little or nothing about libraries,"<sup>2</sup> and Ballard found that there was brief and infrequent presentation of school library matters.<sup>3</sup> Rothenich reported that the number of articles dealing with school library matters reached a peak in 1929. In that year 120 articles appeared in the educational periodicals he examined as compared with 70 in 1940 and 46 in 1950.<sup>4</sup> Freisen noted a sharp decrease during recent years,<sup>5</sup> while Ponder, in her study of magazines published from 1900 to 1932, found that the publication of school library articles reached two high points: one from 1915 to 1918 and the other from 1925 to 1930, both reflecting standardization efforts by educators.<sup>6</sup> Itamura felt that more space should have been given to school library matters in books on secondary school administration,<sup>7</sup> and that probably the best plan for the presentation of this information was one in which there were scattered references throughout a book with a

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<sup>1</sup>Op. cit., p. 32.

<sup>2</sup>"Report of the School Library News Committee: A Subcommittee of the Publications Committee of the American Association of School Librarians, April 1, 1946," p. 2.

<sup>3</sup>Op. cit., p. 73.

<sup>4</sup>Op. cit., pp. 43-4.

<sup>5</sup>Op. cit., p. 60.

<sup>6</sup>Op. cit., p. 21.

<sup>7</sup>Op. cit., p. 36.

single chapter devoted entirely to the library to serve as "an integrating or summarizing discussion."<sup>1</sup>

#### Attention to Various School Library Topics

Vodra found that "integrating library service with the school program" was the leading school library topic in terms of frequency of articles published in the periodicals she surveyed,<sup>2</sup> but that "the junior and senior high school library as the coordinating agency of the educational program of the school {was} given little attention in educational periodicals."<sup>3</sup> Similarly, Freisen discovered that libraries in general, and the relation of the library to teachers and the curriculum, were topics most frequently dealt with in school library articles,<sup>4</sup> but concluded that the second of these topics, along with instruction in the use of the library, are two phases of the school library program that educators need to have called to their attention more frequently.<sup>5</sup> Ballard reported that "not only was there a dearth of articles that dealt specifically with the school library, but some phases of the subject were not treated in the periodical articles. For example, there were no articles on library service to elementary school children."<sup>6</sup> Ponder considered that the material on

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<sup>1</sup>Ibid., p. 37.

<sup>3</sup>Ibid., p. 59.

<sup>5</sup>Ibid., p. 87.

<sup>2</sup>Op. cit., p. 29.

<sup>4</sup>Op. cit., p. 57.

<sup>6</sup>Op. cit., p. 76.

the library in the high school administrator's professional literature was inadequate.<sup>1</sup>

#### Recognition of the Place of the Library in the School System

Recognition by educators in both administrative and legislative fields as far back as 1931 that library service had permanently established itself as a legitimate part of the school system was documented by Lemley.<sup>2</sup> That editors in general may not have shared this recognition is indicated by Vodra. She reported that "failure of the editor to recognize that the school library is an integral part of the educational system" was found to have been a determining factor in the publication of articles concerning library matters.<sup>3</sup> She indicated, also, that an understanding of the objectives and resources of the library is needed among school administrators and teachers.<sup>4</sup>

#### The Need for This Study

It will be noted that previous investigations of school library information presented in education periodicals were based on an examination of articles devoted specifically to school library matters. It will be noted further that, although some studies included a survey of education periodicals of interest to school administrators,

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<sup>1</sup>op. cit., p. 100

<sup>2</sup>op. cit., p. 87

<sup>3</sup>op. cit., p. 54.

<sup>4</sup>Ibid., p. 56.

none surveyed the entire content of periodicals thought to be most generally available and of greatest potential interest to both elementary and secondary school administrators, and none focused its attention on information concerning the school library's contribution to the total educational program of the elementary and the secondary school.

Itamura's study of school library information in books on secondary school administration revealed that such information appeared sometimes in chapters devoted to school libraries, sometimes scattered throughout the books in connection with various phases of school administration, and sometimes both in a separate chapter and in other places in the book, an arrangement which she considered desirable. It seemed to the present writer that a similar page-by-page investigation of the entire content of selected education periodicals might reveal valuable school library information not only in library articles easily identifiable as such, but also here and there in articles and other features which do not have libraries as their chief concern.

Several factors contribute to the need for such a content analysis. Among them are the decrease in recent years of the number of articles specifically devoted to school libraries, the increasing recognition of the importance of the library's contribution to the total educational program of the school, the current trend toward integration in school programs as well as in the presentation of various

subjects in educational periodicals, the apparent continuing need for school administrators to have school library information made available to them, and the lack of knowledge as to exactly what information about school libraries is available to administrators and others in education periodicals.

#### The Purpose of This Study

The broad general purpose of this study, therefore, is to examine the school library information available to elementary and secondary school administrators in education periodicals considered to be generally accessible to them, and especially to survey the information relating to the school library's contribution to the educational program of the school. Such an investigation may provide information of value to persons interested in the dissemination of school library information to superintendents, principals, supervisors, consultants, and curriculum directors.

The more specific purpose of the study is, through the examination of education periodicals thought to be representative of those generally available and of considerable potential interest to elementary and secondary school administrators, to find answers to the following questions:

1. To what extent is school library information available in the periodicals?
2. Where is the information located?
3. Who presented the information?
4. What is said about the library's contribution to the instructional program of the school?

5. What is said about the library's relationship to other special services and agencies in the school and the community as, for example, school guidance services and public libraries?
6. What is said about administrative provisions for library service?
7. How do the items of library information compare with the concepts and practices presented in the national school library standards?
8. What conclusions may be drawn about school library information in education periodicals thought to be generally available to administrators, especially information about the school library's contribution to the total educational program of the school?
9. What are the possible implications for librarians, administrators, and others?

#### Procedure and Techniques

In order to make such a detailed examination of the material as would be required, it was found necessary to limit the number of periodicals to be used, and the length of the publication period to be covered. After due consideration had been given to these and other determining factors, 13 periodicals were selected for analysis. Issues examined were those published from September 1, 1954, through August 1, 1955, the school year immediately preceding the beginning of the survey.

In choosing the specific periodicals to be analyzed an attempt was made to include periodicals dealing especially with administrative and supervisory problems, some concerned primarily with either elementary or secondary education, and others of a more general nature in the field of education; and to select those periodicals which might be considered to be generally available to administrators, since it has been found that "accessibility largely explains why people read what they do."<sup>1</sup> Only magazines distributed widely throughout the United States were chosen. Foreign journals and the publications of state and regional education associations and agencies were excluded. All of the selected periodicals are included in the Education Index, which is an important consideration since such inclusion implies both a considerable degree of availability of the magazine content to anyone who consults this guide and a general recognition of the importance of the periodicals in the field of education. In addition, reference to earlier issues of the Index provides information helpful in making certain comparisons between contemporary and earlier issues of the periodicals surveyed.

Table 1 lists the periodicals chosen for analysis and indicates the area of education with which each one deals.<sup>2</sup> It will be noted that 6 of the 13 periodicals emphasize

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<sup>1</sup>Douglas Waples, People and Print: Social Aspects of Reading in the Depression (The University of Chicago Studies in Library Science) (Chicago: University of Chicago Press, 1938) p. 36. See pages 10-12 of this paper for information about administrators' reading which was also considered in the selection of the periodicals to be analyzed.

<sup>2</sup>Bibliographical and other information about these periodicals is provided in Appendix I.



TABLE 1.--Education periodicals analyzed for content dealing with or directly related to school library service<sup>a</sup>

<u>The American School Board Journal</u> (Administration)
<u>The Bulletin of the National Association of Secondary School Principals</u> (Administration of secondary schools)
<u>Childhood Education</u> (Elementary education)
<u>The Clearing House</u> (Secondary education)
<u>Educational Leadership</u> (Supervision and curriculum development)
<u>The Elementary School Journal</u> (Elementary education)
<u>The National Elementary Principal</u> (Administration of elementary schools)
<u>The Nation's Schools</u> (Administration)
<u>The NEA Journal</u> (General education)
<u>School and Society</u> (General education)
<u>The School Executive</u> (Administration)
<u>School Life</u> (General education)
<u>The School Review</u> (Secondary education)

<sup>a</sup>Bibliographical and other information about each of these periodicals is given in Appendix I.

administration. Four are concerned specifically with either elementary or secondary education, and 3 may be classified as general periodicals in the field of education.

Five of the 13 periodicals are official organs of national education associations or departments of those associations, a fact which makes them particularly available to the thousands of individual members of these associations. They are the NEA Journal, the Bulletin of the National Association of Secondary School Principals, the National Elementary Principal (the journal of the Department of Elementary School Principals of the National Education Association), Educational Leadership (the journal of the Association for Supervision and Curriculum Development), and Childhood Education (the bulletin of the Association for Childhood Education, International, an organization not affiliated with the National Education Association.) School Life is the official organ of the United States Office of Education, and School and Society<sup>1</sup> is published by the Society for the Advancement of Education, Incorporated. The remaining 6 periodicals are not publications of professional education associations.

Because the stated purpose of this study was to examine all of the school library information in the selected periodicals rather than to pay attention only to the

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<sup>1</sup>In 1954-55 School and Society focused special attention on "areas of higher education, educational theory, international education, and foreign language," according to the Secretary's Report appearing on page 172 of the issue for May 28, 1955.

articles<sup>1</sup> devoted specifically to school library matters, it was necessary to read all the magazines from cover to cover, and because this study is focused on school library information available to the administrator, the three magazines emphasizing general school administration, namely, the American School Board Journal, the Nation's Schools, and the School Executive, were examined first. Each article of every issue for the year was listed on a separate card with relevant bibliographical information<sup>2</sup> and other notes which it was thought would be helpful in recalling the topic and content of the article. All references to school and other libraries were noted whenever they appeared, whether in articles or in other parts of the periodicals, as for example, in news sections and editorial pages.<sup>3</sup> Tentative subject headings were assigned to the articles as they were read. After the contents

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<sup>1</sup>For the purpose of this analysis, the term "article" is used to denote any unified composition in prose having its own identity and its separate place in a periodical--a unit of sufficient length and importance as usually to be listed in the table of contents and supplied with the author's name.

<sup>2</sup>This information included the author's name, his position (if given), the title of the article, its length and location.

<sup>3</sup>These items of library information were quoted exactly or paraphrased so that the library content and its setting would be indicated as clearly as possible. References to libraries other than school libraries were recorded because these other libraries often contribute materially to school library programs. Excluded from this detailed analysis were articles about education in other countries than the United States, which were examined only to learn whether or not they mentioned libraries. No library information was taken from building plans nor from brief notices of the erection of new buildings, but such information was noted if it occurred in legends accompanying illustrations other than those of building plans.

of the 3 periodicals mentioned above had been examined and several schemes of subject headings used in education encyclopedias, books on elementary and secondary school administration, and the Education Index had been considered carefully, a scheme of categories was worked out for the classification of articles found in the periodicals. This was modified somewhat as other periodicals were examined, new topics found, and tentative tabulations made. In setting up the categories three factors were kept in mind: the viewpoint of the administrator, the prime importance of instructional matters in the program of the school, and the relationship of library service to the instructional program. The categories as finally revised to serve the specific purpose of this study appear as items in the stub of the table which forms Appendix III of this paper.

It should be noted that each article was entered under only one heading. Consequently certain articles which might have been properly entered under more than one topic were placed arbitrarily under the heading where they seemed to fit best in terms of this particular survey. All articles on foreign education, for example, were included in the category "Education (General)," and all articles specifically dealing with libraries of whatever kind were placed under "Libraries and Library Service."

After the 3 periodicals had been examined the other 10 magazines were read and analyzed for their education and library content. All the articles were assigned to one of the chosen categories, and individual charts and a master

work chart were made for them. This chart, which appears as Appendix III, indicates for each periodical, and for the periodicals as a whole, the number of articles and the number of pages found to be devoted to each education topic.

Attention was next given to the proportion of articles devoted to various education topics, including libraries, the relative number of articles mentioning school libraries and other libraries, the location of articles, and the professional positions occupied by the authors of the various articles.

Articles dealing specifically with school library service were further classified under subheadings of that topic. After consideration of the purposes of this investigation and of various headings used in the Education Index, Library Literature, the Encyclopedia of Educational Research, in books on school and library administration, and in several articles and papers, the following categories were set up for the classification of these articles:

- School libraries (General)
  - The school library as part of the school system
  - The school library staff
  - School library quarters and equipment
  - School library administration and organization (General)
  - The materials collection
  - The school library and the school program (General)
    - Working with teachers
    - Instruction in the use of libraries and library materials
  - The reading program
  - The guidance program
  - Student library assistants
  - Relations with parents and other members of the community
  - Schools and public libraries (Including local, county, regional, state and national library agencies)

When it was discovered that in the year under consideration only 11 articles appearing in the 13 magazines were devoted specifically to school libraries, and that only 8<sup>1</sup> of these were listed under school library and related subject headings in the Education Index, the question arose as to whether or not this is a typical number of articles to be published in a year's issues of these magazines. In order to answer the question a supplementary survey was made of articles published and school library topics dealt with in the issues of the selected periodicals published during the nine years preceding the year surveyed in this study. The information obtained is summarized, along with data from the 1954-55 year, in Table 2.

It was found that 136 articles were listed under school library and related subject headings in the Education Index for the ten-year period, an average of 13.6 articles per year, with a median of 10. When it is known that 37 of the 44 school library articles published in the school year of 1951-52 appeared in the yearbook issue of the National Elementary Principal, that the 15 articles in 1945-46 and the 18 in 1946-47 appeared near the time of the publication of the national school library standards, and that there has been a more or less steady decline in the number of school library articles published in the past 25 years or so, it seems that the publication in 1954-55 of 11 articles devoted specifically to the school library may not represent an

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<sup>1</sup>Articles not listed are those numbered 2, 7, and 8 in Appendix II.

TABLE 2.--Articles on the school library appearing in thirteen selected education periodicals, September 1, 1945--August 31, 1955, classified as to topic and year of issue<sup>a</sup>

Topic		
	1945- 1946	1946- 1947
School libraries (General) . . . . .	4	4
School libraries as part of school system. .	1	1
School library staff . . . . .	2	6
School library quarters and equipment . . .	2	5
School library administration and organi- zation (General) . . . . .	1	1
School library materials collection . . . .	2	..
School library and school program (General).	2	..
Working with teachers . . . . .	..	..
Instruction in the use of libraries and library materials . . . . .	..	..
Reading program . . . . .	..	..
Guidance program . . . . .	..	..
Student library assistants . . . . .	..	1
Relations with parents and other members of the community . . . . .	..	..
Schools and public libraries . . . . .	1	..
Total . . . . .	15	18

<sup>a</sup>Only articles listed in the Education Index under subject headings related to school libraries are included in this table.

TABLE 2.--Continued

## Articles devoted specifically to school libraries

Year of issue (September--August)								Total
1947- 1948	1948- 1949	1949- 1950	1950- 1951	1951- 1952	1952- 1953	1953- 1954	1954- 1955	
2	2	3	..	3	1	1	1	21
1	..	1	..	6	1	2	..	13
1	1	3	2	4	..	2	2	23
..	..	2	1	3	..	2	..	15
1	..	1	..	6	1	..	..	11
..	2	..	..	5	2	1	..	12
..	1	..	2	6	1	..	..	12
1	..	..	..	1	..	..	..	2
..	1	..	..	..	..	..	1	2
..	..	1	..	1	..	..	..	2
..	..	..	..	..	..	..	1	1
..	..	..	..	5	1	1	..	8
..	..	..	..	3	..	..	2	5
..	..	1	1	1	4	..	1	9
6	7	12	6	44	11	9	8	136



atypical situation. Table 2 also shows that in only one school year of the ten-year period was there anywhere near comprehensive coverage of the various phases of school library service. That was in 1951-52, the year in which the Department of Elementary School Principals issued its comprehensive yearbook, Elementary School Libraries Today.<sup>1</sup> Consequently, it seems that the distribution of the 11 articles according to topic in the selected periodicals for the period of the current study does not differ significantly from the general average. As a result of the supplementary survey, therefore, the 11 articles were judged to be a fair sample of those specifically on the school library.

To return to matters of procedure, all items of information about either school or public libraries, whether found in articles or in other parts of the periodicals, were entered on separate cards with exact indication of their source. After these had been classified under headings drawn from School Libraries for Today and Tomorrow,<sup>2</sup> headings chosen because they would help expedite the evaluation mentioned below, they were available for use in furthering the investigation whenever and wherever needed.

The library information itself was found to occur in two forms: statements of philosophy or of opinion about

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<sup>1</sup>National Education Association. Department of Elementary School Principals, Elementary School Libraries Today, Thirtieth Yearbook (Washington: National Education Association, 1951).

<sup>2</sup>American Library Association. Committees on Post-War Planning of the American Library Association Division of Libraries for Children and Young People and Its Section The American Association of School Librarians, op. cit.

various phases of library service and reports of actual library practice. Whether the statements were of one kind or the other, all such references were then examined in relation to several main concerns of the investigation itself, namely:

1. The library's contribution to the instructional program.
2. The library's relationship to other special services.
3. Administrative provisions for school library service.
4. Compatibility or incompatibility with concepts and standards of school library service that have been accepted nationally.

Evaluative instruments used in the comparison mentioned above were School Libraries for Today and Tomorrow<sup>1</sup> and "Library Services," Section F of Evaluative Criteria.<sup>2</sup> The former was prepared by librarians and adopted in 1945 by the American Library Association as its official statement of school library standards and it is equally applicable to both elementary and secondary school library service. The latter is used throughout large sections of the country by various regional accrediting associations in evaluating the secondary school library program as a part of the total

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<sup>1</sup>Ibid.

<sup>2</sup>"Library Services," Section F. Cooperative Study of Secondary School Library Standards, Evaluative Criteria, 1950 (Washington: Cooperative Study of Secondary School Standards, 1950), pp. 207-18.

educational program of the school, and comes the closest of any existing statement of standards to being nationally accepted by secondary school administrators.

As a final step, the findings of the survey were summarized and examined in order to determine conclusions that could be drawn and their implications for librarians, administrators, and others.

## CHAPTER II

### DISTRIBUTION AND AUTHORSHIP OF SCHOOL LIBRARY INFORMATION PRESENTED IN THE PERIODICALS SURVEYED

#### General Distribution and Authorship of Articles

After the 1561 articles in the education periodicals were classified according to their subject content, as shown in Table 3<sup>1</sup>, it was found that only 12 of them deal specifically with libraries and library service.

One of the 12 articles dealing specifically with libraries is "A Library with a Culture," by José Sánchez, which appeared in the October 2, 1954 issue of School and Society. Although it is of interest to note that this periodical publishes information about libraries in general, this article describing the library of the Sociedad Económica de Amigos del País at Havana, Cuba, will be excluded from further attention in this study since it describes a foreign library and does not mention school library service.

Table 4 shows that the 11 remaining library articles, those classified under "School Libraries," represent 0.70% of the whole number of articles appearing in the selected periodicals from September 1, 1954, through August 31, 1955,

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<sup>1</sup>See also Appendix III which shows both the number of articles and the amount of space devoted to each subject in each of the selected periodicals.

TABLE 3.--Articles in thirteen education periodicals September 1, 1954--August 31, 1955, distributed according to periodical and subject content

Subject content

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Education (General) . . . . .	
Education associations and government agencies . . . . .	
Legal aspects of education . . . . .	
Board of education . . . . .	
School and community relations . . . . .	
Administration, organization, and supervision . . . . .	
Instruction . . . . .	
Teaching staff and teaching (General) . . . . .	
Preparation . . . . .	
In-service training . . . . .	
Curriculum (General) . . . . .	
Reading and other language arts . . . . .	
Social Studies . . . . .	
Science and Nature . . . . .	
Other subjects . . . . .	
Special Education . . . . .	
Core and similar programs . . . . .	
Citizenship Education . . . . .	
Co-curricular activities . . . . .	
Miscellaneous curricular activities . . . . .	
Libraries (General) . . . . .	
School libraries . . . . .	
Audio-visual program . . . . .	
Other provisions for instructional materials . . . . .	
Educational psychology and psychological services . . . . .	
Guidance program . . . . .	
Health services . . . . .	
School lunch program . . . . .	
Pupil transportation . . . . .	
School buildings and plans . . . . .	
Business administration and school finance . . . . .	
Total . . . . .	

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TABLE 3.--Continued

Articles													Total
Am.Sch.Bd.Jour.	Bull.Natl.Assn. Sec.Sch.Prin.	Childhood Ed.	Clearing House	Ed. Leadership	Elem. Sch.Jour.	NEA Journal	Natl.Elem.Prin.	Nation's Schools	Sch. & Society	Sch. Executive	School Life	School Review	
5	18	2	7	18	2	22	4	16	40	24	16	9	191
13	.	.	.	.	1	13	1	.	.	3	2	.	19
20	.	.	.	.	.	4	.	14	.	4	1	.	37
16	12	5	8	9	.	9	22	5	4	1	1	.	27
23	43	33	12	6	4	7	19	22	10	29	1	1	125
6	10	10	20	6	1	25	3	17	9	20	7	4	181
2	6	.	4	1	2	3	4	5	7	1	2	2	138
2	3	.	1	2	.	3	2	6	1	2	1	1	36
2	12	11	1	14	.	2	2	1	4	2	2	2	24
2	8	3	28	.	15	5	2	2	3	3	1	3	53
2	10	1	2	.	1	1	.	.	2	.	1	1	75
2	1	1	.	2	.	.	1	2	4	1	1	.	17
2	5	3	3	2	5	14	2	4	5	5	3	.	14
3	33	.	8	2	2	4	.	3	3	3	1	5	53
3	2	.	5	5	5	2	.	.	3	3	4	4	67
3	15	1	3	7	2	5	.	6	2	4	2	1	18
2	13	1	9	1	.	6	3	.	.	1	1	2	51
.	1	.	1	.	.	.	.	3	3	1	.	.	39
.	1	.	.	.	.	.	.	.	1	.	.	.	9
1	1	1	1	1	.	1	2	2	.	1	.	.	11
5	1	1	7	1	.	2	1	12	.	3	4	.	37
.	.	1	2	2	.	2	.	.	.	1	.	.	8
.	2	6	8	1	.	5	11	2	5	1	3	3	47
.	19	.	13	1	2	11	14	3	.	2	4	3	72
2	.	.	.	.	1	.	.	1	.	.	.	.	4
.	.	.	.	.	1	.	.	12	.	10	.	.	23
.	.	.	.	.	.	.	.	.	.	1	.	.	1
60	1	1	.	1	.	4	2	36	1	18	2	.	126
11	1	.	.	.	.	3	.	18	.	20	4	.	57
180	216	60	143	82	40	152	95	206	104	184	58	41	1561

TABLE 4.--Articles in thirteen education periodicals, September 1, 1954--August 31, 1955, distributed according to subject content and showing proportion of articles and of space devoted to each topic

Subject content	Articles		Pages	
	Number	Percentage <sup>a</sup>	Number	Percentage <sup>a</sup>
Education (General)	191	12.24	698.0	13.10
Education associations and government agencies . . . . .	19	1.22	38.0	0.71
Legal aspects of education . . . . .	37	2.37	70.0	1.31
Board of education . . . . .	27	1.73	42.5	0.80
School and community relations . . . . .	125	8.01	409.0	7.68
Administration, organization and supervision . . . . .	181	11.60	636.0	11.94
Instruction . . . . .	594	38.05	2137.0	40.11
Libraries and library service (General) . . . . .	1	0.06	1.0	0.02
School libraries . . . . .	11	0.70	36.5	0.68
Audio-visual program . . . . .	37	2.37	104.5	1.96
Other provisions for supplying instructional materials . . . . .	8	0.51	31.5	0.59
Educational psychology and psychological services . . . . .	47	3.01	160.5	3.01
Guidance program . . . . .	72	4.61	294.0	5.52
Health services . . . . .	4	0.26	15.0	0.28
School lunch program . . . . .	23	1.47	51.5	0.97
Transportation of pupils . . . . .	1	0.07	2.0	0.04
School buildings and plans . . . . .	126	8.07	474.5	8.91
Business administration and school finance . . . . .	57	3.65	126.0	2.37
Total . . . . .	1561	100.00	5327.5	100.00

<sup>a</sup>Percentages have been adjusted to total 100%.

and that they occupy 0.68% of the space taken up by the 1561 articles.

As the school library is both a teaching and a service agency it seems appropriate to compare the relative amount of attention paid to the school library program in these periodicals with that given to other school services and to instruction. Such a comparison shows that in terms of both the percentage of articles and the proportionate amount of space specifically devoted to school libraries, these libraries receive somewhat more attention than the health program, and considerably less attention than the audio-visual program, psychological services, the guidance program, and instruction. There is, however, nowhere in this study any suggested correlation between quality and quantity of information presented in the selected periodicals. The pertinent subject content of the magazines surveyed is presented in later sections of this paper.

In Table 5 the authors of the articles are arranged in rank order according to the group or class to which they belong. It will be observed that teachers are in first place, comprising about one-third of the authors. Next come principals and other administrative personnel (excluding superintendents and supervisors), making up about one-fifth of the total. These two groups together include about half of the total number of authors. It will be noted that librarians as authors are very near the bottom of the list.



TABLE 5.--Authors of all articles in thirteen education periodicals, September 1, 1954--August 31, 1955, arranged in rank order according to the number of authors in each class or group

Position	Number of authors in the class	Percentage of whole number of authors <sup>a</sup>
Teacher . . . . .	521	31.2
Principal or other administrative personnel (excluding superintendents and supervisors) . . . . .	362	21.7
Education association and agency personnel . . . . .	172	10.3
Superintendent . . . . .	142	8.5
Committee or group . . . . .	110	6.6
Supervisor or consultant <sup>b</sup> . . . . .	100	5.9
Architect, engineer, etc. . . . .	29	1.8
Editor . . . . .	29	1.8
Board of education . . . . .	14	0.8
Public relations director . . . . .	12	0.7
Librarian <sup>b</sup> . . . . .	10	0.6
Educational consultant . . . . .	9	0.5
Other . . . . .	96	5.8
Position not specified . . . . .	32	1.9
Author not specified . . . . .	32	1.9
Total . . . . .	1670	100.0

<sup>a</sup>Percentages have been adjusted to total 100%.

<sup>b</sup>Library consultants are entered as librarians.

TABLE 5.--Authors of all articles in thirteen education periodicals, September 1, 1954--August 31, 1955, arranged in rank order according to the number of authors in each class or group

Position	Number of authors in the class	Percentage of whole number of authors <sup>a</sup>
Teacher . . . . .	521	31.2
Principal or other administrative personnel (excluding superintendents and supervisors) . . .	362	21.7
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Committee or group . . . . .	110	6.6
Supervisor or consultant <sup>b</sup> . . . . .	100	5.9
Architect, engineer, etc. . . . .	29	1.8
Editor . . . . .	29	1.8
Board of education . . . . .	14	0.8
Public relations director . . . . .	12	0.7
Librarian <sup>b</sup> . . . . .	10	0.6
Educational consultant . . . . .	9	0.5
Other . . . . .	96	5.8
Position not specified . . . . .	32	1.9
Author not specified . . . . .	32	1.9
Total . . . . .	1670	100.0

<sup>a</sup>Percentages have been adjusted to total 100%.

<sup>b</sup>Library consultants are entered as librarians.

Articles Devoted Specifically to School Libraries

The 11 articles devoted specifically to school libraries have been classified and presented in Appendix II. Information supplied in each entry includes the author's name, his position (if given in connection with the article), the title of the article, the periodical in which it appears, the volume and date of the issue, and the page reference. The symbols "S" and "O" are used, respectively, to indicate mention of school libraries and other libraries. Each entry has been assigned a number to facilitate reference to the article in the body of the paper.<sup>1</sup>

Table 6 shows the distribution of the articles devoted specifically to school libraries according to the periodicals in which they appear, and also the amount of space devoted to this type of article in each periodical. It will be noted that only a small proportion of the articles and of the space in any one magazine, or in all of them together, is devoted to this topic. It will also be observed that, in the period from September 1, 1954, through August 31, 1955, only the National Elementary Principal and the Nation's Schools published as many as 2 school library articles each, and that 4 of the periodicals published no articles devoted specifically to the subject of school libraries.

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<sup>1</sup>For example, a reference to page 38 of Burke's "What School Board Members Should Know about the Library," published in the September, 1954, issue of the American School Board Journal, would appear in the text as (3:38).

TABLE 6.--School library articles in thirteen education periodicals, September 1, 1954--August 31, 1955, distributed according to periodicals in which they appear and showing amount of space devoted to them in each periodical

Periodical	All articles		Articles on school libraries	
	Number of articles	Number of pages	Number of articles	Number of pages
American School Board Journal . . . . .	180	378.0	1	4.0
Bulletin of the National Association of Secondary School Principals . .	216	1271.5	1	4.0
Childhood Education . .	60	256.0	1	8.0
Clearing House . . . . .	143	387.0	1	0.5
Educational Leadership .	82	360.5	1	7.0
Elementary School Journal . . . . .	40	240.5	...	...
NEA Journal . . . . .	152	277.0	1	2.0
National Elementary Principal . . . . .	95	402.0	2	4.5
Nation's Schools . . . .	206	567.5	2	4.5
School and Society . . .	104	242.0	...	...
School Executive . . . .	184	577.7	1	2.0
School Life . . . . .	58	121.5	...	...
School Review . . . . .	41	246.5	....	...
Total . . . . .	1561	5327.5	11	36.5

Absence of school library articles does not, however, necessarily mean total absence of school library information in the magazines. It will be shown later in this discussion that such information is often presented in articles not classified under a library heading as well as in other sections of the periodicals such as news columns, editorial comment, and reports of conferences. Besides this, the building of separate issues of magazines around one topic, as is currently practiced by Childhood Education and Educational Leadership, to give two examples, tends to encourage the integration of material on the school library with other topics rather than the publication of separate articles about the school library program. A case in point is the January, 1955, issue of Educational Leadership, built around the topic, "Teaching Children and Youth--Something," and containing an article by Nesbitt(27) on the elementary school of tomorrow. In that school, she forecasts, a large number of books will be in demand in both the central library and in classroom libraries. She expresses her conviction also that "a school library that is a vital factor in living needs the cooperative effort of all who use it. Understanding the techniques of running a library, caring for books, helping to select books, helping the librarian, all can become significant learning experiences"(27;221, 225).

Another factor in the appearance of articles on a specific topic within a given period of time is the consideration of where the topic may best fit into the long-term

publishing program of the particular periodical. An example of the result of planned emphasis upon the school library is Elementary School Libraries Today, which is the 30th yearbook of the Department of Elementary School Principals and which was published in September, 1951, as one issue of the National Elementary School Principal for that school year. In the specific period covered in this study no single issue of any periodical, with the exception of yearbook issues, was devoted to school libraries.

Other factors affecting the amount of material on the school library published in education periodicals, as determined by Vodra in her study of 38 such periodicals covering the junior and senior high school field for the 5 school years, September, 1936, through June, 1941, are: limited space, lack of acceptable material, indifference of readers, high standards of education periodicals, publication only of articles submitted by staff members of certain education periodicals, failure of editors to recognize that the school library is an integral part of the educational system, the viewpoint from which the article is written, whether or not the topics of the articles have been stressed previously in the periodicals concerned, and interest in writing and publication shown by members of the school library profession.<sup>1</sup>

An examination of more than one year's issues of the selected periodicals would reveal that school library

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<sup>1</sup>Vodra, op. cit., pp. 54, 56.

matters not emphasized or even mentioned in one year's issues may have received considerable emphasis in other years. For example, the survey, reported earlier in this paper,<sup>1</sup> of school library articles published in the selected periodicals from September 1, 1945, through August 31, 1954, shows that many school library matters not emphasized in the articles specifically on school libraries analyzed in this study did receive considerable attention in articles appearing in the issues of these same magazines during the preceding 9 years.

As regards the contents of the 11 articles dealing specifically with school library matters which appeared in the 13 periodicals during the 12-month period of this study, it was found that, as shown in Table 7, the majority of the articles deal with school libraries in general and with the school library's relationships with parents and other members of the community. No entire articles are devoted primarily to school library quarters and equipment, to the school library's materials collection, the school library and the reading program, instruction in the use of libraries and library materials, library work with teachers, or to student library assistants. All of these topics are matters of special interest and concern in school library administration at the present time, and they are given varying degrees of attention in other articles in the selected periodicals.

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<sup>1</sup>See pages 30, 33.

TABIZ 7.--School library articles in thirteen education periodicals, September 1, 1954--August 31, 1955, distributed according to topic and periodical

Topic	
School libraries (General) . . . . .	
School library staff . . . . .	
School library quarters and equipment . . . . .	
School library administration and organization (General) . .	
Relations with parents and other members of the community.	
School library materials collection . . . . .	
School library and school program (General) . . . . .	
Work with teachers . . . . .	
Instruction in the use of libraries and library materials. .	
Reading program . . . . .	
Guidance program . . . . .	
Student library assistants . . . . .	
Schools and public libraries . . . . .	
Total . . . . .	



TABLE 7.--Continued

Periodical												Total
Am. Sch. Ed. Jour.	1	.	.	1	.	.	1	.	.	.	.	3
Bull. Natl. Assn. Sec. Sch. Prin.	.	1	.	.	1	.	.	.	.	.	.	2
Childhood Ed.	.	.	.	.	.	.	.	.	.	.	.	.
Clearing House	1	.	.	.	.	.	.	.	.	.	.	.
Ed. Leadership	.	1	.	.	.	.	.	.	.	.	.	.
Elem. Sch. Jour.	.	.	.	.	.	.	.	.	.	.	.	.
NEA Journal	1	.	.	.	.	.	.	.	.	.	.	.
Natl. Elem. Prin.	.	.	.	.	.	.	.	.	.	.	.	.
Nation's Schools	.	.	.	.	1	.	.	.	.	.	.	1
Sch. and Society	.	.	.	.	.	.	.	.	.	.	.	.
Sch. Executive	.	.	.	.	.	.	.	1	.	.	.	3
School Life	.	.	.	.	.	.	.	.	.	.	.	.
School Review	.	.	.	.	.	.	.	.	.	.	.	.
	1	1	1	1	1	.	1	2	2	.	1	11

emphasizes the need for cooperation and understanding on the part of the school people (including the school board), and states many of the qualifications and standards connected with adequate school library service. Both elementary and secondary school library service are considered.

The other 2 articles, June Berry's "Library Quiz for Teachers--Checklist for Librarians"(2) published in the Clearing House, and the Joint Committee's "Your Library Is Your Bank" in the NEA Journal, probably would not be considered "articles" in the usual sense of the term, but they have been included in this study because they present important library information in a form which would attract the reader's attention as much as, and possibly more than, the conventional magazine article. Berry's contribution is in the form of a questionnaire for teachers which may also serve as a librarian's checklist of library services. Used primarily as an orientation device for new teachers in the Secondary Training School of Brigham Young University, where Berry serves as librarian, the quiz contains 10 true-false statements about library services available in the school. The reader is not told how the questionnaire is presented to the teachers but the directions, placed under the title, "KNOW YOUR LIBRARY: Examination for Teachers," are as follows:

Sign your name in the upper right hand corner of this paper. Answer True or False in the blank opposite each statement. When you have completed your examination hand it to the school librarian to correct and grade (2:373).

The poster-type, double-page spread, "Your Library Is Your Bank"(4), is addressed to pupils and was prepared by the Joint Committee of the National Education Association and the American Library Association under the chairmanship of Louise Galloway. The concept presented is that of a library as a bank where all the world's information can be drawn upon as one wishes, and from which one can check out treasures. This presentation of many facts about the library is equally useful for elementary and high school pupils. The cartoon-type line drawings attract attention to the concise but highly informational text.

There are 2 articles which deal mainly with the responsibilities and opportunities of the school librarian. Ida Minkle, Librarian of the San Lorenzo(California) High School, in "Who Helps the School Librarian?"(5), published in the Bulletin of the National Association of Secondary School Principals, suggests ways in which other members of the school community can aid the librarian, and thereby free more of her time for participation in the guidance program of the school. Minkle does not state specifically the guidance activities which the librarian can or should perform, but says that "it has been shown before [by others] that the librarian can do much in the way of guidance . . . [and that] it would seem . . . that the quality and quantity of guidance services performed by the school librarian will be directly in proportion to the amount of aid which she receives from the administration, the faculty members, and the students."(5:85)

Joseph W. Rendell's "Leadership Role of the Educational Materials Specialist," (6) appeared in Educational Leadership. The article has to do with the educational leader in the field of instructional materials, whatever the designation used to identify him--curriculum materials specialist, librarian, audio-visual director or instructional materials coordinator. Librarian of the New Jersey State Teachers College at Newark, Rendell states that through encouragement of widespread and selective use of materials the educational materials specialist (who he says may be the librarian) can play an important leadership role in the improvement of learning experiences of children and young people (6:423). He suggests also that there is a strong argument for the incorporation of all instructional materials in one centralized organization(6:428). Rendell is concerned about the manner in which the "leader" exercises control over the materials assigned to his care, since this represents "the individual's interpretation of the leadership role of the materials specialist"(6:424). He suggests that perhaps too much of what we do today in exercising control over the body of materials for which we are responsible has its basis, or may even find its sole justification, in this traditional concept of centralization based on the orderly preservation of instructional materials through limited use"(6:424). At the other extreme, he remarks, is control which can be "a means of stimulating and encouraging greater utilization of materials in the attainment of individual and group

goals"(6:425). He emphasizes the fact that only as "the learner becomes [the materials specialist's] focus, and only as he works with instructors and students in identifying, locating and employing those materials leading to desirable experiences is he assuming his role of curriculum worker"(6:429). This article is essentially a discussion of philosophy and method.

A verbatim transcript of the Murrow See-It-Now telecast, "Book-Banning Campaign in California Reaches Los Angeles High School Libraries"(7), presented in the Nation's Schools, calls attention to problems and policies of book selection in connection with secondary school library administration and to questions of the pupil's right to read and the librarian's right to speak without censorship or fear of reprisal. Through interviews and discussion quite a detailed report is given of the various phases of the book-banning campaign which was waged against high school libraries in Los Angeles. This account might prove helpful to school administrators who have to face the problem of censorship in their own local communities.

Genevieve E. Pancher, Assistant Consultant, Elementary School Library, Jamestown, New York, discusses "Guidance Thru Books"(11) in the National Elementary Principal. The emphasis here is on the delineation of several specific ways in which the librarian, working with library materials, can serve the many and varied needs of school library patrons, both in groups and as individuals. There are many illustrations, too, of how individual boys and girls can

find increased knowledge and security through the use of books and libraries. Directed to principals and well planned for that audience, the article also contains ideas and information that would be of practical help to teachers and librarians as well.

Three articles specifically about school libraries (9;8;10) deal with library services made available to school children through the efforts of parents and parent-teacher organizations. The authors--Dorothy Hanks, a parent, H. W. Haden, Principal of the Vance Elementary School, Asheville, North Carolina, and Bernard W. Kaye, who bases his article upon a dissertation written when he was a student at Columbia --all give accounts of parents helping with the work of the elementary school library. Both Hanks and Haden describe individual school libraries, giving facts and figures and, in some cases, rather detailed descriptions of policies, procedures, and progress achieved. They point out that volunteer services of members of parent-teacher associations made possible in both schools the steady growth of school libraries. Kaye reports similar growth due to parent help in other schools and makes an additional observation which grew out of his study:

Most principals who have used parent help in the library point out that the service parents provide is most useful, but the greatest value of the project is that the parents become a real part of the school family. When mothers personally see the needs of the school, they become more active in securing the necessary funds, and superintendents and board members are realizing that "there is nothing greater than the power of a woman" who sees the need for getting something done(10:53).

Haden's and Hanks' accounts, which appeared in the National Elementary Principal and Childhood Education, respectively, would be helpful to principals, teachers, and parents who are planning to establish elementary school library service through the use of volunteer parent assistance. Kaye's article, published in the School Executive, would call to an administrator's attention some of the values of such volunteer service that might otherwise be overlooked.

The last of the 11 articles specifically on the school library deals with library services made available to school children at their schools through the cooperation of a public library. "Thirteen School Areas Served by Public Library Bookmobile"(13) was written jointly for the Nation's Schools by Elwood E. Dyke, Principal of the Southport Elementary School and Lloyd G. Merow, Principal of the Wilson Elementary School, Kenosha, Wisconsin. It is a description of public library bookmobile service made available regularly every two weeks, as a part of their school program, to elementary school children in Kenosha who do not have libraries in their individual schools. This service, while enabling the children to have the experience of selecting their own reading materials with the guidance and help of a librarian, also prepares them for future use of other public library services. The article should be valuable to administrators in that it shows one way in which library service can be provided for boys and girls who do not have such service available to them every day in their own school libraries.

Authorship of Articles Dealing Specifically  
with School Libraries

Five of the 11 articles dealing specifically with school libraries were written by librarians, including one elementary school library consultant, 2 secondary school librarians, and 2 librarians in colleges of education. Two articles were written by elementary school principals, one by a parent, and one by a person not identified as to position. There are no articles by authors identified as elementary school or public librarians, superintendents, non-library supervisors, secondary school principals, or elementary or secondary school teachers, except as some of these classes of people are represented in the membership of the committee which contributed the poster-type article, "Your Library Is Your Bank," and of the group that participated in the See-It-Now panel discussion on book-banning in California high school libraries.

Articles Which Mention School Library Matters

In addition to the school library information presented in the 11 articles devoted specifically to school library matters, information on this topic appears also in articles classified in other categories. Of the 1561 articles published in the 13 selected periodicals 225 (14.4%) were found to have mentioned school libraries in some way.<sup>1</sup>

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<sup>1</sup>Articles classified under other headings than "Libraries and Library Service" which refer to school libraries, school library service, or other library service provided to children at their schools were considered to have "mentioned" school libraries. No attempt was made to record the number



These articles, classified as to their principal subject content, have been listed in Appendix II. Each entry includes the following items: the author's name and position (if given in connection with the article), the title of the article, the periodical in which it appeared, the volume and date of issue, and the exact location of the article. Mention of school libraries is indicated by the symbol "S", and each entry has been assigned a number to facilitate reference to it throughout the paper.

Table 8 shows for the various categories the proportion of articles which mention school libraries. It will be noted that 64 of the 126 articles on school buildings and plans, and 15 of the 125 articles on school and community relations, contain some mention of school libraries. This means that the readers of articles on these two topics, which have been of major concern recently to school people as well as to laymen, have had school libraries also brought to their attention. The attention paid to school libraries in 8 of the 37 articles dealing with the audio-visual program, and in 6 of the 8 articles on other provisions for supplying instructional materials (that is, other than library and audio-visual programs), is pertinent also because of current consideration of the library as a materials center of the school or as a part of such a materials center. That 73 of the 594 articles on instruction refer to school libraries will be discussed later.

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of times school libraries were referred to in each article. Information about the subject content of these articles is presented in later chapters of this study.

TABLE 8.--Proportion of articles in various categories in thirteen education periodicals, September 1, 1954--August 31 1955, which mention school libraries, distributed according to subject content<sup>a</sup>

Subject content	All articles	Articles mentioning school libraries	
		Number	Percentage of whole number in periodical
Education (General) . . . . .	191	23	12.0
Education associations and government agencies . . . . .	19	1	5.3
School and community relations . . . . .	125	15	12.0
Legal aspects of education . . . . .	37	1	3.7
The board of education . . . . .	27	1	3.7
Administration, organization, and supervision of schools . . . . .	181	15	8.3
Instruction . . . . .	594	73	12.3
Libraries and library service . . . . .	12	1	8.3
The audio-visual program . . . . .	37	8	21.6
Other provisions for supplying instructional materials . . . . .	8	6	75.0
Educational psychology and psychological services . . . . .	47	6	12.8
Guidance program . . . . .	72	7	9.7
Health services . . . . .	4	1	4.3
School lunch program . . . . .	23	1	4.3
Pupil transportation . . . . .	1	1	100.0
School buildings and plans . . . . .	126	64	50.8
Business administration and school finance . . . . .	57	5	8.8
Total . . . . .	1561	225	(14.4)

<sup>a</sup>Articles devoted mainly to libraries are considered elsewhere in this paper. They are not included in the consideration of articles which only mention school libraries.

When one considers the proportion of the articles in each of the 13 periodicals which mention school libraries, he finds that, as shown in Table 9, the percentages range from 4.8% in School and Society to 21.1% in the American School Board Journal. It will be observed also that School Life and the School Review, two periodicals which were noted earlier as including no school library articles as such during the period of this study, would occupy second and third places, respectively, were the 13 periodicals ranked in order of the proportion of articles that at least mention school libraries.

Table 10 shows the distribution of articles mentioning school libraries according to their subject content and the periodical in which they appeared. Of the 64 articles on school buildings and plans that mention school libraries, 53 (82.81%) appear in the 3 periodicals devoted mainly to problems of school administration, namely, the American School Board Journal (29 articles), the Nation's Schools (17 articles), and the School Executive (7 articles). It will be noted that the other periodicals contain less than 4 such articles each, with none appearing in the Clearing House, the Elementary School Journal, and the School Review. The major portion of the school library information presented in connection with discussions of school buildings and plans would therefore appear to be addressed to school administrators and school board members. Six of the 8 articles on the audio-visual program and 12 of the 15 articles on school and community relations that mention school

TABLE 9.--Proportion of articles in each of thirteen education periodicals, September 1, 1954--August 31, 1955, which mention school libraries, distributed according to periodical

Periodical	All articles	Articles mentioning school libraries	
		Number	Percentage of whole number in periodical
American School Board Journal	180	38	21.1
Bulletin of the National Association of Secondary School Principals . . . . .	216	37	17.1
Childhood Education . . . . .	60	9	15.0
Clearing House . . . . .	143	22	15.3
Educational Leadership . . . . .	82	10	12.1
Elementary School Journal . . . . .	40	2	5.0
NEA Journal . . . . .	152	18	11.8
National Elementary Principal	95	10	10.5
Nation's Schools . . . . .	206	33	16.0
School and Society . . . . .	104	5	4.8
School Executive . . . . .	184	21	11.4
School Life . . . . .	58	12	20.6
School Review . . . . .	41	8	19.5
Total . . . . .	1561	225	14.4

TABLE 10.-- Articles mentioning school libraries in thirteen education periodicals, September 1, 1954--August 31, 1955, distributed according to subject content and periodical

Subject content	
Education (General) . . . . .	
Education associations and government agencies . . . . .	
Legal aspects of education . . . . .	
Board of education . . . . .	
School and community relations . . . . .	
Administration, organization, and supervision . . . . .	
Instruction . . . . .	
Audio-visual program . . . . .	
Other provisions for supplying instructional materials . . . . .	
Educational psychology and psychological services . . . . .	
Guidance program . . . . .	
Health services . . . . .	
School lunch program . . . . .	
Pupil transportation . . . . .	
School buildings and plans . . . . .	
Business administration and school finance . . . . .	
Total . . . . .	

TABLE 10.--Continued

Periodical													Total
Am. Sch.Ed.Jour.	Bull.Natl.Assn. Sec.Sch.Prin.	Childhood Ed.	Clearing House	Ed. Leadership	Elem.Sch.Jour.	NEA Journal	Natl.Elem.Prin.	Nation's Schools	Sch. & Society	Sch. Executive	School Life	School Review	
.	5	.	.	1	.	3	.	1	3	5	3	2	23
.	.	.	.	.	.	.	.	.	.	.	1	.	1
.	.	.	.	.	.	.	.	.	.	.	.	.	.
1	.	.	.	.	.	.	.	.	.	.	.	.	1
3	2	.	2	1	.	.	4	.	.	2	1	.	15
2	6	.	.	.	.	.	2	3	.	2	.	.	15
2	20	7	15	5	2	8	1	3	1	2	3	4	73
.	.	1	.	.	.	1	.	6	.	.	.	.	8
.	.	.	1	2	.	2	.	.	.	1	.	.	6
.	.	.	1	.	.	1	.	.	.	.	2	2	6
..	3	.	3	.	.	.	1	.	.	.	.	.	7
.	.	.	.	.	.	.	.	.	.	.	.	.	.
.	.	.	.	.	.	.	.	1	.	.	.	.	1
.	.	.	.	.	.	.	.	.	.	.	.	.	0
29	1	1	.	1	.	3	2	17	1	7	2	.	64
1	.	.	.	.	.	.	.	2	.	2	.	.	5
38	37	9	22	10	21	18	10	33	5	21	12	8	225

libraries appear in periodicals designed especially for the administrator. The distribution of articles on instruction will be considered later in this chapter. It will be observed that a majority of all the articles that mention school libraries, namely, 149 of the 225, are found in magazines addressed primarily to administrators.

Table 11 presents information about the 253 authors of articles that mention school libraries. It will be noted that college and university teachers, represented by 36 authors, make up the largest single class of contributors. Next in order are superintendents with 31, representatives of education associations and agencies with 27, secondary school principals with 24, secondary school teachers with 20, and supervisors and consultants with 15. Represented much less frequently are elementary school principals and teachers with 5 authors, public relations directors with 4, and librarians and elementary school teachers with only 2 each.

As members of the 17 groups and committees listed as authors, librarians undoubtedly share in bringing library matters to the attention of readers of the periodicals. In view of the current development of library service to elementary school children, it is interesting to note that elementary school librarians, principals, and teachers appear infrequently as authors of articles that mention school library matters.

Table 12 compares authors of articles mentioning school libraries with the authors of all the articles

TABLE 11.--Authors of articles mentioning school libraries  
in thirteen education periodicals, September 1, 1954--  
August 31, 1955, distributed according to position

Author's position	Number of authors in class
Education association or agency personnel . . . . .	27
Board of education . . . . .	1
Superintendent . . . . .	31
Supervisor or consultant . . . . .	15
Principal or other administrative personnel	
College or university (General) . . . . .	10
Library school or department . . . . .	0
Secondary school . . . . .	24
Elementary school . . . . .	5
Other (or not known) . . . . .	17
Teacher	
College or university (General) . . . . .	36
Library school or department . . . . .	0
Secondary school . . . . .	20
Elementary school . . . . .	2
Other (or not known) . . . . .	9
Librarian <sup>a</sup>	
College or university . . . . .	1
Secondary school . . . . .	0
Elementary school . . . . .	0
School library consultant . . . . .	0
Government education agency . . . . .	1
Public library . . . . .	0
Other (or not known) . . . . .	0
Editor . . . . .	2
Public relations director . . . . .	4
Educational consultant . . . . .	5
Architect, engineer, etc. . . . .	12
Committee or group <sup>b</sup> . . . . .	17
Other . . . . .	5
Position not specified . . . . .	1
Author not specified . . . . .	8
Total . . . . .	253

<sup>a</sup>All librarians have been entered under the heading "Librarian" regardless of employing agency or specific title, as "Supervisor," for example.

<sup>b</sup>When a committee, or a group of 3 or more authors, is responsible for an article, the group or committee has been considered to be the author.



TABLE 12.-- Authors of articles in thirteen education periodicals, September 1, 1954--August 31, 1955, arranged in rank order according to the proportion of the whole number of authors mentioning school libraries

Author's position	Authors mentioning school libraries		All authors in each class	
	No.	Percentage <sup>a</sup>	No.	Percentage <sup>a</sup>
Teacher . . . . .	67 <sup>b</sup>	26.5	521	31.2
Principal . . . . .	56	22.1	362	21.7
Superintendent . . .	31	12.2	142	8.5
Education association or agency personnel	27	10.7	172	10.3
Committee or group .	17	6.7	110	6.6
Supervisor or consultant <sup>c</sup>	15	5.9	100	5.9
Architect, engineer, etc.	12	4.7	29	1.8
Educational consultant	5	2.0	9	0.5
Public relations director	4	1.6	12	0.7
Editor . . . . .	2	0.8	29	1.8
Librarian <sup>c</sup> . . . . .	2	0.8	10	0.6
Board of education .	1	0.4	14	0.8
Other . . . . .	5	2.0	96	5.8
Position not specified	1	0.4	32	1.9
Author not specified .	8	3.2	32	1.9
Total . . . . .	253	100.0	1670	100.0

<sup>a</sup>Percentages have been adjusted to total 100%.

<sup>b</sup>Thirty-six of the sixty-seven are college or university faculty members.

<sup>c</sup>Library consultants are entered as librarians.

analyzed in this study. Teachers stand at the top of the list of authors of articles mentioning school libraries, making up almost one-third of the total number, with principals standing next and comprising more than one-fifth. These two groups together include 123 authors, or 48.6% of of total number mentioning school libraries, and 883 authors, or 52.9% of the total number of authors of the 1561 articles analyzed in this study. Librarians are near the bottom of both lists, with 2 (0.8%) mentioning school libraries and 10 (0.6%) being represented among the total number of authors.

#### Articles on Instruction

Since instruction plays a major role in the educational program of the school, it seems appropriate to devote special attention to the distribution and authorship of the articles classified under "Instruction" that mention school libraries.

Table 13 shows the number and percentages of articles in each area or subject field that mention school libraries. It will be noted that a larger proportion of articles on "core" and similar programs mention school libraries than is true of articles concerned chiefly with other areas of the curriculum. Social Studies and the Language Arts occupy second and third places, while Special Education, Science and Nature, and the Curriculum in General follow fairly closely in that order. It will be noted, also, that one out of every 12 articles dealing with preparation for

TABLE 13.--Articles on "Instruction" published in thirteen education periodicals, September 1, 1954--August 31, 1955, showing the number and proportion in each area or subject field which mention school libraries

Area or subject field	All articles	Articles mentioning school libraries	
		Number	Percentage of all articles in the category
Instruction			
Teaching and the teaching staff			
(General) . . . . .	138	8	5.8
Preparation for teaching . . .	36	3	8.5
In-service training . . .	24	2	8.5
Curriculum (General) . . .	53	7	13.2
Subject fields			
Reading and other language arts . . .	75	16	21.3
Other languages . . . . .	8	...	...
Music . . . . .	9	...	...
Art . . . . .	5	...	...
Mathematics . . . . .	6	...	...
Science and Nature . . . .	14	2	14.3
Social Studies . . . . .	17	4	23.5
Arts and Crafts; Industrial Arts . . .	4	...	...
Business Education . . .	3	...	...
Health and Physical Education . . . . .	8	...	...
Other . . . . .	10	1	10.0
Special Education . . . . .	67	11	16.4
Core and similar programs . .	18	8	44.4
Education for Citizenship . .	51	6	11.8
Co-curricular activities . .	39	4	10.3
Miscellaneous curricular activities . . . . .	9	1	11.1
Total . . . . .	594	73	(12.3)

teaching and with in-service training of teachers mentions school libraries. Only 73 (12.3%) of the 594 articles concerned chiefly with instruction contain any references to the school library.

Examination of Table 10<sup>1</sup> shows that, in contrast to the distribution of all articles that mention school libraries, a majority (66.2%) of which appear in magazines addressed primarily to administrators, only 33 (45.2%) of the 73 articles on instruction appear in periodicals addressed to this group, with 20 of the 33 to be found in the Bulletin of the National Association of Secondary Schools. Periodicals devoted mainly to secondary education published 39 of the 73 articles, and magazines concerned primarily with elementary education published 10 of the 73. In each of the 13 periodicals surveyed there is at least one article on instruction that refers in some way to school libraries.

In Table 14 the articles on instruction that mention school libraries are distributed according to subject content and periodical in which they are published. It will be noted that 13 of the 73 articles deal with teaching and the teaching staff and that 60 treat curriculum topics, such as the various subject fields and other areas of instruction, as Special Education and "core" and similar programs, for example. The 13 articles dealing with teaching and the teaching staff appeared in 9 of the 13 periodicals.

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<sup>1</sup>See page 61.

TABLE 14.--Articles on "Instruction" which mention school libraries in the thirteen selected education periodicals, September 1, 1954--August 31, 1955, distributed according to subject content and periodical

Subject content	Am. Sch. Bd. Jour.	Bull. Natl. Assn. Sec. Sch. Prin.	Childhood Education
Teaching and teaching staff (General) . .	..	..	..
Preparation for teaching . . . . .	..	1	..
In-service training . . . . .	1	1	..
Curriculum (General). . . . .	..	2	2
Subject Fields			
Reading and other language arts . . .	..	4	1
Social Studies . . . . .	..	..	2
Other subjects . . . . .	..	..	1
Special Education . . . . .	1	8	..
Core and similar programs . . . . .	..	..	..
Citizenship Education . . . . .	..	2	1
Co-curricular activities . . . . .	..	2	..
Miscellaneous curricular activities . .	..	..	..
Total . . . . .	2	20	7

TABLE 14.--Continued

Periodical										Total
Clearing House	Ed. Leadership	Elem. Sch. Jour.	NEA Journal	Natl. Elem. Prin.	Nation's Schools	Sch. and Society	Sch. Executive	School Life	School Review	
3	1	..	1	..	..	..	..	2	1	8
..	..	..	..	..	1	1	..	..	..	3
..	..	..	..	..	..	..	..	..	..	2
..	1	..	1	..	..	..	..	1	..	7
5	..	2	1	1	1	..	..	..	1	16
1	..	..	1	..	..	..	..	..	..	4
..	1	..	..	..	1	..	..	..	..	3
1	..	..	1	..	..	..	..	..	..	11
4	2	..	1	..	..	..	..	..	1	8
..	..	..	2	..	..	..	1	..	..	6
1	..	..	..	..	..	..	..	..	1	4
..	..	..	..	..	..	..	1	..	..	1
15	5	2	8	1	3	1	2	3	4	73

none in Childhood Education, the Elementary School Journal, the National Elementary Principal, and the School Executive. The 60 articles devoted mainly to curriculum topics were scattered through 12 of the 13 periodicals, with half of them appearing in the Bulletin of the National Association of Secondary School Principals and the Clearing House, and none in School and Society.

When one looks at the distribution of the curriculum articles containing references to school libraries it appears that the 16 articles on Reading and the other language arts give school libraries the greatest attention. These 16 articles are found in 8 of the 13 periodicals, with the majority appearing in the Clearing House and the Bulletin of the National Association of Secondary School Principals. Ten of these articles appear in periodicals devoted chiefly to secondary education and 4 in magazines concerned primarily with elementary education, with only one in a magazine devoted to general administration.

Four articles on Social Studies mention school libraries, as do also one Science article each in Childhood Education and Educational Leadership and an article on the "Three R's" in the Nation's Schools.

The 11 Special Education articles mentioning school libraries, the 8 articles on "core" and similar programs, and the 6 articles on Citizenship Education are distributed in 4 magazines each, and 4 articles in 3 magazines refer to school libraries in connection with co-curricular activities, such as preparing the school yearbook and conducting

magazine drives. Classified under the topic "Miscellaneous Curricular Activities," an article in the School Executive mentions school libraries as one of the resources of a summer education program.

In view of the close relationship between the library program of the school and the school's instructional program, it seems pertinent to consider the authorship of the 73 articles on instruction that mention school libraries. Table 15, which shows the distribution of the 83 authors of these articles according to their position, also shows that the 38 teachers far outnumber any other group of contributors, and that 18 of these 38 are college or university teachers. It is interesting to note that librarians, in their capacity as curriculum workers and materials specialists, are not represented among the authors of articles on the instructional program appearing in such periodicals as the 13 selected for analysis in this survey except as they may have been members of the 7 committees or groups which contributed articles.

School Library Information Found in Sections of  
Periodicals Not Classified as  
Articles

In order to present a complete report of school library information available in the periodicals, it is necessary to consider the references to school libraries in sections of the magazines not classified as articles and to note the extent to which book notices and reviews call attention to publications dealing with school library matters.



TABLE 15.--Authors of articles on "Instruction" which mention school libraries in thirteen education periodicals, September 1, 1954--August 31, 1955, distributed according to position

Author's position	Number of authors in the class
Education association or agency personnel . .	5
Board of education . . . . .	0
Superintendent . . . . .	1
Supervisor or consultant . . . . .	6
Principal or other administrative personnel	
College or university (General) . . . . .	5
Library school or department . . . . .	0
Secondary school . . . . .	10
Elementary school . . . . .	1
Other (or not known) . . . . .	5
Teacher	
College or university (General) . . . . .	18
Library school or department . . . . .	0
Secondary school . . . . .	13
Elementary school . . . . .	1
Other (or not known) . . . . .	6
Librarians <sup>a</sup>	
College or university . . . . .	0
Secondary school . . . . .	0
Elementary school . . . . .	0
School library consultant . . . . .	0
Government education agency . . . . .	0
Public library . . . . .	0
Other (or not known) . . . . .	0
Editor . . . . .	0
Public relations director . . . . .	1
Educational consultant . . . . .	0
Architect, engineer, etc. . . . .	0
Committee or group <sup>b</sup> . . . . .	7
Other . . . . .	3
Position not specified . . . . .	1
Author not specified . . . . .	0
Total . . . . .	83

<sup>a</sup>All librarians have been entered under the heading "Librarian," regardless of employing agency.

<sup>b</sup>When a committee, or a group of three or more authors, is responsible for an article, the group or committee has been considered to be the author.

Table 16 shows 38 such references to school libraries (exclusive of book reviews and notices). Of these, 21 are news items, 8 appear in columns of educational news and editorial comment, 5 are editorials either in tone or form, 3 were published under the heading, "Tricks of the Trade," and one was a cartoon of an elementary school library. The subject content of the references is presented in later chapters where it is pertinent to the matters under discussion.

An examination of book reviews and notices reveals that 5 current publications devoted chiefly to school libraries and of more than local importance and origin received from one to 6 notices each in 10 of the magazines. Although brief annotations accompanied some of the notices, no full reviews appeared. Table 17 shows the distribution of these notices.

School Library Standards, 1954,<sup>1</sup> noted in 6 periodicals provides some discussion of school library standards in general and summarizes, largely in tabular form, national regional, and state standards for school libraries. Your Schools are Only as Good as Your School Libraries,<sup>2</sup> receives attention in 4 magazines. This publication, copies of which were distributed at the 1954 conference of the American Association of School Administrators, includes several

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<sup>1</sup>Nora E. Beust, School Library Standards, 1954, Bulletin 1954, No. 15, U. S. Office of Education (Washington: U. S. Government Printing Office, 1954).

<sup>2</sup>Gertrude Wolff, ed., Your Schools Are Only as Good as Your School Libraries (New York: Library Journal, 1954).

TABLE 16.--School library references in thirteen selected education periodicals, September 1, 1954--August 31, 1955, in sections of the magazines which were not classified as articles<sup>a</sup>

Periodical	Form of Material				
	News items	News and views	Editorials	"Tricks of the Trade"	Cartoons
American School Board Journal .	6	.	.	.	.
Bulletin of the National Association of Secondary School Principals . . . . .	1	.	.	.	.
Childhood Education . . . . .	.	.	1	.	.
Clearing House . . . . .	3	.	1	3	.
Educational Leadership . . . . .	.	.	.	.	.
Elementary School Journal . . .	.	2	.	.	.
NEA Journal . . . . .	2	.	2	.	1
National Elementary Principal .	.	.	.	.	.
Nation's Schools . . . . .	6	.	1	.	.
School and Society . . . . .	.	.	.	.	.
School Executive . . . . .	3	2	.	.	.
School Life . . . . .	.	.	.	.	.
School Review . . . . .	.	4	.	.	.
Total . . . . .	21	8	5	3	1
					38

<sup>a</sup>This table does not include reviews and notices of books and other publications on the topic of school libraries.

TABLE 17.--Notices of publications on the subject of school libraries in thirteen education periodicals, September 1, 1954--August 31, 1955

Publication	Periodical													Total
	Am. Sch. Bd. Jour.	Bull. Natl. Assn. Sec. Sch. Prin.	Childhood Ed.	Clearing House	Ed. Leadership	Elem. Sch. Jour.	NEA Journal	Natl. Elem. Prin.	Nation's Schools	Sch. and Society	Sch. Executive	School Life	School Review	
<u>Beust. School Library Standards, 1954</u>	x	x				x			x	x		x		6
<u>Dept. of Elementary School Principals. Elementary School Libraries Today. (A reprint)</u>							x	x						2
<u>Gardiner. Administering Service in the Elementary School. 2nd ed.</u>		x									x	x		3
<u>Junior Libraries</u>		x												1
<u>Wolff. ...Your School Libraries</u>		x				x	x						x	4
Total	1	4	0	0	0	2	2	1	1	1	1	2	1	16

articles dealing with school libraries. The second edition of Administering Library Service in the Elementary School<sup>1</sup> is noted in 3 periodicals, none of which is devoted primarily to elementary education; and the reprint of Elementary-School Libraries Today<sup>2</sup> is mentioned in 2 magazines. Junior Libraries,<sup>3</sup> a new periodical concerned with library service to children and young people in both school and public libraries, is mentioned in only one magazine.

The Bulletin of the National Association of Secondary School Principals published notices of 4 of the 5 publications considered above, and was, during the period covered by this survey, the only one of the selected periodicals which called the attention of its readers to even a majority of them. In general, the 13 periodicals offered uneven and inadequate coverage of these materials. Under the heading, "Selected References on Elementary School Instruction; Library Program,"<sup>4</sup> however, the Elementary School Journal both listed and annotated 5 magazine articles dealing with school

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<sup>1</sup>Jewel Gardiner, Administering Library Service in the Elementary School (2d ed.; Chicago: American Library Association, 1954).

<sup>2</sup>National Education Association. Department of Elementary School Principals, Elementary-School Libraries Today, Thirtieth Yearbook (Washington: National Education Association, 1951).

<sup>3</sup>Junior Libraries is a periodical published by the R. R. Bowker Company. It appears both as a separate publication and as a part of the Library Journal.

<sup>4</sup>S. I. Fenwick, comp. "Selected References on Elementary School Instruction; Library Program," the Elementary School Journal, LIV (November, 1955), 171-72.

library matters in addition to noting ... Your School Libraries. Three of the 5 articles had appeared in earlier issues of periodicals included in this study. These articles are: "How We Meet the Quest(K-12) for Knowledge"<sup>1</sup> in the School Executive; "Housing the School Library"<sup>2</sup> in the Nation's Schools; and "We Do It This Way--Library Program in Long Beach, California"<sup>3</sup> in the National Elementary Principal. The other 2 articles were published in the Wilson Library Bulletin. They are "The Organization and Growth of an Elementary School Library,"<sup>4</sup> and "Public Relations and the School Librarian."<sup>5</sup>

#### References to Libraries Other than School Libraries

Since libraries other than school libraries, as, for example, public libraries and county libraries, may, and often do contribute to the school library program, references to such libraries in the selected periodicals were also noted. It was found that 74 (4.7%) of the 1561 articles

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<sup>1</sup>Marion A. Bessette, "How We Meet the Quest(K-12) for Knowledge," School Executive, LXXIII (February, 1954), 52-53.

<sup>2</sup>Raymond G. Erbes, Jr., "Housing the School Library," The Nation's Schools, LIII (April, 1954), 63-76.

<sup>3</sup>Lois C. Fannin and Harold I. Judson, "We Do It This Way--Library Program in Long Beach, California," The National Elementary Principal, XXXIII (October, 1953), 24-25.

<sup>4</sup>Bertha E. Clarke, "The Organization and Growth of an Elementary School Library," Wilson Library Bulletin, XXVIII (October, 1955), 195-96.

<sup>5</sup>Florence Damon Cleary, "Public Relations and the School Librarian," Wilson Library Bulletin XXVIII (April, 1954), 690-93.

mentioned other kinds of libraries and that 23 of these 74 articles referred to both school and other libraries. Table 18 shows the distribution of the 74 articles by categories. It will be observed that 25% of the library articles, 10.8% of the articles dealing with the audio-visual program, and 5.7% of the articles on instruction mention libraries other than school libraries.

The 34 articles on instruction which mention other kinds of libraries include 10 articles which mention school libraries also. Table 19 shows the distribution of the 34 articles according to area or subject field. It will be noted that 5 out of 24 articles (20.8%) on in-service training of teachers, and one out of 5 articles on Art (20%) represent the highest proportion of articles calling attention to libraries other than school libraries. Articles on Reading and the other language arts and on miscellaneous curriculum activities rank next, with 12% and 11.1% respectively. The 18 articles on "core" and similar programs and the 39 articles on co-curricular activities contain no mention of libraries other than school libraries.

Table 20 shows the distribution of articles in the various periodicals examined. The largest percentage, 14% for School Life, may be accounted for by the fact that this magazine is the official organ of the U. S. Office of Education and its staff includes a school library specialist. The next largest percentages, 10% for the Elementary School Journal and 9.5% for the National Elementary Principal, may possibly be a reflection of conditions prevailing in many

TABLE 18.--Proportion of articles in various categories in thirteen education periodicals, September 1, 1954--August 31, 1955, which mention libraries other than school libraries

Subject content	All articles	Articles mentioning libraries other than school libraries	
		Number	Percentage of all articles in the category
Education (General) . . . . .	191	9	4.7
Education associations and government agencies . . . . .	19	. . .	. . .
School and community relations	125	5	4.0
Legal aspects of education	37	3	8.1
The board of education . . . . .	27	. . .	. . .
Administration, organization, and supervision . . . . .	181	7	3.9
Instruction . . . . .	594	34	5.7
Libraries and library service .	12	3	25.0
Audio-visual program . . . . .	37	4	10.8
Other provisions for supplying instructional material . . . . .	8	. . .	. . .
Educational psychology and psychological services . . . . .	47	3	6.4
Guidance program . . . . .	72	1	1.4
Health services . . . . .	4	. . .	. . .
School lunch . . . . .	23	1	4.3
Pupil transportation . . . . .	1	. . .	. . .
School buildings and plans . .	126	3	2.6
Business administration and school finance . . . . .	57	1	1.8
Total . . . . .	1561	74	(4.7)



TABLE 19.--Articles on "Instruction" in thirteen education periodicals, September 1, 1954--August 31, 1955, showing the number and proportion in each area or subject field which mention libraries other than school libraries

Area or subject field	All articles	Articles mentioning libraries other than school libraries	
		Number	Percentage of all articles in the category
<b>Instruction</b>			
Teaching and teaching staff (General) . . . . .	138	3	2.1
Preparation for teaching . . . . .	36	3	8.3
In-service training . . . . .	24	5	20.8
Curriculum (General) . . . . .	53	5	9.4
<b>Subject fields</b>			
Reading and other language arts . . . . .	75	9	12.0
Other languages . . . . .	8	...	...
Music . . . . .	9	...	...
Art . . . . .	5	1	20.0
Mathematics . . . . .	6	...	...
Science and Nature . . . . .	14	1	7.1
Social Studies . . . . .	17	1	5.9
Arts and Crafts; In- dustrial Arts . . . . .	4	...	...
Business Education . . . . .	3	...	...
Health and Physical Education . . . . .	8	...	...
Other . . . . .	10	...	...
Special Education . . . . .	67	3	4.5
Core and similar programs . . . . .	18	...	...
Education for Citizenship . . . . .	51	2	3.9
Co-curricular activities . . . . .	39	...	...
Miscellaneous curricular activities . . . . .	9	1	11.1
<b>Total . . . . .</b>	<b>594</b>	<b>34</b>	<b>(5.7)</b>

TABLE 20.--Proportion of articles in thirteen education periodicals, September 1, 1954--August 31, 1955, that mention libraries other than school libraries

Periodical	All articles	Articles mentioning libraries other than school libraries	
		Number	Percentage of all articles in the periodical
American School Board Journal	180	5	2.8
Bulletin of the National Association of Secondary School Principals . . . . .	216	7	5.6
Childhood Education . . . . .	60	3	5.0
Clearing House . . . . .	143	7	4.9
Educational Leadership . . . . .	82	2	2.4
Elementary School Journal . . . . .	40	4	10.0
NEA Journal . . . . .	152	5	3.3
National Elementary Principal	95	9	9.5
Nation's Schools . . . . .	206	14	6.8
School and Society . . . . .	104	5	4.8
School Executive . . . . .	184	5	2.7
School Life . . . . .	58	8	14.0
School Review . . . . .	41	...	...
Total . . . . .	1561	74	(4.7)

elementary schools, which are less likely than high schools to have their own central libraries and so depend largely upon the services of public libraries.

When one considers the 80 authors of the 75 articles which mention libraries other than school libraries, again it is found that teachers form the largest group, with college and university faculty members in the majority within that group. Data presented in Table 21 shows also that but one librarian, an elementary school library consultant, is included among these 80 authors. It was, however, in an article devoted specifically to school libraries that she mentioned a library other than a school library.

Table 22 shows authors arranged according to the percentage within each class mentioning libraries other than school libraries. Here public relations directors stand at the head of the list, since 3 out of 12 of their number refer to these other libraries in their articles. Of the 1670 authors of the 1561 articles analyzed in this survey, 80 (4.8%) mentioned libraries other than school libraries.

In view of the considerable contributions that the public library and other libraries could make to the school library program and to the total educational program of the school, it should be a matter of concern that the potential services of public libraries at least are not more often mentioned in articles appearing in the selected periodicals.

Those sections of the periodicals not classified as articles furnish a small number of references to libraries other than school libraries. With the exception of some

TABLE 21.- Authors of articles which mention libraries other than school libraries in thirteen education periodicals, September 1, 1954--August 31, 1955, distributed according to the position of the authors and the subject content of the articles

Author's position	Education (General)	Ed. assoc. & govt. agencies	Legal as- pects
Education association or agency . . . . .	4	.	1
Board of education . . . . .	.	.	.
Superintendent . . . . .	1	.	.
Supervisor or consultant . . . . .	.	.	.
Principal or other administrative personnel			
College or university (General) . . . . .	.	.	.
Library school or department . . . . .	.	.	.
Secondary school . . . . .	.	.	.
Elementary school . . . . .	.	.	.
Other (or not known) . . . . .	.	.	.
Teacher			
College or university (General) . . . . .	2	.	1
Library science . . . . .	.	.	.
Secondary school . . . . .	.	.	.
Elementary school . . . . .	.	.	.
Other (or not known) . . . . .	.	.	.
Librarian <sup>a</sup>			
College or university . . . . .	.	.	.
Secondary school . . . . .	.	.	.
Elementary school (General) . . . . .	.	.	.
Consultant . . . . .	.	.	.
Government education agency . . . . .	.	.	.
Public library . . . . .	.	.	.
Other (or not known) . . . . .	.	.	.
Editor . . . . .	.	.	.
Public relations directors . . . . .	.	.	.
Educational consultant . . . . .	.	.	.
Architect, engineer, etc. . . . .	.	.	.
Committee or group <sup>b</sup> . . . . .	.	.	.
Other . . . . .	1	.	1
Position not specified . . . . .	1	.	.
Author not specified . . . . .	.	.	.
Total . . . . .	9	0	3

<sup>a</sup>Librarians have been entered under that heading regardless of employing agency.

<sup>b</sup>When a committee, or a group of 3 or more authors, is responsible for an article, the group or committee has been considered to be the author.

TABLE 21.--Continued

Topics of articles									Total
Board of education	School & community relations	Sch. adm., org., & supervision	Instruction, Teaching	Instruction, Curriculum	Libraries & library service	Special services	Sch. bldgs. and plans	Bus. adm. & Sch. finance	
.	1	2	1	1	.	2	.	.	12
.	1	.	.	2	.	2	.	.	0
.	1	.	.	2	.	2	.	.	4
.	.	.	.	2	.	3	.	.	5
.	.	.	.	2	.	4	.	.	0
.	1	.	2	1	.	1	1	.	2
.	1	3	2	5	.	2	.	.	15
.	1	.	2	1	2	.	.	.	1
.	.	.	1	1	.	.	.	.	5
.	.	.	.	.	.	.	.	.	3
.	.	.	.	.	.	.	.	.	2
.	.	.	.	.	.	.	.	.	0
.	.	.	.	.	1	.	.	.	0
.	.	.	.	.	.	.	.	.	0
.	.	.	.	.	.	.	.	.	0
.	.	.	1	.	.	1	.	.	0
.	1	.	.	1	.	.	1	.	2
.	.	.	.	.	.	.	.	.	0
.	.	1	.	1	1	.	.	.	0
.	.	.	1	.	.	.	.	.	0
.	.	.	.	1	.	.	.	1	3
.	.	.	.	1	.	.	.	.	4
.	.	1	.	.	.	.	1	.	2
0	5	7	13	24	4	11	3	1	80

TABLE 22.--Authors of articles in thirteen education periodicals, September 1, 1954--August 31, 1955, arranged in rank order according to the proportion of authors within each class who mention libraries other than school libraries

Position of author	Number of authors in the class	Authors mentioning libraries other than school libraries	
		Number	Percentage
Public relations director . . .	12	3	25.0
Librarian <sup>a</sup> . . . . .	10	1	10.0
Education association and agency personnel . . . . .	172	12	7.0
Editor . . . . .	29	2	6.9
Teacher . . . . .	521	26	5.0
Supervisor or consultant <sup>a</sup> . .	100	5	5.0
Principal or other administrative personnel . . . . .	362	16	4.4
Superintendent . . . . .	142	4	2.8
Committee or group . . . . .	110	3	2.7
Board of education . . . . .	14	...	...
Educational consultant . . . .	9	...	...
Architect, engineer, etc. . . .	29	...	...
Other . . . . .	160	8	5.0
Total . . . . .	1670	80	(4.7)

<sup>a</sup>Library consultants are entered as librarians.

book notices (an average of about one to a periodical), only 23 references to these other libraries were noted in the various periodicals. They are distributed as follows: the Nation's Schools, 8; School and Society, 6; the Clearing House, 5; the NEA Journal, 4; the American School Board Journal and the School Executive, 2 each; and the National Elementary Principal, one. No such references, except those in articles and book notices, were found in 6 of the periodicals: the Bulletin of the National Association of Secondary School Principals, Childhood Education, Educational Leadership, the Elementary School Journal, School Life, and the School Review.

The subject content of references to libraries other than school libraries will be presented in later chapters of this paper wherever it is relevant to the topics being discussed.

#### Summary

Articles devoted specifically to school libraries.-- Eleven of the 1561 articles published in the 13 selected education periodicals from September 1, 1954, through August 31, 1955, are devoted specifically to the consideration of school librarian and school library service. These 11 articles comprise 0.7% of the total number of articles analyzed and occupy 36.5 pages (0.68%) of space. This represents, in terms of both relative number of articles and relative amount of space, less attention than is given to the audio-visual program, educational psychology and psychological services, the school lunch program, the guidance

program, or instruction; but more than is given to pupil transportation, the health program, or provisions (other than library and audio-visual services) for supplying instructional materials. Since the school library is both a service and a teaching agency and important to the entire educational program, the proportionate number of articles devoted specifically to the library seems small indeed.

It was found that the 11 articles specifically on the school library deal with school libraries in general, relations of the school library with the community, the school library staff, school library organization and administration, the school library and the guidance program, and relationships between schools and public libraries. No articles are devoted primarily to school library quarters and equipment, to the school library's materials collection, the school library and the reading program, instruction in the use of the library, library work with teachers, or the student library assistant, although all of these subjects are mentioned, with varying degrees of emphasis, in articles not classified under "School Libraries" and in some of the articles in that category.

The 11 articles on the school library appeared in 9 of the 13 periodicals analyzed; none were published in the Elementary School Journal, School and Society, School Life, and the School Review. Librarians wrote 5 of the 11 articles, while elementary school principals, a parent, a group, a committee, and a person not identified as to position contributed the remainder. Except as they may have been



members of a group or a committee, or unidentified as to position, no superintendents, non-library supervisors or consultants, secondary school principals, elementary or secondary school teachers, pupils, elementary school or public librarians presented their views or experiences in these articles.

Articles mentioning school libraries.---Although classified in other categories than "School Libraries," 225 (14.4%) of the 1561 articles in the selected periodicals mention school libraries. More than half of the articles on school buildings and plans, and about one-eighth of those on school and community relations mention them. The fact that 21.6% of articles classified under "The Audio-Visual Program," 75% of articles under "Other Provisions for Supplying Instructional Materials," and 12.3% of articles under "Instruction" contain such references seems significant also. The proportion of articles referring to school libraries in each of the 13 periodicals ranges from 4.8% in School and Society to 21.1% in the American School Board Journal. School Life and the School Review, which rank second and third in the number of references made to school libraries in articles on other subjects, are among the 4 magazines containing no articles devoted specifically to this subject.

More than one-fourth of the 253 authors of the 225 articles mentioning school libraries are teachers. Principals and superintendents occupy the second and third places, respectively, while librarians stand in the eleventh position,

comprising only 0.8% of the total number of authors who mention school libraries.

Of the 594 articles classified under "Instruction" 73 (12.3%) mention school libraries. Within this category the largest proportion of articles containing school library references is that of "Core and Similar Programs" with 44.4%. Next in order are articles on Social Studies with 23.5% and on Reading and the other language arts with 21.3%. Thirty-nine of the 73 articles classified under "Instruction" and mentioning school libraries appeared in periodicals devoted primarily to secondary education, and 10 in magazines concerned chiefly with elementary education. Magazines addressed mainly to administrators published 33 of the articles, and the 3 periodicals concerned with general education (the NEA Journal, School Life, and School and Society) published 12. Teachers far outnumber any other group as authors of these articles on instruction, with principals next in order. No librarians appear among the 83 authors except as they may have been members of the 7 groups or committees responsible for articles.

Other school library information.--The school library information presented in the 11 articles devoted specifically to school libraries and in the 225 articles which mention school libraries is supplemented by 38 references to school libraries, exclusive of book notices and annotations, in sections of the periodicals which are not classified as articles. Notices of 5 important publications in the field of school libraries and of 5 magazine articles dealing with

school libraries appeared in 10 of the 13 periodicals, although no one periodical called attention to all of them. With the exception of the Bulletin of the National Association of Secondary School Principals, the periodicals selected for analysis in this study gave, during the period of the survey, both uneven and inadequate coverage to important publications in the field of school library service.

Information about libraries other than school libraries.--

Of the 1561 articles analyzed, 74 (4.7%) mention libraries other than school libraries. These other libraries are mentioned in 25% of the articles devoted specifically to libraries, in 10.8% of the articles on the audio-visual program and in 5.7% of the articles on instruction. Since public libraries and others can effectively supplement both the school library program and the total instructional program of the school, it would seem desirable that the contributions, both actual and potential, of such libraries should be mentioned in education periodicals such as those surveyed in this study. Teachers far outnumber any other group as authors of articles which mention libraries other than school libraries, with the majority being college or university faculty members. Only one librarian appears among the authors.

The 288 articles that present library information (18.4% of the grant total of 1561) are distributed as follows: 11 (0.7%) articles devoted specifically to school libraries; one dealing specifically with other libraries;

225 (14.4%) mentioning school libraries; 74 (4.7%) mentioning other libraries than school libraries; and 23 (1.5%) mentioning both school libraries and other kinds of libraries. A total of 1273 articles (81.6%) do not mention libraries.

Table 23, which presents the number and proportion of articles in the various categories that mention libraries, allows the reader to compare the number and percentage of articles mentioning school libraries with those which mention libraries other than school libraries and with those which mention both school libraries and other libraries. It will be noted, for example, that 73 (12.3%) articles on instruction mention school libraries, 34 (5.7%) mention libraries other than school libraries, and 10 (1.7%) mention both school libraries and other libraries.

The proportion of authors in each category who write articles specifically about libraries or who mention libraries in the 13 education periodicals is shown in Table 24. For example, the table shows that of 10 librarians, 5 are authors of articles specifically on the school library, 7 mention school libraries, one mentions libraries other than school libraries, and one mentions both school libraries and other kinds of libraries. Also, that of 521 teachers, one wrote an article specifically about a library which was not a school library, about one out of every 8 mentions school libraries, one out of every 20 mentions other libraries, and about one in 10 mentions both school

TABLE 23.--Number and proportion of articles in the various categories in thirteen education periodicals, September 1, 1954--August 31, 1955, which mention libraries

Subject content	All articles
Education (General) . . . . .	191
Education associations and government agencies. .	19
School and community relations . . . . .	125
Legal aspects of education . . . . .	37
Board of education . . . . .	27
Administration, organization, and supervision . .	181
Instruction . . . . .	594
Libraries and library service . . . . .	12
Audio-visual program . . . . .	37
Other provisions for supplying instructional materials . . . . .	8
Educational psychology and psychological ser- vices . . . . .	47
Guidance program . . . . .	72
Health services . . . . .	4
School lunch program . . . . .	23
Pupil transportation . . . . .	1
School buildings and plans. . . . .	126
Business administration and school finance . . .	57
Total . . . . .	1561

TABLE 23.--Continued

Number of articles mentioning libraries			Percentage of articles in the category		
School libraries	Other libraries	School libraries and other libraries	School libraries	Other libraries	School libraries and other libraries
23	9	3	12.0	4.7	1.6
1	...	...	5.3	...	...
15	5	1	12.0	4.0	0.8
...	3	...	...	8.1	...
1	...	...	3.7	...	...
15	7	1	8.3	3.9	0.6
73	34	10	12.3	5.7	1.7
...	3	3	...	25.0	25.0
8	4	2	21.6	10.8	5.4
6	...	...	75.0	...	...
6	3	1	12.8	6.4	2.1
7	1	...	9.7	1.4	...
...	...	...	...	...	...
1	1	...	4.3	4.3	...
...	...	...	...	...	...
64	3	2	50.8	2.6	1.6
5	1	...	8.8	1.8	...
225	74	23	(14.4)	(4.7)	(1.5)

TABLE 24.--Authors of articles presenting library information in thirteen education periodicals, September 1, 1954--August 31, 1955, distributed according to position of authors and showing proportion of authors in each category

Position	All articles in the survey	
	No.	%
Education association and agency personnel . .	172	100
Board of education . . . . .	14	100
Superintendent . . . . .	142	100
Supervisor or consultant . . . . .	100	100
Principal or other administrative personnel . .	362	100
Teachers . . . . .	521	100
Librarian . . . . .	10	100
Editor . . . . .	29	100
Public relations director . . . . .	12	100
Educational consultant . . . . .	9	100
Architect, engineer, etc. . . . .	29	100
Committee or group . . . . .	110	100
Others . . . . .	160	100
Total . . . . .	1670	(100)

TABLE 24.--Continued

Authors of articles									
School library articles		Library articles (General)		School libraries mentioned		Other libraries mentioned		School libraries and other libraries mentioned	
No.	%	No.	%	No.	%	No.	%	No.	%
..	...	..	...	27	15.7	12	7.0	7	4.1
..	...	..	...	1	7.1	..	...	..	...
..	...	..	...	31	21.8	4	2.8	1	0.7
..	...	..	...	15	15.0	5	5.0	3	3.0
3	0.8	..	...	56	15.5	16	4.4	4	1.1
..	...	1	0.2	67	12.8	26	5.0	5	0.9
5	50.0	..	...	2	20.0	1	10.0	..	...
..	...	..	...	2	6.9	2	6.9	..	...
..	...	..	...	4	33.3	3	25.0	1	8.5
..	...	..	...	5	55.5	..	...	..	...
..	...	..	...	12	44.4	..	...	..	...
2	1.8	..	...	17	15.4	3	2.7	3	2.7
2	1.2	..	...	14	8.7	8	5.0	1	0.6
12	(0.7)	1	(0.1)	253	(15.1)	80	(4.8)	25	(1.5)



and public libraries in their articles. Using the proportion of authors who mention libraries as a criterion of measurement, educational consultants, architects and engineers, public relations directors, and superintendents, in that order, lead as authors calling attention to school libraries. Using the same criterion, the order for other libraries is as follows: public relations directors, librarians, education association and agency personnel, and editors. In proportion to their number, public relations directors lead in calling attention to both school and public libraries in the same article.

In the preceding analysis of the distribution and authorship of information relevant to school libraries, it has been found that much of the material appears in articles classified in this study under other headings than "School Libraries," and in other sections of the periodicals analyzed; that is, in places where it could not be located through the use of school library and related subject headings in the Education Index.

### CHAPTER III

#### THE SCHOOL LIBRARY'S CONTRIBUTION TO THE INSTRUCTIONAL PROGRAM OF THE SCHOOL AS PRESENTED IN THE PERIODICALS SURVEYED

##### The School Library's Contribution to Teachers<sup>1</sup> and Teaching

Five of the articles concerned specifically with school libraries report ways in which those libraries contribute to teachers and to their principal task, that of instructing boys and girls. Burke states, in underlining the importance of the school library, that "today more than ever before the modern school system bases its instruction on the fullest use of all the resources of communication(3:37), while Rendell speaks of the materials specialist, who may be the librarian, as one who "works with instructors and students in identifying, locating and employing those materials leading to desirable experiences"(6:429). "Your Library Is Your Bank"(4) points out that librarians and teachers can help pupils to "withdraw" knowledge from the depository that is the library; and Fancher(11), reporting that teachers often refer children to the library for help, gives several examples of the kinds of aid which they receive. In their account of the bookmobile service to

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<sup>1</sup>Librarians have not been included here as "teachers."

schools, Dyke and Merow explain that such service has made more books available to both teachers and students(12:61).

Articles classified under "Instructional Staff" indicate various ways in which libraries help teachers. Special assistance given to acquaint new teachers with instructional aids, including library facilities, was considered a valuable orientation procedure in Michigan high schools surveyed by Homeier(105:52). In several other communities orientation activities included visits to the public library(108:86; 102:32). Orr suggests that the school librarian ought to be free to consult with student teachers and to help them become acquainted with library facilities of the school before they begin their student teaching duties(101:71), and Neal that laboratory school librarians might serve as resource persons in working with internship programs(100:40). Lindner, discussing the teacher's job, notes that teachers need both to make use of library source materials and make certain that references are available and have been put on reserve in the library (88:453).

The following quotations and reports from articles classified in other categories than "The School Library" and "The Instructional Staff" call attention to various relationships between the school library and the instructional staff and its activities: "Teaching today includes . . . using libraries, source material, and current magazines (77:2); a spring orientation program for a new school to be opened in the fall gave teachers and students an opportunity to examine textbooks and reference books(68:31); "the

teacher needs the help of the librarian in finding reading material and deciding on its level"(120:42); "faculty committees share responsibility with the librarian for policy-making and library improvement"(18:75)<sup>1</sup>; and libraries and librarians supply both books and guidance for children's projects(144:236; 166:215).

A news item relevant to this topic tells of two junior high school teachers who took library books on frontier life to their classrooms where each student chose books for his individual recreational reading.<sup>2</sup>

#### The School Library's Contribution to the Curriculum

##### The School Library's Contribution to the Curriculum in General

##### The librarian as member of the curriculum "team"

Several of the articles dealing specifically with the school library are concerned with the librarian's position and contribution as a member of the group that plans and carries out the curriculum of the school.

In his discussion of the materials specialist as a curriculum worker, Rendell states that this specialist, who may be the librarian,

works best as a member of a team whose activities leading to curriculum improvement are the result of group planning, shared leadership and a freedom to experiment with solutions to problems that, basically, are rooted in the local situation itself . . . [and that] the

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<sup>1</sup>A point listed in a current study of school libraries.

<sup>2</sup>The Nation's Schools, LV (February, 1955), 12. (From "Roving Reporter.")

materials specialist, or consultant, can help the instructor to appreciate the contribution that instructional materials can make to a learning situation; he can also suggest guidelines for the selection of material; he can work with the teaching staff in planning their most effective usage(6:429).

Burke points out that the librarian "works hand in glove with the principal and other members of the faculty . . . . [and] furnishes such material in the classroom and out of the classroom as will help make instruction clear and progressive to pupils"(3:39-40).

That it is essential for librarians to be familiar with the school curriculum is implied by Hanks, who remarks that

surely it is apparent that where parents are functioning as librarians they should know something about the curriculum of the school, the reading levels of the children they are trying to serve(5:380).

A similar point of view is reflected by Rendell:

Only as the materials specialist approaches this task of curriculum improvement from the standpoint of the learner's needs can he appreciate the inter-relatedness of these various media . . . the learner then becomes his focus, and only as he works with instructors and students in identifying, locating, and employing those materials leading to desirable experiences is he assuming his role of curriculum worker(3:429).

The library's function in relation to the curriculum, as stated by Fancher, is "to provide guidance in reading materials that supplement the program in force in the school"(11:204). Enlarging the perspective, Burke asserts that "the school library must prepare a program that meets the needs of boys and girls now in school and must project a program for future expansion"(3:40). Although the responsibility of the library in connection with reading guidance in

all areas of the curriculum is generally acknowledged by the writers of articles appearing in the periodicals analyzed, Rendell, Fancher and Burke are among the few who specifically characterize the school library program as one which either supplements the total objectives of the school or forms an integral part of the instructional program.

In an article on the gifted pupil in the high school McWilliams acknowledges the "invaluable assistance rendered by the library in the enrichment of the curriculum(153:6), and McCuskey states in an article on instruction that "in solving instructional problems [library workers] form the first line of assistance to teachers"(91:396). An example of such assistance is consultation with the librarian, which was one of the procedures used by teachers participating in a university seminar on curriculum problems held at Miami (Florida) Jackson High School(109:468-69). It may be noted, also, that sometimes the curriculum committees with which librarians work include in their membership administrators, parents, and trustees, as well as teachers, as did the San Diego County (Curriculum) Committee which recommended changes for the libraries of the county schools(117:309).

From the articles noted above there appears to be a place for the librarian as a member of the curriculum planning "team" of the school, as well as an opportunity for him, working individually, to enrich the curriculum in other ways.

The library as a source of  
information and materials

If one should ask how the library insofar as it is a source of information and materials fits into the curriculum pattern of the school, Burke would answer that the school library is

the center of books, magazines, and audio-visual materials which . . . serve[s] as a practice ground for the mental, emotional, and social growth of the youth of the school district . . . [and that it is] an important element in the educative process. Its resources are mustered to give meaning and content to the curriculum . . . [and it] presents . . . new horizons of learning (3:37).

He has something to say, too, about the selection and use of library materials in relation to the curriculum:

Basically, then, the library must have for its fundamental objectives the primary aims of the school itself. In the school system that acknowledges these goals, books are acquired with the view to promote the school curriculum and students are guided in the use of these books as the library attempts to integrate the instructional goals of the school with its resources(3:37).

Dyke and Merow speak of the children's opportunity to use their own initiative in locating supplementary information to help them in their classroom activities, and of the teacher's appreciation of the fact that they can obtain additional materials to broaden the background of the pupils(12:61).

In articles dealing mainly with other topics than that of the school library there are incidental comments and reports concerning the library's contribution as a source of curriculum materials and information. While writing their own curriculums, staff members of the Euclid, Ohio, schools

came to believe that "the resource units developed in each building, together with the library, visual aids and other community resources, provided a rich source of exploitation by the individual teacher and the child(112:80). In a report on education in the United States, Reed stresses the fact that in a program of "learning by doing" the physical setting for the library's collection of materials "play[s] an important role in making teaching and learning effective" (17:44).

It is noted by Ahrens that "the solution of problems demands wide use of library and reference books"(19:275), and by Dawson that "provision of a 'satisfactory modern education' [according to the statement of the 1944 charter] requires for every rural child . . . library facilities" (23:427). This provision of library resources as a requisite for an enriched curriculum is stressed also by Leeper:

We know . . . that the richness of children's or young people's experiences with printed materials is vastly increased as many and varied resources are made available for their selection and use. Since this is true we must continue to work at all levels to increase the availability and use of a wider and more appropriate range of text materials, references and general library facilities(197:386).

An item under the heading "Word from Washington" emphasizes the fact that "such special educational services as . . . audio-visual and library facilities . . . can make the difference between a mediocre and high quality educational program."<sup>1</sup>

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<sup>1</sup>Elaine Exton, "Work from Washington: Problems and Progress in Rural Education, The American School Board Journal, CXXIX (December, 1954), 48.



### The Subject **Fields**

After consideration of the library's contribution to the school curriculum In general It seems appropriate to look at Its contribution to the various areas of the curriculum as presented In the periodicals examined In this study.

#### Reading and other language

##### arts

All the articles dealing specifically vlth school libraries are concerned to some degree vlth the school library's contribution to the Language Arts program of the school. Burke states that the school library should provide a vide variety of printed material adapted to the present and potential needs of the pupils, and that "every book in the library must satisfy a real need of the child" (3:37). The librarian, in his opinion, should cooperate with other members of the faculty in the preparation of collections of books and materials, and there should be, again in cooperation with the teachers, planned instruction in the use of these materials and participation in classroom activities to promote such use. The fostering of a lifetime habit of reading and the nurturing of aesthetic experiences are tvo objectives of the whole school program vhlch, he says, are reflected in the properly administered school

\*In this paper instruction and encouragement in the use of the library and its materials have been considered a part of the Language Arts curriculum. This is an arbitrary and expedient placement rather than an Implication that such instruction should properly be limited to any one subject area of the total curriculum.

library. He believes that "the school library must first of all strengthen a reading program for students and teachers. This means there must be cooperative responsibility with administrators and teachers to develop and improve the reading ability of boys and girls"(3:40).

Minkle scarcely touches upon the Language Arts program except for the statement that teachers and pupils might help themselves more often than they do. As an example, she suggests that if teachers had students prepare bibliographies it would give the students something to do and be of help to the librarian at the same time(5:84). Berry implies that, in her secondary school library, the librarian may cooperate with teachers in the preparation of collections of books and other materials, of bibliographies to fill specific needs, and effective displays and exhibits. She mentions provision for group reading and research in the library and for the free use in classroom and laboratory of materials borrowed from the central collection(2:373). Hanks(9) stresses the fact that the librarian, or person acting as one, should know many books and be acquainted with the ranges of reading ability and the interests of individual pupils. Book selection should be adequate in terms of these varying abilities and interests.

Fancher characterizes the library as the agency whose particular service is "to provide guidance in reading materials that supplement the program in force in the school" (11:205). Although her article presents many ideas and illustrations having to do with the Language Arts program in

the school, the emphasis is upon the important contributions which the library can make, through wise reading guidance, to the social adjustment and the personality of the child. This guidance function of the library is developed also in "Your Library Is Your Bank,"(4) a poster-type article which draws the attention of the pupil to the fact that in his library the world's information is deposited and arranged in an orderly fashion and that, with librarians and teachers as guides, he may select and check out treasures from the depository. A "library check" orders the library to pay to "ANY STUDENT" its reading materials and services for fun, information, and inspiration. In one corner of the double-page spread a cartoon-like illustration dramatizes the diversity of reading interests which may be satisfied through books drawn from the library.

Freedom to read and the opportunity to develop informed opinion are underlined in the Nation's Schools' presentation(7) of the verbatim transcript of Edward R. Murrow's See-It-Now telecast that reported on some phases of the "book-burning" campaign in California, particularly as it was conducted in relation to the Los Angeles high school libraries.

Although Randell does not deal with the Language Arts program as such, he is concerned with making available to teachers and pupils an abundance of reading materials and other instructional materials that could "enrich or enhance each learning situation"(6:427).

Kaye(10) speaks of an elementary school principal who planned to have children dramatize parts of books as a feature of a Parent-Teachers Association program on the library. He mentions mothers who contributed to the library program and the reading program of the school by conducting story hours and by helping children with their reading problems. The reading groups met in the library where helpful materials were easily accessible. According to Haden(8), the steady growth of a library project in another elementary school was made possible by the volunteer services of mothers who were members of the Parent-Teacher Association. By assisting in issuing and shelving books, in typing, and in getting new books ready for circulation, they helped provide additional reading materials and services to enrich the Language Arts program of the school.

-Dyke and Merow tell how public library bookmobile service to 13 school areas in Kenosha, Wisconsin, has contributed to the reading program of the schools:

The best way to teach children to read is to provide for them an environment filled with a variety of interesting books at various levels of ability. Having access to books has given boys and girls an opportunity to read at home as well as at school. The personnel of the mobile library helps in many ways--by choosing books that the youngsters can read easily and by bringing books the children want.

The mobile library has provided more tangible evidence to the children that they are living in a growing community where people are working together in a community project to help everyone enjoy life through reading(12:61).

The authors report that before the inauguration of this bookmobile service use of the public library was discouraged by the fact that many parents objected to their children's

crossing busy streets. Consequently, the provision of bookmobile service at the schools for fifteen minutes every two weeks for each class make reading materials and services much more accessible than before to a majority of the children.

The desirability of providing an abundance of suitable reading materials is stressed in a number of articles classified under "Reading and Other Language Arts."<sup>1</sup> In several articles under this heading the important role of the librarian in the cooperative selection and use of reading materials is pointed out.<sup>2</sup> In another article Witty suggests that administrators might well consider whether or not they are encouraging teachers to use library facilities and are succeeding in bringing sufficient materials to each classroom so that each child's reading interests may be satisfied(136:38).

McDowell and Devitt comment, in two separate articles, on the effects of expanded library facilities upon the reading program of the school:

When teachers secure enough books for a school library, and a reading center in each room, many of their reading problems will disappear(132:38).

One way to better reading adopted by Maine high school teachers was very greatly expanded school libraries to help make possible a planned, supplementary reading program(126:14).

In St. Louis, after an evaluative study of curriculums in

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<sup>1</sup>(121:60; 129:122; 132:38; 133:86; 137:509; 140:31).

<sup>2</sup>(120:42; 121:60; 123:75; 124:26-28; 125:221; 129:122); 134:157).

seven secondary schools, it was decided to emphasize the improvement of library materials for the English department (80:57).

There are reports of pupils going to the library to find materials related to their Language Arts work, such as information on communication(124:18) and on letters and letter-writing(122:18); and of teachers locating library materials on various subjects and levels, as, for example, reading matter to use with slow readers(123:75).

Two articles point out that the public library also helps to meet the reading needs of school children. Floyd mentions a recreational reading program which included visits to the public library(127:101), and Langer speaks of records and film collections available at the public library, book reviews by librarians before various classes and schools, visits to the library, and excellent displays and activities sponsored by that agency(130:534).

In articles classified under headings other than "The School Library" and "The Language Arts," such as "The Curriculum in General" and "Special Education," for example, there is further emphasis upon the need for an abundance of properly selected reading materials and for cooperative guidance in their use. Nesbitt predicts that in the elementary school of tomorrow there will be a demand for a large number of books both in the central library and in classroom libraries. It is unfortunate, she observes, that beautiful and interesting books are not now always available in elementary schools(27:225). A sixth-grader in one school

is reported to have read all the Greek stories they had at the library after having listened to some radio programs on Greek myths(188:327). The Board of Education of Palatine, Illinois, in its definition of a good elementary school, acknowledges the importance of the contribution which a suitable book collection makes to the pupils' ability to learn(231:21). Cathell's articles on Honors English mentions reading as an important phase of work with bright pupils and refers to their use of magazines found in the school library(152:335), while Strang emphasizes the importance of library materials in the education of these gifted pupils(159:63). Lewis reports that "some schools are able, through central libraries at school, mobile or mailing services, or good use of the community library, to provide rich resources in reading"(116:85), while several other writers refer to the school library as a source of books for both informational and recreational reading (69; 118; 119).

Instruction in the use of the library is touched upon in several articles. For example, Rosenberger is convinced that "teaching pupils to find facts in . . . standard reference works, and how to use the library is basic [since it] provides a foundation upon which intellectual curiosity can grow"(70:38). In Chicago "The Library; Its Services and Rules and Regulations" was among the topics studied in one high school in Community Civics I(176:24); and a unit, "Using and Enjoying the Library," was produced on a sound filmstrip for the use of a class in Language Arts(192:92).

The results of guidance and encouragement in the use of the library are indicated in an article about Miss Margaret Perry of Monmouth Elementary School, Oregon, Teacher of the Year for 1955:

The children [in her room] seem very much at home in the well-stocked school library which they visit from time to time in small groups. Here they are free to browse and to make their own selections. It is obvious the boys and girls have been guided and encouraged to select books which they will enjoy. They have a taste for a wide variety of books . . . . They can find books which are interesting, stimulating, worth-while and easy enough to read(94:138).

It is noted, also, that they shared their reading experiences with other children.

Some attention is given to ways in which the public library supplements the school library's program in relation to the language arts. During Book Week student teachers in one school sent booklists to parents and encouraged them to visit the public library with their children(98:81). In another school district a program of community visits arranged for teachers included a visit to the local public library where a member of the Children's Department served as hostess and gave them an opportunity to examine newly-acquired books(102:32). A writer complaining of classroom interruptions used as one example "the arrival of a librarian from the central library to distribute certificate awards for participation in a summer reading project"(66:36).

Two articles point out specific ways in which the librarian himself may contribute to the Language Arts program. Trow states that "a well-trained school librarian can be of



tremendous help in suggesting books that interest and motivate pupils for further reading"(207:79), while Bowman is concerned about the opportunity and responsibility which he feels the school personnel has for aiding parents in the selection of reference sets for their children's use at home. An editorial note accompanying Bowman's article relates this concern to the librarian by stating that he could well provide patrons with criteria for selection which might keep them from purchasing the "wrong" set to meet their needs(57:42).

In sections of the periodicals not classified as articles there are also references to the Language Arts program and the library. Beust reports that "schools that have libraries planned and operated to give pupils opportunities to find and to study and enjoy many types of library materials under wise supervision are gratified with the results."<sup>1</sup> In Tilden Technical High School, Chicago, as a consequence of teamwork between teachers and librarians, the English "R" class (for students below 7.5 reading grade) were allowed to select their reading from a collection of several hundred books, both fiction and non-fiction.<sup>2</sup> In Erie, Pennsylvania, high school students were reported to be reading more and better books each year as weekly library

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<sup>1</sup>Nora E. Beust. Childhood Education, XXXI (April, 1955), 379.

<sup>2</sup>The Bulletin Of the National Association of Secondary School Principals, XXXIX (February, 1955), 279-80. (Reprinted from Educational Progress.)

periods enable students from each English class to visit the library in small groups to select books for their individual reading.<sup>1</sup>

Displays and exhibits of various kinds arranged by the library, or with its cooperation, and other aids to the reading program receive some attention. An American Education Week Book Fair in Ludington, Michigan,<sup>2</sup> and a "Garden of Books"<sup>3</sup> in a school in New York State are examples of one type of exhibit. The New York State traveling library and the local public library contributed displays to the "Garden of Books." At the Union-Endicott (New York State) High School, teachers' favorite books were the subject of a very successful library bulletin board display for Book Week.<sup>4</sup> A fifth-grade teacher suggests that classroom library corners can be made "well-nigh irresistible" by the use of book jackets and gay posters teamed up with carefully chosen books, and that children should be allowed to help in arranging them.<sup>5</sup>

Misner predicts that in the elementary schools of tomorrow there will be a reading center in every classroom,

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<sup>1</sup>The American School Board Journal, CXXX (February, 1955), 63. (A news item.)

<sup>2</sup>"What They Did for A E W, '53," The School Executive, LXXIV (November, 1954), 81. (A news item.)

<sup>3</sup>Clara G. Strong, "Garden of Books," NEA Journal, XLIV (May, 1955), 317. (A news item.)

<sup>4</sup>Adona E. Sick, "Library Display," The Clearing House, XXIX (April, 1955), 472. (A news item.)

<sup>5</sup>Ethel Gee, "Have an Inviting Classroom," NEA Journal, XLIII (November, 1954), 519. (Not classified as an article.)

with library tables and books;<sup>1</sup> and Lovrien asserts that the library can be brought to the non-academic student in the classroom if he "cannot be gotten to the library without a police escort":

Get him to use the almanac to find out who was the heavyweight champion before Dempsey . . . . Guidance in selecting reading and in personal pupil reading has a utilitarian as well as a leisure-time value.<sup>2</sup>

#### Social Studies

In 3 of the 11 articles devoted specifically to school libraries there are reports or observations relevant to the Social Studies curriculum and the library. In relation to the library's book collection, Hanks notes the discarding of out-of-date Social Studies books(9:380), the popularity of some biographies related to Social Studies, and the purchase of 3 copies of Holland's They Built a City because teachers felt that this story of the school's home city (Washington, D. C.) was appropriate for fourth-grade children in both subject-matter and reading level(9:382). In the Joint Committee's poster, "Your Library Is Your Bank,"(4) a pupil is pictured as preferring historical fiction. Fancher points out that, in the library, the student "can learn about personality and social problems, human relationships, and vocational opportunities," and that

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<sup>1</sup>Arthur H. Rice, "Improvements Promised in 1955," The Nation's Schools, LV (January, 1955), 96. (From report of a National School Service Institute.)

<sup>2</sup>Marion Lovrien, "With Selected Bait," The Clearing House, XXIX (March, 1955), 413. (Reprinted from the English Journal.)

attention is given to the needs of children from minority groups(11:205-26).

In articles classified under "Social Studies" there are various references to the library. A high school Social Studies teacher reports that in helping to prepare seniors for college the school librarians devote several sessions to the use of the library and its materials, including instruction in the use of library cards for excerpt purposes. Since the library collection in that particular school is excellent in its variety and inclusiveness, the students are able to find materials available on all of the topics suggested for their term papers on contemporary problems in American life or foreign relations(141:406).

Children in one elementary school, as a part of "planning, sharing, working and enjoying together," searched through the school library for Christmas stories and poetry (142:111); and in another school a teacher planned to find library books about trains to answer some of the children's questions(144:236). In San Diego, as a part of a program which helps children learn about the schools in the schools,

a major experience is an excursion behind the scenes at the Education Center's main school library . . . . They visited the . . . Center and discovered how books, audio-visual materials, and auxiliary services are freely offered to the 60,000 pupils of the San Diego schools(142:154).

Three articles in categories other than "The School Library" or "Social Studies" referred to the library's relationship to the understanding of interracial, international and controversial problems. In Atlantic City,

during a period of transition from racially-segregated to integrated schools, extensive and helpful library facilities, both public and school, were made available to teachers (16:75). In his discussion, "Freedom of the Teacher to Teach and the Student to Learn," Bixler states that "students should be sent to the library where one would hope a variety of views [on controversial subjects] would be found" (13:20). In the Page Elementary School in Arlington, Virginia, pupil understanding of Japan was fostered by an effective school library display built around an exhibit sent by the children of Yokosuka. The hundreds of articles representing Japanese life were supplemented by books dealing with Japanese travel, folklore, and art, and stories of children in Japan(47:28). A fourth article describes enriched library facilities developed for the classroom use of gifted children and mentions a field trip to the Huntington Library to study early printing methods and first editions. Information gained from the trip was presented to the entire Social Studies class(160:18).

A news item tells of two junior high school teachers in Mitchell, South Dakota, who, in planning to make the study of their state come alive, checked out books on frontier life from the library to their classroom where each boy and girl chose titles for recreational reading.<sup>1</sup>

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<sup>1</sup>The Nation's Schools, LV (February, 1955), 12. (A news item.)

Science and Nature

Of the 11 articles dealing specifically with school libraries 3 mention or imply a relationship between the Science and Nature aspects of the curriculum and the library and its materials. Hanks notes the popularity of biographies of scientists and the inclusion in the library of animal stories, Science and Nature magazines, and the National Geographic Magazine(9:382-83). According to the Joint Committee's poster(4) one can get a library book telling about a trip to Mars, and according to Fancher's report, librarians not only suggest books on jet and space travel but also supply enrichment information for field trips on our own planet(11:208).

Libraries as sources of useful material are mentioned in 3 articles classified under "Science" and "Nature." In one school, presumably an elementary one, committees searched the library for information about oil and the earth long ago, and about rocks used in buildings familiar to the children(148:278). In another school the librarian provided books on weather and helped find materials suitable to the reading levels of individual children(146:215,217). One article refers to public libraries as sources of materials helpful in initiating a school camping program(149:202).

In articles classified in other categories than "Science" and "Nature" it is reported that Science was the top interest of all areas examined in a survey of children's reading(137:202), and that in one secondary school, according

to the Biology instructor, each student goes to the library to find answers to questions concerning his chosen topic, and that sometimes the entire class does library research (89:359).

The library's contribution to the Science program is illustrated further in several news items and columns of educational comment. At Union-Endicott High School in New York State the library bulletin board caption, "Would You Like a Trip to Mars?", attracted students' attention to an offer of "passports" available at the library desk, along with annotated lists of new science fiction books which furnished a complete itinerary for an imaginary flight.<sup>1</sup> In a New Mexico high school a special group of promising Science students used libraries in the instructor's office, the high school, the Soil Conservation Service, and the University of New Mexico, to gain help in carrying out extra-class activities.<sup>2</sup> "Recreational Reading from Library Sources," a project developed in cooperation with the school librarian, is suggested as a way of "utilizing the motivating influence of radio, TV, motion pictures, comic books, and science fiction to secure more reading by pupils and thus indirectly to improve their ability to read."<sup>3</sup> It was reported that an

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<sup>1</sup>Adona R. Sick, The Clearing House, XXIX (May, 1955), 527. (A news item.)

<sup>2</sup>E. R. Harrington, "The 'Dawn Patrol' for Promising Science Students," The Clearing House, XXIX (October, 1954), 111. (Not an article. Reprinted from Phi Delta Kappan.)

<sup>3</sup>"Reading in Science," The Elementary School Journal, LV (January, 1955), 256. (A report of Clyde M. Brown's suggestion in the November, 1954, issue of Science Teacher.)

intermediate-grade teacher-librarian, an expectant mother, was asked by youngsters in her school to recommend books about human birth.<sup>1</sup>

#### Other subjects<sup>2</sup>

The library's contribution to curriculum subject fields other than those already covered in this chapter is given slight attention in the selected periodicals. An article on art appreciation activities at the elementary school level related that some children combed the library for facts about Leonardo da Vinci so that one of the boys might have sufficient information to portray the artist's life in an assembly program(147:49). Another referred to an improvement of library materials for a number of department programs, namely, Business Education, Home Economics, English, Mathematics, and Guidance, that was to receive emphasis following a secondary school survey in St. Louis (80:57). A third suggested that, in teaching languages, earphones and sets of duplicate tapes should be available in the school's instructional materials center, which might be the library(136:82). Burke reported a study of the characteristics of good schools, a study that showed, incidentally, that schools low in mastery of essential skills relied largely on textbook drill and that their library resources were meager(111:476).

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<sup>1</sup>The Nation's Schools, LWI (August, 1955), 12. (A news item.)

<sup>2</sup>Some combinations of subjects are discussed under the headings, "Core" and "Citizenship Education."



## Other Areas

Special Education<sup>1</sup>

Only one of the articles devoted specifically to school libraries refers directly to the library's contribution to the school's Special Education program. Fancher states that "the wise librarian builds her collection to take care of the special needs of children from minority groups" (11:206-207). It should be noted, however, that all of the frequent references to the library's function in meeting the needs and interests of the individual child may apply to the pupil, who, for one reason or another, has problems which place him in the category of those requiring special attention.

In an account of her work among migratory laborers in Arizona, Martin, a rural elementary teacher in Toltec, mentions a new library (undoubtedly a public library) as a resource center for her four-room school (154:109), while Berger, in two articles on the core program, deplores the almost total lack of suitable reading materials for his

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<sup>1</sup>"Special Education" is defined in Carter V. Good's Dictionary of Education (New York: McGraw Hill Book Company, Inc., 1945) as "the education of pupils (for example, the deaf, the blind, the mentally subnormal, the gifted) who deviate so far physically, mentally or socially from the relatively homogeneous groups of so-called 'normal' pupils that the standard curriculum is not suitable for their educational needs; [it] involves the modification of the standard curriculum in content, method of instruction, and expected rate of progress to provide optimum educational opportunity for such pupils."

language-handicapped Puerto-Rican high school students, a condition which makes library research very difficult for them(163:31; 164:159).

The majority of the several references to the library's relationship to the education of the gifted child occur in articles classified under "Special Education." Passow and Tannenbaum state in their articles on the talented in today's high schools that those who are responsible for special services must work with classroom teachers, administrators, and supervisors in studying existing programs and available resources(155:10; 156:154). Since librarians are responsible for one of the special services of the school the foregoing reference would seem to include them in its scope.

Witty and Bloom say that gifted high school pupils profit greatly from participation in directed reading programs, and they recommend that the educational experiences of these young people be extended by use of the library(162:17, 21). Bellflower (California) City Schools, as reported by Superintendent Wampler, challenge the gifted by developing enriched library facilities for classroom use, by encouraging mastery of the Dewey Decimal System as an aid to the acquisition of skill with books, and, occasionally, by taking gifted pupils on field trips. One trip, mentioned earlier in this chapter in another connection, was to the Huntington Library, where the children learned things that they later shared with the entire class(160:18). In Long Beach, California, gifted children in the sixth grade are

scheduled to the library an extra period each week. The children are enthusiastic over the opportunity of being introduced to biographies, travel books and other kinds of reading, and of being allowed to select books which they may talk about informally the following week(159:266).

A high-school counselor, writing on the subject of the gifted pupil in the high school, observes that "the invaluable assistance rendered by the library in the enrichment of the curriculum cannot be over-rated" and that "the librarian is one of the most effective teachers in the school"(153:6). Another high-school instructor who believes that reading is an important phase of work with bright pupils, mentions the school library where many magazines are available for their use, far more than are available in the classroom of which she writes(152:335). In an article not dealing primarily with the bright child it is noted that, as a part of a summer program in Riverside City, California, where there was voluntary registration in "opportunity classes" for boys and girls whose IQ's exceeded 120, use of the school library was encouraged(183:63).

Some attention is paid to the opportunities and responsibilities of the library in the education of the slow and reluctant learner. An article on Special Education tells of a volunteer work experience in which four mentally retarded children and a staff member "alphabetically reclassified" the library of the Museum of Man(161:53). Under other headings, it is reported that one of the goals of a

group of teachers was that unsuccessful students should acquire an understanding of the function and use of the library(90:357-58); and that "Apathetic Alice" gave her first sign of interest in connection with class work when information she found in the library enabled her to capitalize on her talent for detailed description of characters and incidents(200:205). Keck suggests, in relation to a human relations program in secondary schools, that slow-learning pupils be sent to the library to find good books along their line of interest, for example, books which tell the life stories of great Americans(67:17), while Bottrell believes that libraries are needed in the classroom for remedial purposes(195:419).

That both the physical facilities and the other resources of the library are important in the education of the physically handicapped is stressed in several articles. Bruner reports that in the independent school for such children a specially-designed library is usual equipment (151:70), and that some Michigan schools have provided a special home room for them on the first floor as near as possible to the library(150:70). A description of Oklahoma City's new Douglass Senior High School mentions a library entrance especially planned for physically handicapped boys and girls(265:33). In one building of which Bruner writes a well-stocked library is part of the building equipment (151:76). She mentions also that even pupils on crutches and in wheelchairs are able to earn points toward service

letters by assisting in the library and helping in the book-room(151:76). It is pointed out by Rickman that if there is no small room available where partially-seeing students can use equipment, books, and so forth, a portion of the library may serve as a center for locating books. In his opinion reading is a tool and not a leisure activity for these sight-handicapped children(158:104).

#### Core and similar programs

Although the core program, as such, is not mentioned in any of the articles concerned specifically with school libraries, several other articles provide examples of contributions which the library makes, or may make, to core and similar programs.

Two of the articles classified under "The Core Program" deal with the use of the library in connection with English and History and English and Citizenship classes, the first at the high school- and the second at the junior high school level. In an Ohio High school Junior students of History and American Literature frequented the library to find material that would furnish additional details about the period they were studying. They also consulted newspaper files of the Ohio State University Museum(170:439). In another school eighth-graders who had made innumerable trips to the library while studying their state decided to climax their work with a "Governors' Convention." In the evaluation of their projects it was found that students had learned to use library tools, such as atlases, encyclopedias,

and the Reader's Guide to Periodical Literature, in connection with their work(167:349-52).

In his 3-year experiment with tenth-grade pupils in multiple-period classes Mennes found the parents feeling that pupils in these classes "received much [help] or more help [than usual] in the use of the library"(168:281). The pupils themselves felt use of the library to be a desirable classroom practice in integrated classes(169:539). The use of library resources such as the card catalog and the Reader's Guide to Periodical Literature, is a skill which Bishop, a high school core program director, considers essential to satisfactory progress in core planning(165:407). Berger, in the two articles mentioned earlier in this chapter, reports that satisfactory library research of Puerto-Rican students in the New York City core program is made very difficult because suitable library reading materials are practically non-existent(163:31; 164:159). In another school, after the core teacher told the librarian just what point the class had reached in its planning, a pupil committee took the responsibility of finding out what library material was available on the topics under consideration and of reporting back to the class. That the pupils not only located the material but evaluated it is indicated by their report that the information they found was rather out-of-date, but that they could send for more(166:215-16).

In an article classified under "Reading and Other Language Arts," a junior high school English teacher observes

that not only reading interests connected with the core program should be pursued, but personal reading interests also, and that, for this reason, her own students eagerly anticipate a weekly period for selecting library books, at which time the core teacher, the librarian, and classmates assist each pupil in finding just the kind of books he has in mind (134:157). An article dealing mainly with audio-visual matters includes the information that Grosse Pointe, Michigan, elementary teachers have access to suggested units of work in the core curriculum and that these units list supplementary materials, including books, which are distributed from a central department library(185:74, 76, 78).

#### Education for citizenship

The library's contribution to education for citizenship is discussed or described in 6 of the 11 articles specifically about school libraries. Burke asserts that the school library is never to be considered a luxury since boys and girls, in order to achieve the goal of an education in a democracy, must have available to them all the tools of education. What is best in our heritage of freedom can be found, he says, in written records in the school library(3:40).

Fancher observes that good citizenship values are developed but not emphasized, except by example, in the elementary school library. She notes that sixth-graders are responsible for arranging bulletin boards, filing catalog cards, preparing new books for circulation, and other such

jobs(11:207). Hanks mentions that several teen-agers contributed their services in the reorganization of the Lafayette School Library in Washington, D. C.(9:278-79), while Minkle's list of ways in which students can practice good citizenship in the library includes taking good care of books and furniture, showing respect for authority, using self-discipline, and serving as library assistants(5:85). That children learn to take responsibility in caring for books is stated by Dyke and Merow in their account of public library bookmobile service to elementary schools in Kenosha, Wisconsin(12:61).

Related to citizenship education because it concerns the opportunity of students to develop skill in objective evaluation of printed materials--a matter important in a democracy--is the verbatim report of Murrow's telecast dealing with problems of censorship as they were manifested in the high school libraries of Los Angeles(7).

Six articles classified under "Education for Citizenship" furnish examples of the library's part in the school's program in this area. One article reports that there was a significant increase in the amount of purposeful reading and in requests for reference materials when students in a Chicago high school, at a time of serious gang warfare, were asked to bring in all the information they could get on racial differences(176:32, 34). In Minneapolis a committee on international understanding places kits of materials in the school libraries(171:21), and in Newton, Massachusetts, students participating in a youth exchange program with high



school students from other cities of the United States "find ready resources in nearby . . . libraries . . . which, displayed and described to visitors, dramatize New England's history, literature, arts, science, and commerce"(173:50). A symposium on citizenship education notes that as such education continues, the scope of the work broadens and use of the library is encouraged(177:73). It is reported that in two different elementary schools where classroom projects provided opportunities for children to experience living and working together--and thus to develop good citizenship habits and skills--the children found the library helpful. In one school the boys and girls consulted the librarian about stories appropriate to their projects(175:116), and in the other they obtained much of their material from the school library and vertical files(174:555).

Five news items or comments refer to freedom to read or to its curtailment. Los Angeles teachers are reported to have placed two candidates in a school board election after it was charged that the school board had submitted to demands of pressure groups in withdrawing "controversial materials," films, and library texts and magazines from school use.<sup>1</sup> In Marin County, California, efforts to rid high schools of books termed subversive or indecent failed when the board of trustees decided to retain all of the

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<sup>1</sup>"Los Angeles Teachers Place Two Candidates in 'Run-Off' School Election," The Nation's Schools, LW (May, 1955), 128. (A news item.)

books, putting some on reserve for further study.<sup>1</sup> In Eastern United States at New Hyde Park, Long Island, Vernon Ives' Russia was removed from the school library by a parent who demanded that 6 other copies in the school system's library be banned as subversive.<sup>2</sup> An editorial comment on this episode notes that "efforts to ban books from local school libraries are probably far more widespread than many people suspect."<sup>3</sup> N. E. A. delegates, at their 1954 convention, condemned book burning and purges and asserted that "freedom of thought and expression and access to the thoughts of others are inalienable rights of the individual."<sup>4</sup>

#### Co-curricular activities

Three articles specifically about school libraries refer to the library's relationship to the co-curricular program of the school but limit themselves to one phase of that program, namely, the student library assistant. Hanks reports that a number of boys and girls helped with the organization of one elementary school library, but does not mention what benefits the children may have received (9:278-9); Minkle believes that unsalaried student assistants receive valuable work experience, but thinks that they contribute

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<sup>1</sup>"Attempt to Purge Books Fails in California County," The School Executive, LXXIV (November, 1954), 98-99. (A news item.)

<sup>2</sup>"Controversy," The Clearing House, XXIX (November, 1954), 183. (From "Events and Opinion.")

<sup>3</sup>The School Review, LXII (November, 1954), 443.

<sup>4</sup>NEA Journal, XLIII (September, 1954), 323. (A news item.)

materially to the library's program only if they are exceptionally good workers(5:85); and Fancher feels that the librarian has an excellent opportunity to help pupils adjust socially through assistance with the work of the library(11:205).

Articles devoted mainly to consideration of co-curricular activities report that extra-class activities for senior high school students should include library service clubs(181:42); that, in one school, some of the library books would be bought with proceeds from the student magazine drive(180:495); and that students on the yearbook staff in another school did library research on book-building and related subjects, and on the theme selected for the yearbook, reporting afterwards to the class(179:413).

References to student assistants appear also in several articles classified in categories other than "The School Library" and "Co-curricular Activities." In some high schools equal credit is given for any school activity in which the student engages during the school day, including library assistance(20:169); in other schools, pupils, even including the physically handicapped, may earn points toward service letters by assisting in the library(151:76).

There are several references to the library activities of pupils who are not library assistants. A fifth-grade class in the Campus School at Western Michigan College, Kalamazoo, in its report on the year's activities, noted that their school is their community and that they

have representatives on the library council(58:10). Read's report on education in the United States mentions a study which revealed a trend toward giving pupils an opportunity to assist in the administration and selection of materials (18:75). Witty states that students in one school cooperated in many activities related to a good reading program, including the selection of books(140:31). Miller believes that youth, as school representatives, should have an opportunity to help plan for library facilities, both in the school and in the community(203:22). An example of the publicizing of library activities is furnished by their inclusion in "The Torrance (California) High School Story," a series of film slides which depicts activities exclusive of those carried on in regular classes(55:64).

A brief account of a "dawn patrol" of promising Science students, mentioned earlier in this chapter, calls attention to the use of several types of libraries by a group going far beyond the requirements of any Science class.<sup>1</sup>

#### Summary

##### Instruction and the Instructional Staff

Five articles classified under "School Libraries" indicate that librarians and teachers work together in identifying, locating, and using library materials which

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<sup>1</sup>E. R. Harrington, "The 'Dawn Patrol' for Promising Science Students," The Clearing House, XXIX (October, 1954), 111. (Not an article. Reprinted from Phi Delta Kappan.)

help to make possible effective teaching procedures and desirable learning experiences. Articles classified under "Teaching Staff" suggest that introduction to libraries is a helpful orientation procedure for teachers, student teachers, and interns, and that teachers find it necessary not only to make use of library materials themselves but to see that suitable references are available for class use. In other articles still further attention is called to the use of libraries by teachers, to the librarian's function of providing both materials and guidance for children's projects, and to the fact that faculty committees participate in library policy making. A news item tells of library books borrowed by teachers in order to help individual students choose recreational reading related to the curriculum.

#### The Curriculum

Several articles specifically on the school library deal to some degree with the librarian's contribution as a member of the group responsible for the school curriculum. Three of these articles specifically characterize the school library program as either a reflection of the total objectives of the school or as an integral part of the instruction program. In articles classified under other headings, there is an additional acknowledgment of the importance of the librarian both as a member of the curriculum "team" of the school and as an individual staff member who may, in other ways, help enrich the school curriculum. Specific references to the library as a source of information and

materials for the curriculum are made in 2 of the distinctly school library articles, while several other articles and a news item mention adequate library resources and facilities as necessities for a high quality educational program.

Reading and other language arts.--In all articles devoted specifically to school libraries the library's contribution to the Language Arts program of the school is dealt with in some way. Both in these articles and in those classified under "Reading and Other Language Arts" the emphasis is upon the library's provision of an abundance of varied materials adapted to the study requirements and reading interests of boys and girls. The preparation of bibliographies to fill specific needs and intelligent guidance in the use of the library receive somewhat less attention. Other contributions discussed are: the librarian's role in the cooperative selection and use of materials; the effect of expanded library facilities on the reading program of the school; the public library's role in the Language Arts program; and the administrator's responsibility for encouraging teachers to use library facilities fully and freely.

In the articles classified under headings other than "School Libraries" and "Reading and Other Language Arts," the major emphasis again appears to be upon the need for an abundance of properly selected reading materials and for cooperative guidance in their use. Considerable attention is paid to the importance of the library's contribution to the education of the gifted child, and to school and public library cooperation in furthering the Reading and Language

Arts program. Further information about the school library and the Language Arts program appears in news and editorial sections of the periodicals.

Social Studies.--Three articles classified under "School Libraries" mention the Social Studies program. They refer to the student's opportunity to learn in the library about personality, social problems, and vocational opportunities; the attention that libraries give to the needs of children from minority groups; and to the provision of historical fiction and other kinds of books which may be used in connection with Social Studies. In articles classified under "Social Studies" there are references to library instruction for high school seniors, and to elementary school children seeking Social Studies materials in the school library, and visiting a central school system library as a part of learning about school services. Three articles in other categories mention the library's contribution to the understanding of racial, international, and controversial problems. One article and a news item report the enrichment of Social Studies programs through the use of school library materials and a visit to a special library.

Science and Nature.--Three articles on school libraries refer to the availability in school libraries of both factual and fiction books related to Science and Nature. Articles on these subjects report that elementary school children and teachers use the library to find materials in this area, as for example, in learning about the weather, about minerals and oil, and in planning school camping

programs. Other articles report that high school Biology students use the library for both individual and group research, and that Science was found to be the reading interest that topped all others examined in a recent survey. Several news items and editorial comments provide further information about the school library's contribution in these areas of the curriculum.

Other subjects.--No specific references to the library's contributions to subject fields other than English, Social Studies, Science, and Nature, were located in the 11 articles specifically about school libraries or in news notes and editorial comments. In articles chiefly given to other topics it was suggested that libraries should provide duplicate tapes to aid in teaching languages. Elementary children searching for art information in the library, the improvement of library materials in the areas of Business Education, Home Economics, and Mathematics, and the lack of adequate library facilities in schools scoring low in the mastery of essential skills were other matters noted.

Special Education.--One article on school libraries states that wise librarians build their collections to care for the special needs of children belonging to minority groups. Other articles, many of them classed under "Special Education," indicate specific ways in which the library can contribute not only special library materials and facilities, but also guidance for both the handicapped and the gifted child.



Core and similar programs.--The importance of the use of library resources in core and similar programs is not mentioned in the articles specifically on school libraries, but it is underlined in several articles devoted chiefly to core and multiple-period classes. Other articles call attention to the fact that pupils in these programs should pursue personal reading interests as well as those related to the specific topic under study at the moment, and that teachers may secure suggested units of work and supplementary materials, including library books, from central school system libraries.

Education for Citizenship.--In the 6 school library articles that give attention to education for citizenship the emphasis is upon the development of good citizenship values through pupil participation in the work of the library, and through intelligent and responsible use of library materials and facilities. One of the articles underlines the importance of providing well-selected materials on both sides of controversial questions in order that pupils may have an opportunity to develop skill in the objective evaluation of such materials. Other articles describe elementary school children working together on classroom projects which help to develop good citizenship, and secondary school students using library resources in connection with the promotion of interracial and international understanding. Five news items are concerned with freedom to read.

Co-curricular activities.--Three articles specifically on school libraries mention the student library assistant's participation in the library program, and articles devoted mainly to some phase of the extra-curricular program mention ways in which libraries are related to that program. Other articles refer to credit given to student library assistants, to pupil representation on a library council, to a trend toward student participation in the administration and selection of materials, and to a film-slide report of extra-class activities which included the library. A news item tells of an extra-class Science activity in which several kinds of libraries were used as sources for research materials.

It will be noted in connection with the above summary of what is said about the contribution of the library to the instructional program of the school, that the information found in the articles specifically on the school library is materially supplemented by relevant information appearing in other articles and in news and other sections of the periodicals. It may be observed, also, that not all the relevant supplementary information is located in articles classified under the specific topic being considered. For example, references to the library's contribution to the Reading and Language Arts program of the school may be found not only in articles under that heading but also in articles classified under "The Audio-Visual Program," "Special Education," and other headings.

Consequently, one may conclude that information about the school library's contribution to the instructional program of the school which one could find in the selected periodicals through the use of appropriate school library subject headings in the Education Index comprises only a fraction of the pertinent school library information available in the periodicals as a whole.

## CHAPTER IV

### THE SCHOOL LIBRARY'S RELATIONSHIP TO OTHER SPECIAL SERVICES AS PRESENTED IN THE PERIODICALS SURVEYED

#### The Audio-Visual Program

The 5 articles which are concerned specifically with school libraries and which mention the library's relationship to the audio-visual program of the school vary greatly in their treatment of the subject. They refer to the school library variously as an agency which extends the boundaries of knowledge through audio-visual materials as well as books, as an agency which may be combined with the audio-visual center to encourage and make possible the use of various instructional materials to enrich specific learning experiences, and as a source of non-book materials. Burke sees the school library as an agency which "amplifies and expands the work of the classroom and presents thru the realm of appropriate books, magazines, and non-book materials, such as films and pictures, new horizons of learning"(3:37). He states, however, that "audio-visual materials . . . are still considered as outside the library budget"(3:39).

Rendell believes that "a unified organization combining the traditional library and audio-visual center helps to minimize [the] tendency to look upon certain instructional

aids as entirely unique and therefore unrelated to the general educational process"(6:429). He believes, further, that the materials specialist, who may be the librarian, should contribute his specialized fund of knowledge to the problems of curriculum development, for "only as instructional materials--books, pictures, films, recordings and such--are used to enrich specific learning experiences can their incorporation into the curriculum be justified"(6:425).

Berry calls attention to the mounted and filed pictures which may be circulated to students from her library (2:273); Hanks mentions music records circulated from the library(9:383); the Joint Committee's poster(4) states that recordings, films, filmstrips, and slides are available in some libraries, as well as the usual pictures; and Kaye reports that one elementary school principal suggested that models of book characters might be displayed at an annual PTA meeting on the subject of libraries(10:53).

Articles devoted mainly to audio-visual matters have somewhat different emphases. Moore, in his capacity as compiler and editor of an article on adequate audio-visual facilities in classrooms, lists the facilities which an instructional materials center offers to classroom teachers, and says that such centers sometimes include "resource books and other printed materials that may assist in the school directed instructional and learning jobs to be done"(190:72). He explains that such a center "frequently serves as a clearing house for inter-library loans between the school and various organizations, such as film libraries, public

and private libraries, museums and local, regional, state and national agencies"(190:72). These comments imply that such an instructional materials center may supplement the school library or partially supplant it. In Grosse Pointe, Michigan, the Audio-Visual Department and a central library distribute library books and other instructional materials throughout the school system(185:76).

Murdock, reporting on the organization of an adequate audio-visual program for an eight-thousand pupil district, states that the director of the instructional materials program was given responsibility for both audio-visual materials and those in the library(191:100); while Mitchell and Erickson suggest a plan for an audio-visual workroom for teachers in a school "where the audio-visual leadership is provided by a half-time specialist who serves also as half-time teacher or librarian"(189:92). They also note that "an audio-visual center [should be] located . . . near certain main traffic arteries, near the library, perhaps, or near the cafeteria"(189:96).

In these articles there are references also to the school library's relationship to radio and television in the schools. In an article on school radio programs as an adventure in public relations, Williams mentions a program in which library clubs told of their activities(93:88). There are reports that a sixth grade, after listening to some radio programs of Greek myths, read all the Greek stories in the library(183:327), and that a unit on using and enjoying the library was produced on sound filmstrip for

2B Language Arts classes(192:92). Hocking and del Barrio, presenting information on how audio-visual materials have added a new dimension to the teaching of languages, suggest a potential service of school libraries when they remark that a set of earphones and duplicate tapes should be available in the instructional materials center(186:82). Lewis, in an article on the practicality of two-way video for schools, points out that

good programs originating in a classroom, library, the audio-visual center, and other locations, can be picked up . . . and reproduced . . . In this way the entire student body shares the valuable experiences ordinarily restricted to small groups(187:272).

In articles classified under headings other than "School Libraries" and "The Audio-Visual Program," there is one reference to the possibility that the instructional materials center "might consist of the school library and the audio-visual materials room, separated by appropriate workrooms"(196:220). Other articles mention the library as a place where students might find a variety of views representing the ideas of individuals on controversial subjects--subjects about which films and recordings are likely to present group opinions(13:20); and as an agency that can play an important role in stimulating reading and making it enjoyable by providing record and film collections as well as books(130:534).

#### Psychological Services

Of the 11 articles specifically on the subject of school libraries Fancher's "Guidance Thru Books"(11) is the

only one which refers directly to contributions that the library may make to the program of psychological services in the school. The principal, the teacher, and the school psychologist are reported as often referring children to the library for help. Children are helped toward emotional adjustment through identifying themselves with characters in books; books reflect acceptable social usages of today and provide release from the immediate situation in which the child finds himself. Sometimes reading helps the child to accept or to solve some of his problems. The library itself, Fancher feels, is a place where human relationships are important, one in which person-to-person relationships can be developed harmoniously(11:205-208).

Articles classified under the heading "Educational Psychology" yield a number of reports and comments related in varying degree to the functions of the library in this area of the school program.

In a good school the pupils make shelves for their own library and for their exhibits(201:91).

Opportunities should be provided for youth to plan not only within the school but in the community as school representatives on such problems as . . . library facilities . . . . (203:22)

Children in the fourth grade chose companions for a library trip(205:73).

"Apathetic Alice" first showed interest in her class work when she was given a pass to the library and was encouraged to capitalize on her talent for describing incidents and characters(200:205).

A well-trained school librarian can be of tremendous help in suggesting books that interest and motivate pupils for further reading(207:79).



Under other headings than "The School Library" and "Educational Psychology" one finds references to the inclusion of information about the library in pupil orientation programs(68:31; 60:117), to slow-learning pupils being sent to the library to find good books along their lines of interest(67:17), and to a parent conference through which a child who seemed uninterested in leadership in other school fields was encouraged to do some satisfying work in the library(62:187).

#### The Guidance Program

The guidance functions of the school library are considered in 4 of the 11 articles devoted specifically to the school library. Fancher characterizes the particular service of the library as one of providing guidance in reading materials which supplement the school's program, and states that vocations are often discussed informally in the library where many types of guidance information are available to the pupil(11:205, 208).. Minkle believes that

the librarian can do much to aid in the guidance program of the school but she cannot do it alone . . . . It would seem . . . that the quality and quantity of guidance services performed by the school librarian will be directly in proportion to the amount of aid which she receives from the administration, the faculty members, and the students(5:85).

Although Minkle indicates many ways in which she feels other members of the school family can help the librarian, she does not name the ways in which the librarian can help the guidance program, but simply states it has been shown before that the librarian can do much in the way of guidance.

Writing on what the school board member should know about the library, Burke says that the librarian guides pupils through working cooperatively with principals and other members of the faculty and that this guidance is a part of the library's attempt to integrate the instructional goals of the school with its resources(3:39). The Joint Committee's poster, "Your Library Is Your Bank," indicates that the library contains information on careers and that guidance in the use of the library and its materials may be obtained on request from librarians and teachers(4).

Several articles on the subject of guidance contain reports of library practice in this area. Four accounts (209; 210; 213; 215) mention the library as the source or center of organized information about colleges, occupations, and careers. In another article, Keppers reports that guidance specialists consider it important that a collection of guidance materials for students and staff should be organized and kept up to date(212:275). Hughes, a high school principal, reports a librarian's membership on a guidance committee which worked closely with homeroom teachers in making profiles of all students(211:46), and Olson reports that libraries were included among the areas opened to youth in a work education project(214:141).

Additional relationships between the school's guidance program and libraries are noted in articles classified in categories other than "The School Library" and "The Guidance Program." It is reported that, after an evaluation

of seven secondary schools in St. Louis, it was decided to emphasize the improvement of library materials in the field of guidance(80:57), and that in Alice, Texas, in a successful move to enlist parents in a guidance program, a parent-teacher professional library and a library of instructional motion pictures were established(59:250).

#### Health Services and the School Lunch Program

There are two references to the relationship of the library to the school lunch program. Both appear in articles dealing specifically with the lunch program itself. One article reports that in a Flint, Michigan, elementary school, mothers on lunch duty read library books to the youngest children when the weather was bad at noon(217:108); the other that multi-purpose rooms which may function as classrooms, study rooms, libraries, music rooms, and sometimes as gymnasiums, are replacing large cafeterias(216:102).

#### Educational Services Outside the School

##### Public Libraries and Special Libraries

The selected periodicals contain information concerning the relationship of the school library to libraries outside the school. Four of the 11 articles dealing specifically with school libraries refer in some way to the public library's relationship to the library program of the school. Fancher mentions the public library as one of the places pupils visit on field trips(11:208); "Your Library Is Your Bank"(4) is designed to present to pupils information about

the resources available to them in both school and public libraries; Hanks tells of parents seeking advice from several neighboring librarians, including the library specialist of the United States Office of Education(9:378); and Dyke and Merow tell of public library bookmobile service to 13 school areas in Kenosha, Wisconsin. In the latter instance, a trailer library with shelf space for 3,000 books went to out-lying schools where a librarian and two clerks helped children select and check out books during fifteen-minute periods scheduled for each class once every two weeks. It is reported that

many of the children have never been in a library before, and thus are gaining experience that will be of value to them when they have access to larger facilities. The children have an opportunity to use their own initiative in gathering supplementary information to aid in their classroom activities. Teachers also appreciate the fact that additional materials can be obtained to broaden the background of pupils(12:61).

It was felt that the bookmobile made possible more and better library service than would otherwise have been available to these children and their teachers.

Some of the articles not classified under "School Libraries" speak of the public library as a place for pupils to visit(127:101; 113:21; 205:173); a place from which school children can be encouraged to take out library cards (95:129); one where public librarians encourage and guide student assistants; and as a depository of ready resources for use in a student-exchange program(173:50). That the public library can play an important role in stimulating reading and making it enjoyable is underlined in an article

which describes how teachers in St. Paul utilize community resources as aids in the instructional program(130:534). Lewis states that "some schools are able, through . . . mobile or mailing services, or good use of the community library, to provide rich resources in reading . . . (116:85); and Fordyce speaks of the curriculum planning group with which he worked as believing that "the resource units developed in each building, together with the library, visual aids and other community resources, provide a rich source of exploitation by the individual teacher and the child"(112:80). Going beyond the use of the public library's resources, seventy-two high school students were allowed to use the Ohio State University Museum's valuable newspaper collection in their research(170:439), and gifted pupils from the Bellflower City Schools visited the Huntington Library to study early printing methods and first editions (160:18).

There are several references to the public library's provision of professional and instructional materials. In an Atlantic City program concerned with problems of racial integration both public and school library facilities were made available to teachers(16:75). Special area committees in another school system referred to a library of professional books and magazines on school library planning set up for them in a branch of the public library(278:8). Two articles describe teacher orientation programs which included either a tour of the library or information about its

location(108:86; 103:85), and in another article an illustration shows teachers looking over recent book acquisitions at the public library(102:32). Smith points out that helpful materials for initiating a school camping program may be obtained from public libraries, colleges and universities, and state departments of education(149:202).

Five of the news items which mention libraries other than school libraries call attention to matters relevant to the school library program. A report from the National Conference of County and Rural Area Superintendents states:

Such special educational services as . . . audio-visual and library facilities . . . can make the difference between a mediocre and high-quality educational program. In far too many instances, these services are lacking in rural communities.<sup>1</sup>

A recommendation of the newly organized (New York State) Rural Educators Group was for "improvement of library services in school and community."<sup>2</sup> An example of such improved service is that of the Library on Wheels, Fulton County, Georgia, which brings to rural communities, including their schools, one of the advantages of urban Atlanta.<sup>3</sup> It has been noted earlier in this paper that the New York State traveling library and the local public library both

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<sup>1</sup>Elaine Exton, "Problems and Progress in Rural Education," The American School Board Journal, CXXIX (December, 1954), 43. (Report of a conference.)

<sup>2</sup>"Announces Founding of Rural Educators' Group," The Nation's Schools, LIV (November, 1954), 147. (Not an article.)

<sup>3</sup>The School Executive, LXXIV (October, 1954), 93. (A news item.)

contributed to a school "Garden of Books" exhibit,<sup>1</sup> and that several libraries were used by a group of promising high school Science students.<sup>2</sup> An editorial in Childhood Education tells of a teacher who "made a systematic check of literature available in the town library, as well as in her own room, for her story files."<sup>3</sup> Among suggestions for study topics for consideration at the annual meeting of the Department of Elementary School Principals which appear in the December, 1954, issue of the National Elementary Principal, libraries are mentioned as aids in improving the school program, and the question posed for consideration is, "How can the identification and use of these resources [including the library] be made a cooperative project with school and community working together?"<sup>4</sup>

#### Other Educational Services

Ayers notes that educational counselors representing commercial and industrial institutions may assist schools in organizing special libraries--that the current trend is away from pure promotion of a company's products(194:136).

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<sup>1</sup>Clara G. Strong, "Garden of Books," NEA Journal, XLIV (May, 1955), 317. (Not an article.)

<sup>2</sup>E. R. Harrington, "The 'Dawn Patrol' of Promising Science Students," The Clearing House, XXIX (October, 1954), 111. (Not an article. Reprinted from Phi Delta Kappan.)

<sup>3</sup>"How Do You Find What You Need?", Childhood Education, XXXI (March, 1955), 356. (An editorial.)

<sup>4</sup>"Education: A Community Enterprise; Study Topics for the Annual Meeting . . . 1956," The National Elementary Principal, XXXIV (December, 1954), 39-40.

Summary

The audio-visual program.--Five school library articles mention the library as an agency that opens up new horizons of learning by combining the use of audio-visual materials with that of books to enrich specific learning experiences, and as a source of such materials. Articles devoted to audio-visual matters describe the facilities and services of instructional materials centers, including libraries. They also refer to the library's contributions to radio and television programs, and to directors who divide their time between library and audio-visual responsibilities. In articles classified under headings other than "The School Library" and "The Audio-Visual Program," there are references to the combination of the school library and the audio-visual room in a single instructional materials center; to the desirability of having library materials available to students for the support of other views on controversial subjects than those presented in films and recordings; and to the potential contribution of the public library to the reading program of the school by making records and films available to pupils.

Psychological services.--The one school library article referring directly to the contribution which the school library may make to the program of psychological services in the school describes the guidance opportunities and responsibilities of the library with especial emphasis on the attention given to the individual child. Articles



classified under "Educational Psychology" suggest that pupils can be greatly motivated toward further reading by a well-trained librarian, that they should be given opportunity to participate in planning the library program, and that their taking part in various library activities may contribute to personality development and citizenship education.

Guidance program.--Four articles specifically on school libraries treat the guidance functions of the school library. The emphasis is upon librarians working cooperatively with other members of the faculty in order to guide pupils in their work and thus to integrate the instructional program of the school and the school's resources. In articles classified under "Guidance" there are various emphases. Some speak of libraries as centers of occupational, vocational, and college information; others mention library collections of guidance materials, the library as a work area open to youth in a guidance project, and librarians as members of guidance committees. In articles classified under other headings, references are made to the establishment of a parent-teacher professional library, and to the improvement of materials about guidance in the high school libraries of one city.

Health services and the school lunch program.--Of two indirect references to the library and the school lunch program one is to the reading of library books to small children in the lunch hour, and the other is to multi-purpose rooms replacing large cafeterias and sometimes serving as libraries.

Public libraries and special libraries.--Four school library articles tell of varied services of public libraries to schools, such as bookmobile and consultant service, provision of resources with guidance in their use, and hospitality offered to pupils on field trips. Articles classified under other headings repeat the emphasis on the public library as a depository of materials, an important agency for encouraging and guiding reading activities, a desirable place to visit, and a source of professional library materials for teachers. There are reports, also, of pupil visits to special libraries. Several news items and editorials stress the need for improved library facilities for school children and report ways in which teachers and pupils have made effective use of library facilities.

Other educational services.--The one reference to the school library and its relationship to community educational services other than those provided by libraries is to the way in which commercial "educational counselors" may assist schools in organizing special library collections.

It may be pointed out, in connection with the above summary, that, as was found to be true in the preceding chapter, the school library information in the articles specifically on the school library is substantially augmented by items of information found in other articles. In this chapter further information is furnished in several miscellaneous news items and editorials that mention public library contributions to the library activities of the school.

It is apparent that only a portion of the information presented in the selected periodicals on the subject of the school library's relationship to other teaching agencies and special services is found in the articles concerned specifically with school library matters; that is, in those articles listed in the Education Index under relevant school library subject headings.

## CHAPTER V

### ADMINISTRATIVE PROVISIONS WHICH AFFECT THE CONTRIBUTION OF THE SCHOOL LIBRARY TO THE EDUCATIONAL PROGRAM OF THE SCHOOL AS PRESENTED IN THE PERIODICALS SURVEYED

There are certain administrative provisions which influence the contribution of the school library to the educational program of the school; it seems important therefore to consider what is said about them in the education periodicals chosen for analysis in this study. Although information and comment relating to these provisions may occasionally be addressed directly to the administrator as in Burke's article(3), more often they appear as accounts of conditions and practices from which the administrator may draw conclusions as to their suitability to his own individual school or school system.

Information relating to these administrative arrangements will be presented in this chapter under the following headings: "Library Personnel"; "Library Materials"; "Library Quarters, Equipment and Supplies"; "Financial Provisions"; "Organization for Library Service"; and "Other Administrative Provisions for Library Service."<sup>1</sup>

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<sup>1</sup>These sub-topics were chosen because they either duplicate or parallel rather closely various sections of School Libraries for Today and Tomorrow, a statement of

Library Personnel<sup>1</sup>

It was found that 8 of the 11 school library articles make some reference to the role or status of the school librarian. Burke says that the school administrator needs to consider the school librarian's training and responsibilities(3:37). He sees the librarian not as a "luxury in the educational system," but as "a man or woman of learning as well as a specialist trained in library science, [one] who has made a calling out of interpreting the messages of books for school boys and girls"(3:37, 39, 40). Rendell (6:427), the Joint Committee(4), and Fancher(11:205) also, in one way or another, characterize the librarian as a person especially equipped to help boys and girls to find and use helpful library materials.

Burke(3:39), Minkie(5:82), Rendell(6:429), and Fancher(11:206) all recognize that the librarian as an important co-worker with the principal and the teacher is a member of the curriculum team. A similar point of view is shown by a Los Angeles high school librarian who remarked that "Librarians are educators"(7:86), and by the principal of a Long Island elementary school who suggested that the

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standards which was used, with "Schedule F" of the Evaluative Criteria, as an evaluative instrument in checking the school library content of the articles analyzed. A report of the evaluation itself will be found later in this paper.

<sup>1</sup>School library consultants and unpaid student assistants are not included here. Information about financial provisions for personnel appears in a later section of this chapter under the heading "Financial Provisions."

librarian serve on a program panel with teachers and parents to discuss library service(10:52). Rendell, discussing the role of the instructional materials specialist, says that the librarian may be that specialist(6:425). The desirability of having a professional librarian on the staff of an elementary school is implied by Hanks when she remarks that "almost the only solution [to the problem of absenteeism of volunteer workers] would be the hiring of a professional librarian, perhaps on a part-time basis"(9:385), and when she notes that in a nearby area there has been a substantial increase in the number of librarians in the past five years (9:381). Burke, the only one of the authors of the 11 articles devoted particularly to school libraries who discusses specific standards for school librarians, reinforces what he says by citing accreditation requirements of the North Central Association of Colleges and Secondary Schools(3:40).

As would be expected, articles on the Language Arts program contain several references to the librarian's role in this area of the curriculum. That the librarian can help teachers in making available appropriate reading materials is brought to the attention of the reader in several articles(120:42; 121:60; 123:75; 129:122; 140:122), and that the librarian functions as a teacher, working directly with boys and girls to improve their reading habits and skills, and to help them find materials in line with their developing needs and interests, is mentioned a number of times(120:42; 123:75; 129:122; 134:157). After studying informational

needs and reading interests in grades four through eight, Rudman suggests that "librarians should gain a better knowledge of the available materials that meet the needs and interests of children and should see that these materials are placed in school and home libraries." He also suggests that teachers and librarians should discuss with parents the relative values of reference books in the teaching-learning process(137:510).

In articles not devoted mainly to the Language Arts program, the roles of the librarian which are emphasized are those of curriculum-worker or consultant. DeBernardis implies that it is desirable for librarians to cooperate with other faculty members in the selection and utilization of instructional materials and resources(75:64); McCuskey states that library workers form the first line of assistance to teachers solving instructional problems(91:396); Alexander reports that consultation with the librarian was found to be helpful in a curriculum seminar(109:468-69); Neal suggests that a laboratory school librarian might serve as a resource person in working with the internship program(100:49); Hughes speaks of a librarian who is a member of a guidance committee(211:46); and Mitchell states that audio-visual guidance may be supplied by a "half-time specialist who serves also as half-time teacher or librarian"(189:92).

### Library Materials<sup>1</sup>

That the library is no longer thought of as a mere collection of books but rather as a center which "amplifies and expands the work of the classroom and presents thru the realm of appropriate books, magazines, and non-book materials, such as films and pictures, new horizons of learning," is emphasized by Burke(3:37) and implied by writers of the other articles specifically about school libraries. There is general recognition of the fact that books appropriate to children's needs and interests, both group and individual, are, or should be, available in the school library. Rendell says: "The potential usefulness of any or all materials rests not within itself but in terms of . . . group readiness, needs and interests."(6:427) Generally accepted, also, by the writers of these articles, is the idea that the materials of the library should be freely accessible to pupils and teachers. Hanks reports that parents processed library books in one elementary school in order to have them ready for the children's use(9:379); and Burke, maintaining that the school library of the future will be forced to justify its existence, believes that books in any such library must be organized for service(3:40). Dyke and Merow describe public library bookmobile service which made 3000 volumes and an additional reserve collection of 7510 books

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<sup>1</sup>Information about financial provisions for library materials appears in a later section of this chapter under the heading, "Financial Provisions."



available to children in 13 elementary schools that had no central library collection(12:61).

Little is said in these articles about who should select the library materials of the school. Berry implies that teachers are encouraged to make suggestions(2:373), and Rendell states that the ultimate selection of materials to be used by the teacher rests with the teacher, but that the librarian in the role of materials specialist can suggest "guidelines" for selection(6:429). Criteria and techniques of selection beyond that of appropriateness to the abilities, needs and interests of school children are mentioned specifically in only two of the articles classified under "School Libraries." Burke mentions attractive format and related characteristics as important(3:37). Murrow's telecast calls attention to problems inherent in the selection of material considered controversial and also to the fact that school librarians have access to such selection aids as the Booklist(7:86).

Burke indicates that school board members, in order to see the library in its proper perspective, must consider both the size and quality of the book and magazine collection, and that regional accrediting agencies have set up, for this area of library service, standards of measurement which the conscientious school board will want to meet(3:38).

Three articles concerned with parent contributions to elementary school libraries(8; 9; 10) tell how parents

assisted in the organization<sup>1</sup> and circulation of the book collections in these libraries. Kinds of work done including classifying, cataloging, weeding and repairing the collection, and in other ways getting the books ready for circulation.

In relation to both organization and selection of materials, Rendell believes that constant thought should be given to "those aspects of materials organization which contribute to increased accessibility, continued evaluation of circulation procedures in the light of the way [they facilitate] the flow of materials, and the studied use of detailed statistical records as they reflect future potential needs"(6:425).

Additional references to school library materials were found in other articles than those devoted specifically to school library matters.

Elementary school principals in Michigan proposed that "every school should have a library service which . . . should make available well-selected up-to-date materials for convenient use either in a central location or by bookmobile"(73:20). Mellet underlines the importance of abundant and suitable library materials when he remarks that "too often the textbook is blamed for faulty teaching in a school when the trouble actually lies in the paucity of classroom reference books, library facilities, and visual

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<sup>1</sup>Information about actual or suggested plans for centralization of materials is presented later in this paper under the heading, "Organization for Library Service within the School System or Larger Educational Unit."

aids"(198:159). Nesbitt calls attention to the same kind of deficiency when she remarks that, unfortunately, beautiful and interesting books are not always available to children in elementary schools. She predicts that there will be a demand for a large number of books in the elementary school of tomorrow, both in the central library and in classroom libraries(27:221).

In contrast to the emphasis upon the importance of an abundance of well-selected library materials, there are few specific references to the selection of the materials. The trend toward giving pupils an opportunity to assist in this selection, reported by Reed(18:75), is reflected only slightly. Helping to select books, says Nesbitt, can become a significant learning experience for the pupil(27:221). A research study conducted by the School Executive indicates that pupils help select library books and pupil supplies in about 8% of the non-public and about 1% of the public schools, and that teachers recommend library books and materials in 81% of public schools and 75% of parochial schools. The same study proved that, in the schools surveyed, the selection of school materials, including library materials, has become a cooperative enterprise, since superintendents, supervisors, and groups, as well as teachers and pupils, all participated(199:73). DeBarnardis, in a checklist of factors that contribute to effective teaching and learning, implies that materials selection should be considered a joint responsibility of the entire school staff (75:64).

The desirability of selecting and organizing materials relevant to the various areas of the school curriculum is illustrated by Keppers' report of a certain survey in which guidance specialists were found to believe that organizing and maintaining a library of guidance materials for the school staff and pupils is an important service(212:275). In an account of inaugurating a guidance program for kindergarten through the eighth grade, Addelston notes that a teacher was selected to reorganize the central library along the lines recommended in Elementary School Libraries Today (208:244). No information was provided as to whether or not the teacher selected was a person with library training.

In a statement which appears in Childhood Education adjacent to Hanks' "Living with a Library"(9), Beust gives reasons for the importance of the modern school library and, in so doing, highlights the function of the materials collection:

The school library of today is important to each and every child in the school, because it is here that the child has an opportunity to select the learning materials that are 'just right' for him.

Schools that have libraries planned and operated to give pupils opportunities to find and to study and enjoy many types of library materials under wise guidance are gratified with the results.<sup>1</sup>

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<sup>1</sup>Nora E. Beust, Childhood Education, XXXI (April, 1955), 379. (Not classified as an article.)

Library Quarters, Equipment, and Supplies<sup>1</sup>

The article by Burke(3) is the only one of the articles specifically on school libraries which gives more than passing attention to school library quarters. He remarks that school board members are increasingly faced with problems ranging from the provision of library quarters in new buildings to the provision of more adequate space in present buildings, and that in working out these problems administrators have also to consider the physical requirements of the library as set by accrediting agencies. "Since space is always at a premium in planning and operating the school unit," Burke considers the question of how much space should be allotted so that the school library can fulfill its obligations efficiently and economically. He believes it to be absolutely essential that there be one room in addition to the reading room, and states that, according to the American Library Association, the school library "usually provides for a circulation and reading center, storage and work area, rooms for group conferences, for motion pictures and other audio-visual activities." After discussing desirable reading room size, he notes that almost double the space should be provided if the library room is used also as a study room. There follows a summary of desirable standards for determining minimum seating capacity and minimum number of reading rooms in proportion to the enrollment of the school

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<sup>1</sup>Building plans were not used as a source of information for this section.

(3:37). In a concluding section devoted to the school library of the future Burke says that, from the viewpoint of a school administrator, the future of the school library in the United States depends partly upon improvements in constructing library quarters, which, in turn, must depend upon:

- A) The school board's knowledge of what a good school library is
- B) The school board's willingness to provide a type of library which will give school children the best in library service
- C) Curtailment in school construction programs brought about by unsettled world conditions(3:40).

"Living with a Library"(9), describes the library room of the Lafayette School, Washington, D. C.--a long, narrow second-floor room connecting the two wings of the school building and of a convenient size for half of a class group to use at one time. Although the natural light is good it was found necessary to eliminate glare by providing shades for the electric fixtures(9:383-4).

Three school library articles mention school library supplies. Burke refers to supplies as an item in the usual library budget(3:39), and Minkie shows how the administration can help by providing funds for library supplies, since books cannot be cataloged without the use of various kinds of supplies(5:83). Hanks reports an instance in which a parents organization contributed funds for the entire cataloging operation of an elementary school library(9:379).

Since many other articles in the selected periodicals, including the 64 articles on school buildings and supplies,

contain a large number of references to school library quarters, information derived from these references is presented below under the following headings: "Space," "Location," "Interior Furnishing and Arrangement of the Library," and "Cooperative Planning of the Physical Facilities of the Library."<sup>1</sup> It is hoped that the occasional but unavoidable overlapping of material may not confuse the reader. Many details presented in the articles and not noted in this chapter will be taken into account in a later evaluative chapter.

#### Space

That space is always at a premium in school units, as pointed out by Burke(3:37), appears to be substantiated by the amount of attention paid to it in articles dealing with school library quarters. The writers of these articles are concerned with past, present, and future allocations of space for library rooms. Even the matter of whether or not any space should be provided is a question in some situations. Anderson refers to

nebulous . . . arguments in support of . . . library rooms, when a community is attempting to decide between an appropriation for classroom space and the construction of additional regular classrooms . . . . Unless auxiliary rooms are considered so important to the educational program that they should not be converted to homeroom space, "overcrowding" has no real local meaning(218:24).

There are several reports on the lack of sufficient

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<sup>1</sup>Information about financial provisions for library quarters, equipment, and supplies appears in a later section of this chapter under the heading, "Financial Provisions."

space. In one instance a school opinion poll on "What Size School is Best?" found that

one superintendent, opposing large-scale consolidation efforts to bring about larger high schools, pointed out that . . . generally . . . classrooms are added, but too often the schools do not provide the added gym facilities, libraries. . . . and so forth to correspond with increases in enrollment(81:59).

In a study of space allocations in 23 Washington (State) high schools built between 1947 and 1954, schools with enrollments varying from 900 to 113, Hayes found great variations in the amount of space provided for school libraries.

The total area allocated to libraries ranged from 10.77 to 3.76 square feet per pupil, and tended to decrease as the capacity of the schools increased. The average per pupil area for larger schools was about five square feet and for smaller schools, seven square feet(223:22).

Out of 23 reading rooms 12 fell below the recommended minimum capacity of 15 per cent of the school enrollment.

The number of schools omitting [various] spaces were: storage room, 7; workroom, 11; conference rooms, 9; and offices, 16. Omissions were found in both larger and smaller schools. There was some indication that a more thorough study of library needs would be advantageous (223:22).

Hayes concluded that non-metropolitan areas need help in planning space for school libraries.

Another article points out that, in Philadelphia since the Engelhardt building report of 1949, the question, "Are adequate provisions being made in new buildings for libraries . . . ?" has repeatedly been asked(234:70). With his eye on possible savings in school construction, Engelhardt says that the size of the library in building specifi-



cations should be carefully scrutinized, and that by staggering school sessions throughout the year it seems possible that 30 per cent of the library and classroom area within a large school could be saved. As an illustration both of the desirability of carefully analyzing educational needs and of noticeable variance in specifications<sup>1</sup> (for whatever reasons), Engelhardt cites the library areas in three 3500-pupil junior-senior high schools. In one the specification was for 2200 square feet, in a second it was for 1900 square feet, and in a third for 1800 square feet (221:47-8). He points out that between the first and third of these examples there is a difference in specifications equal to the area of a room 20 by 20 feet in size.

As to how much room will be needed for library facilities, a question raised in a discussion group of secondary school principals(237:240), Moore and Caudill may have furnished a partial answer. They maintain that for the early teen-ager

there must be . . . libraries and many other spaces which help furnish opportunities for self-analysis in skills, achievement, aptitude and physical adeptness . . . . The teen-ager strives for personal values in his social setting. How does this affect his architecture? It means that there must be spaces for group activities . . . and convenient reference libraries(255:56-57).

Further proof that administrators and other building planners have been thinking about library space, and the illusion of space, is found in many other articles in the selected periodicals. For example, in "A Panorama of New

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<sup>1</sup>Cf. Hayes, p. 168. of this paper.

Schools," one learns that

some of the school libraries are airy, restful places in which youngsters can work and study together. Opened visually with large glass area, they frequently overlook or extend onto outdoor courts(279:71).

That a library and other additions approximately doubling the floor area of a junior high school can bring improvement in its instructional program is reported by Kellogg(252:82), and also by Mayhall, who stresses improved physical facilities that result in increased instructional efficiency combined with operating economy:

(In Austin, Texas), libraries were constructed so that they can . . . accommodate an increase of approximately one-third in enrollment . . . One [particular] library has at each end additional classrooms into which it may be expanded by the shifting of specific materials, i.e., periodical or reference sections, or by the actual removal of the intervening partitions(267:76).

The matter of auxiliary spaces near the library has also been given attention. There are library patios for relaxed reading and for discussion groups(229:62); spacious reading rooms or lounges and broadened corridors connecting with or just outside the library to take care of overflow and to provide informal reading areas(270:52; 268:74); and corridors and lobbies that provide space for library materials and activities. In one new elementary school the spacious reception lobby is used as a pupils' library as well as for meetings of neighborhood groups(240:56), while in some schools in farm communities it is possible to convert the corridor readily into a lending library(219:71).

The school library of the future is envisioned by Van Nuys:

Perhaps major portions of the library as a separate room will disappear and become a part of the Commons with the exception of minor elements as work rooms, conference rooms and audio-visual viewing rooms, which might require more definitive separation. Browsing, study or just reading for pleasure can then be done in a more relaxing and comfortable environment(236:74).

He pictures the high school Commons as "not just a widened corridor with a couch, nor as a downstairs lounge . . . but [as] the school's living room, the focus of leisure-time activity and a complement to class learning." His thesis is that "people learn a good deal from their peers"(236:69). In similar vein Bush, participating in a school planning institute where the focus was on planning for secondary schools, stated that the "work areas, such as the library, will be expanded to include classroom work areas."<sup>1</sup>

#### Location

Closely related to the question of space, and sometimes difficult or impossible to separate from it, is the matter of location of the library quarters in the school. One fundamental trend reported by Howland is the so-called campus plan:

Here, related but disconnected units more or less surround a core, or central building containing administrative services, and sometimes such facilities as food service, library health care, music, physical education and assembly(226:20).

A different arrangement is mentioned in the summary of a symposium on whether corridors are a luxury or a necessity:

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<sup>1</sup>The Nation's Schools, LIV (September, 1954), 138. (From a report of the Annual School Planning Institute held at Stanford University.)

If other facilities are put in separate but connected buildings--physical education in one, shops in another, cafeteria, library and home arts into another--much of the traffic from academic units to these other teaching spaces is outdoors and free from the constriction of the enclosed corridors(219:69).

The articles examined contain many examples of various ways in which school people and others, including architects, have attempted to solve the problems involved in locating school library quarters advantageously within the school plant. A junior high school library at Tyler, Texas, is a separate building unit from which books are delivered in special carts to classrooms and student centers in the three separate seventh, eighth, and ninth-grade buildings(255:62). A circular building in the center of the school campus and connected with other buildings by covered walkways is the library of the Middleville Road High School at Northport, Long Island(280:68).

In Austin, Texas, the library of the one-story McCallum High School shares with the general and commercial classrooms one of the three major building areas, the other two being devoted to science and vocational classrooms and to music rooms and gymnasium(261:74). Libraries located near the administrative offices or near the main entrance are found in the Pendleton, Oregon, new elementary school, in a new junior high school in Shaker Heights, Ohio, in the Adamsville School, Bridgewater Township, New Jersey, for grades five to eight(245:35), and in the Horace Mann Junior High School in West Allis, Wisconsin(252:82).

Libraries described as being convenient to classroom areas are numerous; some examples are those in the Adamsville School(245:35), the Longfellow Junior High School, Wauwatosa, Wisconsin(256:77), the Horace Mann Junior High School(252:82), the Edsel Ford Senior High School, Dearborn, Michigan(262:78), the Mergenthaler Vocational-Technical High School in Baltimore(271:50), the McCallum High School(267:79), and the tri-county Canton (Pennsylvania) Junior-Senior High School(274:55). It appears to be quite the custom to place the school library near the more academic classrooms, especially those assigned to English and Social Studies classes.

There are some references to library facilities housed in multi-purpose rooms.<sup>1</sup> Bryan, in an article dealing with the school lunch program, states that large cafeterias are being replaced by multiple purpose rooms that may function as libraries(216:102). Another writer reports that in the Gordon C. Swift Junior High School, Watertown, Connecticut, a cafeteria (called a "library-cafeteria" in the accompanying plan of the school) is so arranged and furnished that it may be used as a reading room(248:33). Wright reports that using as a library a large room serving primarily as a cafeteria--a temporary expedient--did not, however, prove to be notably successful in the Keokuk (Iowa)

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<sup>1</sup>This term is defined by Taylor, for purposes of his study, as "a type of general use room(utilized by various groups) designed to accommodate two or more activities such as assembly, physical education, lunch, music, clubs, audio-visual education, or library. This excludes large, general-use rooms as auditoriums, gymnasiums, and cafeterias."(235:8)

High School and Community College. The problem appeared to be mainly one of "limitation on the flexibility of the room and the breadth of the library program"(276:70). He notes, in addition, that "the library, originally planned at the lowest floor level extending out from the academic wing would be more accessible if placed at the ground level opening off the entrance foyer"(276:70).

#### Interior Furnishing and Arrangement of the Library

Implied in a number of articles is the belief that for the harmonious and efficient functioning of library services, provision for special rooms and types of furnishings within the library room or suite itself is important. Special service areas mentioned include library conference rooms, library workroom, librarian's office, book storage room, repair room, stockroom, magazine and newspaper storage rooms, phonograph listening rooms, and browsing centers.<sup>1</sup>

Walls, ceilings, and floors furnished in appropriate colors and covered with sound-absorbing materials have been installed in many school library rooms.<sup>2</sup> Receiving specific attention in a few articles is library lighting. It is provided by low intensity fluorescent troffers in the new high school at Alamogordo, New Mexico(270:86); in the library of the Norman, Oklahoma, high school there is just as much

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<sup>1</sup>(249:67; 251:53; 262:78; 263:34; 264:43; 265:36; 270:52).

<sup>2</sup>(270:52; 264:43; 273:37; 256:79; 249:66; 265:36; 267:82).

light and less glare as in the social court outside where students are permitted to study if they choose (259:77); and an integrating feature in Pendleton's new elementary school is a recessed electrically lighted showcase which can be arranged from inside the library and viewed from the hallway (242:38). A news report on the subject of audio-visual equipment used throughout school plants indicates that, although movie projectors were used in libraries in 15% of the 137 modern elementary schools studied and non-movie-type projectors in 31%,<sup>1</sup> special darkening facilities were found to be generally lacking in these libraries.<sup>2</sup>

Ceilings, woodwork, and library furniture of light wood finish are mentioned in the descriptions of several school libraries. The feeling is that this treatment gives the library a warm, attractive, and informal appearance (262:73; 265:36; 253:55; 266:51,54). General references to the provision of tables and chairs for the library have not been itemized here, but Heffernan's comment to the effect that much of the school equipment for elementary children can be of such a nature that children can have the responsibility of caring for it, book shelves and tables, for example, seems to be worthy of note. She feels that "round tables for small groups in the library . . . will increase personal contacts and decrease the crowded feeling" (224:283).

<sup>1</sup>For 118 secondary schools the respective percentages were 25% and 28%.

<sup>2</sup>"A-V Equipment Used Throughout School Plant," The School Executive, LXXIV (November, 1954), 11. (Not an article.)

Three comments underline the desirability of appropriate and attractive library decoration. Reed states that where new schoolrooms are being designed as learning laboratories "the size and design of instructional areas and the types and sizes of furniture and equipment . . . for specialized facilities, such as . . . libraries, . . . play an important role in making learning and teaching effective" (17:44). Rosenberger, concerned with a proper setting for learning, remarks that unsightly and noisy libraries are likely to contribute little to the development of intellectual curiosity(70:37). And Cohler tells school board members that the appearance of special classrooms, such as libraries, should indicate the same careful attention to health, safety, and general livability that is apparent in all other classrooms(74:33).

#### Cooperative Planning of the Physical Facilities of the Library

Several articles and a news item call attention to the desirability of making building plans in advance, and making them cooperatively. For example, Wiltse points out that there should be a chapter of educational specifications for the library, and not just a request for a "combination library study-hall"(239:33); and from a discussion group of secondary-school principals comes the statement that parents and lay leaders should participate in surveys of library facilities and that such surveys should be carefully analyzed(78:107). In Nassau County, committees brought in



recommendations on the curriculum activities to be housed in the enlarged building which was being proposed, and they also coordinated summarizing reports on various subjects, including the library program. These reports and recommendations were considered in the preliminary planning for the building; the detailed plans, it was anticipated, would be examined subsequently in the light of the committee reports (50:38). When the community planned a twelve-grade, 2600-student school in Chattanooga, Tennessee, a committee made the general suggestion that there should be a library area. As was to be expected, the librarian selected the library as his field of special interest in the planning program (278:9). Under the heading of "Teaching and Learning Activities" a writer in the March, 1955, issue of the American School Board Journal reported that in planning new buildings and adding to or altering old ones it is now the practice for classroom teachers, librarians, band directors, physical education instructors, and even secretaries to be called upon for their suggestions, and that flexibility of facilities and optimum use of space have been the result of such broad planning.<sup>1</sup>

#### Financial Provisions

Four of the distinctively school library articles give some attention to financial provisions for the library. In relation to the over-all budget for such a library, Burke

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<sup>1</sup>The American School Board Journal, CXXX (March, 1955), 52. (Not an article.)

points out that the cost of operating it is one of the factors which the school board needs to consider; that, once started, it must be supported in the annual budget; and that various states and accrediting associations have specified definite amounts which should be allotted for library upkeep(3:37, 39). With reference to the same topic, Minkle suggests that the administration can help the librarian by supplying a maximum library budget, the size of which will depend on the school enrollment and the size of the entire school budget(5:83). In regard to parent contributions to the school library program, Kaye reports that when "mothers personally see the needs of the school they become active in securing the necessary funds," and exert considerable influence upon superintendents and board members(10:5). Both Hanks and Kaye state that parent-teacher or similar organizations support, or help support, some school libraries(9:381; 10:52), and Kaye makes clear that principals have done a great deal to direct these groups in their financial efforts(10:52).

In these school library articles there are only a very few references to financial provisions for the library staff. Minkle, however, records her belief that the administration should consider providing salaried assistants for the librarian(5:83); and Hanks, that the amount of money involved in securing a professional librarian "would seem to be beyond the means of the Home and School Association" (9:385).

Financial provisions for books and other library materials, for supplies, and for binding are the ones most frequently mentioned in the articles on the school library. Burke tells school board members that the usual library budget is set up to cover the cost of books, periodicals, and binding. He says that "Audio-visual materials . . . are still considered as outside the scope of the library budget." He gives examples of some budget recommendations, noting that they are based on the objectives of the school in regard to library service as well as on the school population (3:39), and he emphasizes the fact that the outlay of funds for library materials must be justified by the intelligent use of those materials(3:38).

The elementary school library described by Hanks was operating on an annual budget of \$500, approximately \$400 of which was spent for new books and \$100 for supplies and book repair(9:385). The majority of the new books were bought from a wholesaler at a trade discount of 33 1/3%(9:381). Hanks also reports that in Baltimore County, Maryland, "special funds (were) appropriated . . . to establish basic book collections in addition to the regular one-dollar-per-pupil book allotment"(9:381). Minkle observes that administrators could help the librarian by supplying a maximum budget for necessities other than new books, as, for example, supplies and new furniture, and by providing central purchasing and cataloging, a measure which incidentally would save money for the school district(5:82-83).

One article, not classified as a school library article, calls attention to cooperation at the state level in the financial support of the school library program. French says in this article that if a state department of education led the way in a cooperative planning effort, it might encourage such endeavor as that represented in a few areas in the county "where small independent high school districts have joined together to share the costs of providing services as library, guidance, and special supervision," and that the general effect of such state leadership would probably be cooperative plans might be more rapidly adopted than has been the case where all initiative has been left to the independent local school(24:41).

Only one supplemental reference to financial provisions for school library personnel was found in articles not classified as school library articles. This was to the effect that a program of evaluation of nine high schools in St. Louis had resulted in the doubling of the library appropriation and the employment of additional librarians(80:57).

Several articles that deal mainly with business administration and school finance make reference to financial provisions for school library materials. In one of these articles Trusal reports that in Williamsport, Pennsylvania, where the budget is planned cooperatively, "Books for School Libraries" is included as one budget item, with teachers being given an opportunity to help determine the amount needed for library books(285:20). A second article reports

that in a convention of school business officials the cost of books for a new library was noted as a legitimate item under "Capital Outlay"(284:116). That local business men should be made aware that schools are eligible for generous discounts on such items as library books is stated by Gilbaugh in a third article. The writer warns, however, that if school officials are not tactful in explaining their purchasing procedures, the loss in public relations may amount to more than the gain in financial savings(282:49). A different method of caring for some library expenses was discovered by Punke in his study of instructional expense in 26 small to medium-sized high schools in 7 southeastern states. Nearly three-fourths of the seniors in these schools reported, in anonymous questionnaires, that they paid special fees, including library fees(282:58).

Articles in categories other than "Business Administration and School Finance" provide still more information about financing the materials collection of the school library. Bretsch, reporting on a tested plan for making education more effective through school-community collaboration, says that electors asked whether or not the parent-teachers' association should assume responsibility for purchasing library books(48:23); and Grigsby, in her article, "The [Magazine] Drive--It's Driving Me Crazy," remarks, "Soon we can buy . . . some more library books"(180:495). The Council of Parents and Teachers in Alice, Texas, developed a project called "The Parent-Teacher Professional

Library." Each unit of the Council contributed money for the collection which was later housed in the city library building where it was made available to the community(59:250). In an article and a chart prepared by the Research Division of the National Education Association, standards for providing materials resources are suggested. Expressed in terms of annual expenditure per child enrolled, the tentative recommendation for library instructional materials is \$2.00(79:16-17).

Three articles were found to have mentioned costs or financial provisions relating to school library quarters. The unit cost for the library in the McCallum High School, Austin, Texas, was reported to have been two-and-a-half cents of cost per building dollar, which was less than that for any other section of the school except for Art rooms (267:82). In a second article, after describing assistance given by the state school building authority in Georgia, Collins explains that preliminary plans, large scale drawings of special areas (such as libraries), and final working drawings were presented for review; and that bids were asked and contracts let by the state school building authority(281:48). Finally, McGrath looks at future school needs and highlights the necessity for some federal assistance:

For every additional million children, with an average class size of 30, over 33,000 new classrooms will be required, to say nothing of other facilities as auditoriums, gyms, laboratories, and libraries . . . . Some federal assistance is imperative(15:18).

According to the one news item which mentioned financial provisions for school libraries, the proceeds of an American Education Week book fair held at Ludington, Michigan, in 1953 were used to buy books for the school library.<sup>1</sup>

#### Organization for Library Service

##### Within the Individual School

Several types of organization for library service within the individual school are exemplified among the library situations mentioned in the distinctly school library articles. In all of them except the article by Dyke and Merow(12), the type of library described is a central one within the school--one housed in a room or suite of rooms to which children and teachers come to find materials that will help them in their activities, both curricular and extra-curricular, and where they may receive assistance in the selection and use of these materials.

In the central libraries described or referred to by Berry, Burke, Fancher, Minkie, Murrow, and the Joint Committee of the National Education Association and the American Library Association, a librarian is in charge. In the elementary school libraries described by Haden, Hanks, and Kaye, parents volunteer their services and act as best they can in lieu of a duly appointed librarian or teacher-librarian.

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<sup>1</sup>"What They Did for A E W, '53," The School Executive, LXXIV (November, 1954), 81.

Burke sees the central library as including audio-visual and other non-book materials in its collection(3:37), and Rendell as an agency which may well be combined with the audio-visual center in a unified organization under the direction of a materials specialist(6:429).

One way of providing a degree of library service to elementary school boys and girls who have no central library in their schools is illustrated by the public library book-mobile visits to 13 outlying schools in Kenosha, Wisconsin(12).

Articles not classified as school library articles and other sections of the selected periodicals furnish additional information about various arrangements for library service in individual schools.

A number of references noted earlier in connection with the library's contribution to the general educational program of the school imply, either directly or indirectly, the existence of a central library within the school. For example, McDowell and Devitt, in separate articles, report a positive correlation between expanded library facilities and the improvement of the school's reading program(132:38; 133:14), and Entin that members of his Social Studies class found materials available in the school library "on all of the topics suggested for the term papers which they prepare on contemporary problems in American life or foreign relations"(141:405). That such libraries as this are not the rule in all schools is illustrated by the results of an Indiana University investigation which revealed that, at the



time of the survey, many of the small high schools in that state had few instructional aids and a library "in name only."<sup>1</sup> No attempt is made here to indicate all references to central libraries within individual schools. Nor is it possible always to tell whether the writer of an article is referring to a school library within the meaning of the term as used in this paper.

Departures from the concept of a "traditional" library, housing printed materials chiefly, are either suggested or described in several articles. The "materials center" or "instructional materials center" is one such departure. In his reference to such a center Ahrens points out that

a library alone is inadequate. Rather it is essential that a materials center be planned to include space for library and reference materials; a room for preview and storage of audio-visual materials; a photographic dark-room; a map, globe, and chart room; a textbook room; space for displaying filmstrips, slides, records, transcriptions, and tape recordings; a teacher-pupil work-room equipped so that materials can be reproduced; and space for the materials which may be unearthed by the faculty. Centralizing materials . . . facilitates use of these resources by teachers and students(19:273).

This statement indicates the kinds of rooms and services with which the library as traditionally conceived needs to be supplemented if there is to be a satisfactory materials center. The Edsel Ford Senior High School Library at Dearborn, Michigan, is an example of such a center established after it was decided that the cost of providing individual

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<sup>1</sup>"Study Finds 400 Student High School Most Economical," The Nation's Schools, LV (January, 1955), 132. (A news item.)

classroom libraries (as a substitute) would have been prohibitive(268:74).

The library facilities and services of the Tierra Linda School (for grade seven and eight) in the San Carlos, California, Elementary School District are an integral part of the education program of the school. In addition to receiving formal instruction every other week in the library, youngsters use the library materials for various projects, for individual research and for leisure reading(254:57). In planning this school, teachers, children, parents, and architects decided upon self-contained classrooms supplemented by a wide variety of books, films, maps, and other audio-visual materials from a centrally-situated materials center of which the library is a part(247:75).

Heffernan says that, although many materials may be borrowed from the materials center (which includes the library), many other materials and facilities can be provided for each classroom, and that among them should be classroom library centers. Such classroom libraries, which represent another departure from the conventional library organization, may exist in three forms: as a kind of deposit station for books borrowed from the central library; as supplements to the central library's collection but still a part of it; and as independent units. It may be noted that it is often difficult for the reader of these educational periodicals to determine, from the information supplied, exactly which type of classroom library or what kinds of instructional materials are referred to.

Two articles make it very clear that in the situations they describe, classroom libraries co-exist with a central school library. One article tells of the arrangement planned for the new Tyler, Texas, junior high school. In it the library will be a service unit set up to serve individual classrooms.

Reference books will be carted to the classrooms instead of the classes being carted to the library. Of course, the library can be used by individual students. But, generally, the library will be used to serve the classrooms. The library unit will not only be the place where reference books can be obtained but will also be the source for visual aids of all types and teaching devices and special equipment. It is proposed that the librarian will . . . help the teachers develop any kind of a learning setup. Under [this] decentralized plan of organization, there is no need for a central library-study-hall(255:63).

In the other article Wiegman and Dorachner explain that modifications in the use of the library have accompanied the adoption of the "class-study" program, with the result that the extensive use of the library has been replaced by intensive use through the development of classroom libraries, although both individuals and the entire class may use the central library for class work and for recreational reading and browsing(115:88). That public libraries also sometimes supplement classroom book collections has been reported in the preceding chapter of this paper.

The following are examples of references to classroom libraries or reading centers--references in which the relation of the classroom collection to the central library is not specified:

Within [every] classroom [in the elementary schools of tomorrow] there will be a reading center with library tables and books.<sup>1</sup>

. . . a variety of research materials must be available. Consequently, every learning area will contain newspapers, magazines and reference books(220:64).

For remedial purposes classroom library books are needed(195:419).

The junior high school plant . . . needs tables, class library, shelves, and display space for committee work and individual projects and research.<sup>2</sup>

Witty suggests that school administrators might consider this question: "Am I succeeding in bringing sufficient amounts of materials to each classroom so that each child will find satisfaction in reading according to his interests?"(136:38)

Although professional libraries, or materials collections for teachers, are often established as central libraries within the entire school system, they sometimes constitute a factor or segment of the library program of the individual school. For example, Unruh notes that professional references have been added to the libraries of individual elementary schools in St. Louis(80:57), and Williams reports that the Alexander Ramsey High School Library in Minnesota includes a professional library(273:38)

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<sup>1</sup>The Nation's Schools, LV (January, 1955), 96. (From a report of the National School Service Institute.)

<sup>2</sup>The Nation's Schools, LIV (September, 1954), 138. (From a report of the Annual School Planning Institute at Stanford University.)

Within the School System or  
Larger Educational Unit

Organization of library service within the school system (as contrasted with that in the individual school) and within larger educational units receives attention in only two articles specifically on school libraries. In one of these articles Minkie states:

A librarian supervisor or co-ordinator in charge of centralized purchasing and cataloging could correlate and integrate the library facilities of all the schools in the district. All the librarians in the district could combine their ideas and work together toward the common goal of providing maximum services with minimum work and expense(5:82-83).

Hanks makes a somewhat similar suggestion when she says that one possible solution to some of the problems of the Lafayette School in Washington, D. C., would be to make arrangements whereby it could share with other schools the services of a professional librarian who would be available as a consultant when needed(9:385). She points out also that the school administration of neighboring Baltimore County, Maryland, has adopted an elementary school library program(9:381), and that, lacking such a program, the parent chairman of the library committee at Lafayette School had consulted with the library specialist in the United States Office of Education about the proper organization of the library in that school(9:378).

Articles other than those dealing principally with school libraries, and other sections of the selected periodicals, yielded further information on the present topic.

DeBernardis implies that a central materials center closely allied with each school center is the ideal arrangement(75: 63). Several school systems are reported to have established such materials centers or libraries to serve all the schools of their districts. For example, the Education Center in San Diego houses the main school library and freely offers books, audio-visual materials, and auxiliary services to the 60,000 pupils of the city schools(142:154), and Iowa City has established its own library system for the elementary grades, while discontinuing the use of the public library service rendered during the previous six years.<sup>1</sup> A news item describing the by-laws adopted by the Board of Education of Kalamazoo, Michigan, gives some details of the administration of school libraries in that city:<sup>2</sup>

All school affairs are administered under two general departments to be known as school services and library services . . . . The director of libraries [will administer] the division of library services. The superintendent and the division of libraries are to cooperate in the consideration and the coordination of policies, procedures, and practices relative to both divisions . . . . [branch libraries and school libraries will be two of the general administrative divisions under the director of libraries.]<sup>3</sup>

Various arrangements for supplying professional materials to teachers were mentioned in the periodicals. Frequently a central professional library or book collection is

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<sup>1</sup>The American School Board Journal, CXXX (January, 1954), 85. (A news item. No details of organization or administration are supplied.)

<sup>2</sup>The public library in Kalamazoo is a "school district" library; that is, it is administered by the Board of Education.

<sup>3</sup>The American School Board Journal, CXXIX (October, 1954), 85. (A news item.)

established within the system. In Alice, Texas, a parent-teacher professional library was sponsored by the Council of Parents and Teachers and housed at the City Library(59:250). In Atlantic City teachers, facing problems of human relations growing out of school segregation, had access to extensive library facilities, both public and school(16:75). MacVittie remarks that if the school system has a professional library the substitute teacher can borrow materials from it(107:84).

As for the sharing of audio-visual aids and curriculum materials at the county level, McIntyre says that this is common practice, and as an example, he mentions the curriculum materials center in Bucks County, Pennsylvania, where

the small schools have access to an impressive range and variety of materials and equipment--projectors, recordings, mounted photographs, museum exhibits, films and film-strips, slides, paintings, professional books and periodicals, school administration portfolios, and many other aids(83:44).

In Owyhee County, Idaho, a rental library has been established for the rural schools. Books, which may be kept two months, are delivered to each school by the superintendent on his monthly visits, at which time he also shows two films.<sup>1</sup> Referring to organization of library services which go beyond the single school district, French reports in a passage already quoted in another connection that some small independent high-school districts have joined together to

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<sup>1</sup>"Rental Library," The American School Board Journal, CXXX (April, 1955), 41. (A news item.)

provide library services, and that it would seem good for state departments of education to exercise some leadership in this area(24:41).

That educators are concerned about library service to rural children is revealed further by the fact that in New York State the newly-formed Association of Rural Educators recommended the improvement of library services for school and community,<sup>1</sup> and by Dawson's observation that although great progress has been made many districts that are too small still remain. In this connection, he calls the reader's attention to the 1944 charter:

"Provision of a satisfactory modern education" . . . requires for every rural child the right to "educational service and guidance during the entire year and full-time attendance in a school that is open for not less than nine months in each year for at least 12 years" and "health services, educational and vocational guidance, library facilities, recreational activities, and, where needed, school lunches and pupil transportation at public expense"(23:427).

A report from the National Conference of County and Rural Area Superintendents stresses the fact that in far too many instances audio-visual and library services, which can make the difference between a mediocre and high-quality educational program, are lacking in rural communities.<sup>2</sup>

Public libraries, which are closely related to the school library program and which in some communities are

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<sup>1</sup>"Announce Founding of Rural Educators Group," The Nation's Schools, LIV (November, 1954), 147. (A news item.)

<sup>2</sup>Elaine Exton, "Problems and Progress in Rural Education," The American School Board Journal, CXXIX (December, 1954), 48. (A conference report.)



under the jurisdiction of the public schools, may sometimes be a part of the school system's organization for library service. Although their contribution to the school library program has been discussed in the preceding chapter of this paper under "Public Libraries and Special Libraries," it may be well to point out here that public libraries often give invaluable assistance to teachers in orientation and other in-service activities, and that collections of professional books and magazines for teachers are frequently made available at the public library. An example of this latter service is reported by Grove:

A library of professional books and magazines on school library planning was established as a branch of the Public Library, and a special index file for quick reference was set up. All materials were available to members of the special areas groups(278:8).

In an article in School Life describing the new organization of the United States Office of Education, the writer notes that library service is not included in the Educational Services Area and thus indirectly calls attention to a potential source of assistance at the national level in solving school library problems(42:141).

#### Other Administrative Provisions for Library Service

##### Interpretation of School Library Service

Four of the articles dealing specifically with school libraries are concerned in one way or another with the interpretation of the school library both to persons within and outside the school. Articles by Haden(8), Hanks(9), and

Kaye(10) describe parent participation in the library program of elementary schools. All three give the impression that the principal has been active in encouraging this participation, and that he is often the person responsible for helping parents to realize what such a program can mean in the lives of their children. Kaye points out that probably the most important by-product of this participation is the parents' understanding of school and library needs, along with their resultant efforts to see that those needs are met(10:53). And Haden reports that in the Vance Elementary School in Asheville, North Carolina, where he is principal, both the parents and the staff feel that such participation has promoted better relationships between teachers and parents(8:38). The fourth one of the articles is the transcript(7) of Murrow's telecast featuring considerations involved in the selection and circulation of materials on controversial issues when the depository for those materials is the school library. The telecast itself provided an opportunity for its participants, including librarians and administrators, to interpret the school library program so that the television audience might better understand it.

In those articles not concerned chiefly with school libraries there are several references to the interpretation of school library services. Harp mentions the library as one of the "areas" which "represent" information that should be covered in a public relations program of the secondary school(52:118). Ways of making library activities known

through posters, speeches, slides, tape, and radio are reported by Fry(51:54), by Rehwoldt and Wagner(55:64), and by Williams and Morrison(193:88). The Glencoe, Illinois, schools used the completion of a school addition as the occasion for a special report which included a description of the place of the school library in the school program (25:56). In Connecticut, secondary school principals submitted to the State Department of Education a description of current practice entitled "Library Service," which was distributed as a mimeographed bulletin to the professional and lay people of the state(22:355); and in Inglewood, California, "Library Service in Our Schools," was one of the twenty-four different reports made to the Board of Education during the school year of 1954-1955(46:32). Hand's article, "The Principal as Leader in Curriculum Revision," refers to cooperatively-prepared materials relative to library service which are used in the Illinois local area consensus study, itself a project that enlists the cooperation and participation of each community surveyed(114:395).

Two articles that mention school public relations activities show that school library information was used to help create a desired community understanding. In one of these articles Smith reports that elementary school parents were pleased to learn about specialists in library work, that is, school librarians; and that, in connection with a proposed tax raise, the parents' attention was called to the special equipment in the library(64:21-22). In the second

article Colton states that committees which worked on a successful bond issue campaign coordinated summary reports on the library program as well as on the "more academic courses"(50:38).

Three more articles indicate that libraries may be involved in one way or another in helping to create favorable school and community public relations. In a questionnaire about home and school relations, answered by representatives of 238 public school systems a few years ago, Whittenburg reports that serving part-time in the school library was in the 13th place when 14 "special services" most commonly performed by parents were ranked in order of greatest frequency of mention by the school systems. As many as 181 reported the first service mentioned; as few as 9 reported the 14th. (65:354-55). Miller maintains that young people, as school representatives, should be given opportunities to suggest solutions to problems related to the provision of library facilities(203:22). In a report on schools in large cities Willis states that the model administrator of such a school in 1954 included the library among the service agencies which he coordinated in order to "insure the smooth functioning of all parts of his . . . educational program"(32:56).

Although there are no direct references to the administrator's responsibility for interpreting the library program to the staff members and pupils within the school, several references imply that the assumption of such a responsibility in this area is desirable. For example, Witty

suggests that the administrator may well consider whether or not he is encouraging teachers to use library facilities (136:38). The provision of orientation programs for new teachers, and for student teachers(101:104), which is basically an administrative responsibility, is one which frequently includes an introduction to the school library.

#### Evaluation of the School Library

A summary of a discussion on how a program of self-evaluation of the school may be organized and managed includes this statement:

A study of facilities should carefully analyze . . . such areas as [the] library . . . Parents and lay leaders should be included in the survey of these facilities(78:107).

Ostrander, writing on the superintendent's responsibilities for curriculum changes and instruction improvement, suggests that if the superintendent finds that pupils could profit from reading more children's literature he could recommend improved library facilities(85:78). And Ducker, concerned also with the superintendent's evaluation of schools, suggests that two ways for him to check on the use of the library are to obtain the principal's evaluation of it, and to observe the library while it is in operation(76:45). Cohler, discussing the judging of over-all school management makes two comments which apply to libraries:

A library that does not have liberal withdrawal privileges for pupils and a special block loan privilege for teachers can find its books remaining new until they become obsolete and its hushed premises largely free of students and teachers whenever they are not required to be there(74:32).

The appearance of special classrooms such as . . . libraries should indicate the same careful attention to health, safety, and general livability that is apparent in all the others. . . . In libraries the necessity for book checking places a limitation on the places of exit which must be provided for without making exit provisions sub-standard(74:33).

#### Summer Use of School Library Facilities

There are several references to summer use of school libraries. In Denver, school libraries are open in summer (183:67); in Riverside City, California, "opportunity classes" (for children whose I. Q.'s exceed 120) have been encouraged to use the library creatively(183:63); in Phoenix, a 5-week summer orientation program gives incoming first-graders an opportunity to get acquainted with books and the library(71:26); and in Liverpool, New York, the summer professional services program has included library activities for the children.<sup>1</sup>

#### Summary

Library personnel.--Considerable attention is paid to the librarian as a member of the instructional staff, as a materials specialist, and as a person who promotes the use of the library and of its materials. Much less attention is given, however, to the librarian as an administrator responsible for a teaching and service agency whose clientele is the whole school. Specifically, the librarian's responsibility for the establishment of library policies and

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<sup>1</sup>Educational Leadership, XII (May, 1955), 509. (A news item.)

procedures, for supervision of the regular library staff, for the carrying out of most technical and business routines, and for the interpretation (to others than teachers and pupils) of the library's manifold services, receive very slight attention or none at all.

Library materials.--Information presented about school library materials gives major emphasis to the desirability of having an abundance and variety of suitable materials available for use in the school. There is much less emphasis upon the cooperative selection of these materials, and only slight evidence that pupils are participating to any appreciable degree in this selection. Some reference is made to parent contributions to the acquisition and organization of materials, and to existing standards for judging the materials collection. There is relatively little mention of the criteria and techniques of book selection, of centralized purchasing and cataloging, and of services which school library supervisors or consultants could render in this area of the school library program.

Library quarters, equipment, and supplies.--For lack of a single comprehensive article on school library quarters, the reader of the selected periodicals must, for the period of this study, gather practically all his information on the topic of school library quarters from articles not concerned primarily with school libraries, and from news items, conference reports, and other sections of the magazines. In these places, however, and especially in articles classified under "School Buildings and Plans," he will find, if he

perseveres, a wealth of pertinent information not only about the actual housing of the library but also about many other phases of the school library program.

Financial provisions.--Although financial provisions for school library materials receive considerable emphasis, expenditures for personnel and for library quarters receive scant attention. There is no reference to financial provision for clerical assistants except as they may be included in Minkle's reference to salaried assistants for the librarian. However, the need for an initial allocation of funds for basic book collections and for a regular annual budget for books (as well as for the library in general) receives some attention, as do the board of education's responsibility for the financial support of the library program and the matter of state and federal aid for the building of schools and the provision of library quarters.

Organization for library service.--Little information is given concerning the organization of school library service either in the individual school or in the larger educational unit. From the information that is provided, directly or indirectly, it appears that the usual pattern of organization found within the school is that of a central library that makes its materials and service available to the school community. Sometimes this central library is the instructional materials center of the school, including in its collection audio-visual and other instructional materials, but more often it includes only the "traditional"



library materials, mainly books and periodicals. In some schools the central library is a part of a larger instructional materials center; in others, it co-exists with such a center.

Several types of classroom libraries or collections are described: flexible collections obtained from the central library and a part of it; organized collections housed separately from the central library but still a part of it, as for example, departmental collections at the high school level; and unorganized collections which remain in the classroom and which may or may not be supplemented by materials borrowed from central libraries within the school or the school system, or from public and county library collections.

Although there is general recognition of the principle that libraries should be directed by professionally-trained librarians or teacher-librarians, some of the central library collections described are administered by principals with the help of parent volunteers.

Articles bearing upon the organization of school libraries in school systems and larger educational units include references to central libraries and materials centers established within school systems and county educational units. These centers may provide only cataloging and classification services for the system or they may supply other services in addition. There are only a few suggestions concerning the desirability of consultant service and of

state leadership in arrangements for cooperative services where districts are too small to support their own separate materials centers and professional staffs.

Other administrative provisions for library service.--

Parent participation in elementary school library activities and the better understanding of the school library program resulting from such participation is noted in 3 of the articles devoted specifically to school libraries. In other articles the library is considered to be one of the areas that should be included in a successful secondary school public relations program. Various illustrations of public relations activities include: special programs conducted in conjunction with fund-raising and building completion programs; the use of audio-visual techniques in telling the "library story"; the distribution of mimeographed and printed materials describing library services and giving opportunities for citizen evaluation of such services; and "Library Services in Our Schools" presented to a board of education as one of a series of cooperatively prepared reports depicting various services of the schools. There are very few references to the administrator's responsibility for interpreting the school library program to teachers and pupils within the school it serves. Some slight attention is given to ways in which the administrator might go about evaluating the library in a school, and somewhat more attention to the summer use of school library facilities.

There are few articles in the selected periodicals which present specific suggestions, recommendations or instructions addressed to administrators who may be interested in either establishing or improving school library service. Burke's article(3), "What School Board Members Should Know about the Library," despite its title, appears to be addressed as much to administrators as to the school board and supplies specific information about administrative provisions they may make. In contrast to this, nearly all of the other information presented is in the form of reports or suggestions for specific practices which a superintendent, principal, or curriculum consultant may or may not agree with or wish to adopt.

Since the major part of the material for this chapter was not found in articles specifically about school libraries, but in those on other subjects, it appears that only a little information about administrative provisions for such libraries is available in articles listed under the various school library subject headings in the Education Index.

## CHAPTER VI

### EVALUATION OF SCHOOL LIBRARY INFORMATION IN THE SELECTED PERIODICALS IN TERMS OF NATIONAL SCHOOL LIBRARY STANDARDS AND CRITERIA

When the school library information presented in the selected education periodicals had been compared as far as was possible with national standards and criteria for school library service, it was found that 373 references to school library service answer fairly closely to American Association of School Librarians standards<sup>1</sup> presented in School Libraries for Today and Tomorrow and Dear Mr. Architect, and that 327 references similarly correspond fairly closely to criteria presented in "Library Services," Section F of the Evaluative Criteria.<sup>2</sup>

It should be noted that much of the school library information in the periodicals cannot be compared adequately, if at all, with the standards mentioned above. There are several reasons for this: lack of sufficient additional information about the "setting" of the reference, including such items as the size, level and program of the school

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<sup>1</sup>These may be referred to as A. A. S. L. standards hereafter in this paper.

<sup>2</sup>Section F is but one part of Evaluative Criteria, 1950, an instrument designed to aid in the evaluation of secondary school programs. In this chapter references to the "Evaluative Criteria" will pertain to this section on library services.

whose library program is referred to; the inclusion of several qualifying phrases in the standards, as, for instance, those found in this A. A. S. L. statement, "Free use of materials from the central library selected cooperatively by class groups for special projects and uses in the classroom and laboratory";<sup>1</sup> statements whose content is so similar to that of other statements that it presents difficulties in checking; and the construction of standards and criteria as instruments for evaluating individual school library programs or school library programs in general, rather than printed information about such programs. In addition, some items of information cannot be measured against statements of standards because the specific phase or area of school library service involved is not comprehended in these statements. For example, there is no adequate statement of a standard by which to check volunteer school library service by parents of elementary school pupils.

Table 25 shows the distribution, according to topic and source, of the references which could be checked with

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<sup>1</sup>American Library Association. Committees on Post-War Planning of the American Library Association Division of Libraries for Children and Young People and Its Section The American Association of School Librarians, op. cit., p. 13.

<sup>2</sup>The term "reference" as used in this chapter denotes an item of information, either a statement of philosophy or opinion about some phase of library service or a report of actual practice.

TABLE 25.--Summary of references checked with school library standards and criteria as presented in School Libraries for Today and Tomorrow and the Evaluative Criteria<sup>a</sup>

Standards or criteria	Source			Total
	Articles on school libraries	Other articles	Other sections	
<u>School Libraries for Today and Tomorrow &amp; Dear Mr. Architect<sup>b</sup></u>				
Service to pupils and teachers. . . . .	44	107	14	165
Personnel . . . . .	6	5	..	11
Book collection and other library resources . . . . .	20	14	2	36
Library quarters and equipment . . . . .	13	93	2	108
Finance . . . . .	16	3	..	19
Administration, supervision and extension . . . . .	15	16	3	34
Total . . . . .	114	238	21	373
<u>"Library Services," Section F, Evaluative Criteria</u>				
Use of the library . . . . .	10	54	6	70
Library staff . . . . .	27	41	3	71
Library materials . . . . .	23	13	5	41
Physical facilities . . . . .	10	89	..	99
Financial provisions . . . . .	10	..	..	10
Organization and management . . . . .	16	15	5	36
Total . . . . .	96	212	19	327

<sup>a</sup>The data in this table is derived from checklists presented in Appendix IV.

<sup>b</sup>Standards for housing the library were taken from Dear Mr. Architect as they supersede those presented in School Libraries for Today and Tomorrow.

the standards and evaluative criteria mentioned above.<sup>1</sup> It will be noted that "Service to Pupils and Teachers," with 165 recorded references, "Personnel," with 11, and "Housing the Library," with 108, together make up about three-quarters of the total number that could be correlated with the A. A. S. L. standards. References which could be checked with the provisions, conditions, and characteristics listed in the Evaluative Criteria, under the headings "Use of the Library," with 70 references, "Library Staff," with 71, and "Physical Facilities," with 99, also comprise about 75% of the total number that could be satisfactorily compared with the criteria presented in that evaluative instrument. It will be observed also that about two-thirds of the references checked in each set of standards are found in articles other than those devoted specifically to school libraries.

Table 26 presents the same references distributed according to whether they are reports of actual practice or other statements about school library service, and shows that about 7 out of 10 references which compare fairly closely with the A. A. S. L. standards and 3 out of 4 which compare similarly with the Evaluative Criteria standards are reports of practice rather than statements of what can or should be done. The table shows, too, that statements other than reports of actual practice predominate in the school library

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<sup>1</sup>The checklists of standards which supplied the data for Tables 25 and 26 and for the statements in this chapter appear as Appendix IV of this paper.

Standards or criteria	Source						Totals		
	School library articles		Other articles		Other sections		Statements	Reports	
	Statements	Reports	Statements	Reports	Statements	Reports			
School Libraries for Today and Tomorrow and Dear Mr. Architect <sup>b</sup>									
Service to pupils and teachers . . .	27	17	20	87	...	14	47	118	165
Personnel . . . . .	5	1	2	3	...	...	7	4	11
Book collection and other library resources . . . . .	9	11	1	13	...	2	10	26	36
Library quarters and equipment . . .	4	9	12	81	1	1	17	91	108
Finance . . . . .	13	3	2	1	...	...	15	4	19
Administration, supervision and extension . . . . .	6	9	4	12	1	2	11	23	34
Total . . . . .	64	50	41	197	2	19	107	266	373



"Library Services," Section F, Evaluative Criteria

Use of the library . . . . .	4	6	8	46	...	6	12	58	70
Library staff . . . . .	20	7	12	29	...	3	32	39	71
Library materials . . . . .	12	11	2	11	...	5	14	27	41
Physical facilities . . . . .	2	8	5	84	...	...	7	92	99
Financial provisions . . . . .	9	1	...	...	...	...	9	1	10
Organization and management . . . . .	7	9	1	14	...	5	8	28	36
Total . . . . .	54	42	28	184	..0	19	82	245	327

The data in this table is derived from checklists presented in Appendix IV. In this table and in the checklists the term "statement" is used to denote all references except those which are reports of actual practice.

Standards for library quarters and equipment were taken from Dear Mr. Architect as they supersede those presented in School Libraries for Today and Tomorrow.

information derived from articles specifically on school libraries, while the reverse is true of other articles. Only 21 references from other sections of the periodicals could be compared satisfactorily with the standards.

Since School Libraries for Today and Tomorrow and Section F of the Evaluative Criteria differ in their sub-divisions, both in terminology of headings used and in distribution of content, and since the former statement of standards is more comprehensive in scope, the material in this chapter will be presented for the most part under headings used in School Libraries for Today and Tomorrow. The sub-divisions of this chapter are "Service to Pupils and Teachers," "Personnel," "Book Collection and Other Library Resources," "Library Quarters and Equipment," "Finance," and "Administration, Supervision, and Extension of School Library Service."

#### Service to Pupils and Teachers

The 165 references which can be compared with the A. A. S. L. standards for library service to pupils and teachers are distributed among the following topics: "Reading Program," "Guidance Service," "Reference Service," "Curriculum Development," and "Organization of Materials for Service." Five of the references are in substantial agreement with 2 general statements found in the paragraph which introduces the chapter on library service to pupils and teachers in School Libraries for Today and Tomorrow. Two of these 5 references report the cooperative planning of teachers, pupils, and librarians for the use of library material, and

3 pertain to the library's need for a wealth of materials. There are no standards in the Evaluative Criteria exactly comparable to these 2 general A. A. S. L. statements.

#### Reading Program

Of the 43 references which could be checked with the A. A. S. L. standards for the reading program, 14 are concerned with the librarian's providing abundant materials to meet varying abilities and interests, and encouraging discrimination and appreciation in their use. Thirteen of the references are concerned with the librarian's role in providing stimulation and encouragement for reading. Five of these 13 are general statements, 7 relate to the preparation of effective displays and exhibits, and one mentions the librarian's talking with individuals to develop awareness of needs. Seven references to the librarian's cooperation with other teachers include 2 general references, one report of a librarian's following up suggestions made by teachers about individual pupils, and 4 references to providing bibliographies and suitable collections of books and materials to fill specific needs. Of the 5 references to the librarian's knowing individual pupils, their reading abilities and interests, one is a general statement, 3 are concerned with encouraging discrimination in selection and reading, and the other with developing appreciation of good writing. No references were found to 2 other standards: namely, the librarian's keeping or having available records of pupils' reading; and his encouraging the expansion of interests,

although this latter activity has not been checked separately, due to its close correlation with activities included in other standards in the same general section.

There are 2 references each to the librarian's knowledge of many books, their content, their style, and their level of difficulty, and to his responsibility for creating situations and atmosphere conducive to reading.

In the Evaluative Criteria, under "Duties and Responsibilities of Library Staff," there are 2 items to which there are 10 references each, and which, although somewhat differently worded, belong to the same category as the A. A. S. L. standards already considered in this section. One item has to do with the library staff making available to pupils a wide variety of library materials and services, and the other with leading pupils to select books suitable to their reading abilities and interests. Other relevant criteria, found under "Use by Pupils" in the Evaluative Criteria, deal with pupil use of the library for leisure and voluntary reading activities, with 4 references; and pupil use of audio-visual materials, and the development of reading clubs to extend the use of library materials, with no references.

#### Guidance Service

Of the 45 references which may be correlated with the A. A. S. L. standards for guidance service, 10 mention work with student library assistants and 6 with honor students. Eight references deal with supplying, stimulating interest

in and examining occupational materials, and 7 references each with promoting desirable social attitudes and stimulating the use of library resources for solving school and personal problems. There are 3 references each to the importance of cooperative planning, 2 to the cultivation of work habits and skills in the use of library materials, and one each to the library's contribution to personality development and varied social relationships, and to the encouragement of personal investigations and broad reading interests.

Two evaluative criteria listed under "Use by Pupils" deal with the same matters as do the standards mentioned above. One deals with selected pupils acting as library assistants and is referred to 10 times; the other is concerned with pupils respecting the rights of others in their cooperative use of library facilities and materials, and is referred to once. Under "Duties and Responsibilities of Library Staff," both stimulation and guidance of pupils in different phases of their reading, and encouragement of pupils to widen their reading interests are relevant criteria, but no data have been referred to them as the 10 reports and other statements which might have been so entered were arbitrarily assigned to a corresponding criterion under "Reading Program": namely, that the librarian guides pupils in selecting books suitable to their reading abilities and interests.

## Reference Service

Of the 5 standards for reference service presented in School Libraries for Today and Tomorrow, group reading and research in the library by classes working under teacher leadership, with 19 references, receives the greatest amount of attention. The other 28 references to this service are concerned with matters related to the following statements of standards: individual exploration and use of materials, 13 reports; planned library periods for improving ability in the use of books and libraries through group instruction and guidance under combined teacher-and-librarian leadership, 8 references; free use of materials from the central library selected cooperatively by class groups for special projects and uses in the classroom or laboratory, 5 reports; and preparation, with pupil-teacher cooperation, of bibliographies for class or personal use, 2 references.

Evaluative Criteria items related to reference service are found under several headings. Under "Duties and Responsibilities of Library Staff" it is stated that the staff, working with other members of the instructional staff, systematically acquaints pupils with the proper and effective use of library facilities. There are 5 references pertaining to such instruction. Under "Accessibility of Library Facilities," 2 items are concerned with library materials freely loaned to classrooms and study halls as needed, and with those materials being made easily available to pupils for classroom and home use. There are 5

references to the former provision and 6 to the latter. Under "Use by Teachers" 3 references relate to a criterion which states that teachers and staff, working together, assist pupils in developing desirable reading and study habits. The several relevant standards under "Use by Pupils" are these: pupils use the library for group library activities, with 19 references; pupils borrow books and periodicals for classroom use, 2 references; and pupil activity organizations use the library extensively in the promotion of their projects, one report.

#### Curriculum Development

Seven of the 16 references which can be compared with A. A. S. L. standards for curriculum development deal with the librarian's participation in curriculum studies and development, and 3 others report his membership on teacher committees, local and otherwise. There are 2 references to assistance in remedial programs, especially those related to study and reading skills, and one reference each to the importance of the librarian's assuming his share of the educational program, to his preparation of bibliographies for all reading levels and subject interests, to planned instruction in the use of materials, and to cooperative guidance in the development of good study habits. There is no reference to stimulation and assistance in group and individual investigation.<sup>1</sup>

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<sup>1</sup>This was interpreted by the writer of this paper to mean stimulation and assistance in group and individual investigation carried on by members of the school staff, since

With 2 exceptions, the 8 items listed in the Evaluative Criteria under "Use by Teachers" appear either to be closely related to the library's contribution to curriculum development or to fit better here than anywhere else in this discussion. The 6 pertinent items are concerned with extensive teacher use of the library materials in classroom planning and teaching, and with teachers stimulating and assisting pupils in their effective use of library materials, with 6 references each; teachers using the library as an aid in curriculum development, with 5 references; teachers informing the librarian regarding library needs in relation to classroom activities, 2 references; teachers using school library materials to promote their own professional growth, one reference; and teacher use of the library for recreational reading, none. As given in the Evaluative Criteria, duties and responsibilities of the library staff which are relevant here are the following: the librarian cooperates with other departments in providing exhibits, and welcoming displays furnished by them, 4 references, the librarian participates in classroom activities and works with teachers to increase the effective use of library materials, 3 references; the librarian regularly informs teachers of new materials which have been acquired, one reference; the librarian is acquainted with the content of various course offerings, assists teachers in collecting and organizing bulletin and display materials, studies provisions made in aid to pupils in their investigations appears to be cared for by standards presented for reference service.



elementary schools for helping pupils use library materials, evaluates knowledge and skills in the use of the library, and studies and evaluates pupil and teacher use of library materials, no references.

#### Organization of Materials for Service

There are 9 references which could be matched with standards given under the heading "Organization of Materials for Service" in School Libraries for Today and Tomorrow. Six of these mention the maintenance of records generally considered desirable, one is a report of an elementary school library organized according to generally accepted practices, and the other 2 report that inventories are taken in two specific elementary school libraries. Items receiving no attention are the use of inventory records as guides in preparing orders, and the use of all available standard aids to cataloging. Six of the 9 references are to the organization of elementary school library materials.

Items related to the organization of materials for service, as found in the Evaluative Criteria under "Duties and Responsibilities of Library Staff," deal with the library staff's organization of all library materials for effective use, with 3 references, and the library staff's periodic inventories of library materials, with 2 references, both to elementary school libraries. Listed under "Classification and Care of Library Materials," other pertinent evaluative criteria are concerned with the maintenance of a card catalog with author, title, and subject cards for each

title, with 4 references; the proper shelving and frequent checking of books and other materials, and the classification and arrangement of library books according to the Dewey or a comparable system, with 2 references each. In addition, there are the following criteria to which there are no references: the accessioning and cataloging of all library materials of permanent value regardless of where they are housed; the keeping up to date of all catalog materials, the shelf list, and an accession record; and the existence of an efficient loan system. Eight of the 13 references mentioned in this paragraph are concerned with the organization of materials for elementary school library service.

None of the reports and other statements concerned with school library service to pupils and teachers were found to be incompatible with the standards presented in School Libraries for Today and Tomorrow or with the conditions, provisions and other characteristics found in the Evaluative Criteria. There is considerable emphasis upon the library's provision of varied and abundant materials to meet the needs, interests, and abilities of pupils, on provision for group utilization of library materials for reading and research, both in the library and in the classroom, and for individual exploration and use of library materials. Somewhat less attention is paid to planned periods for instructing groups in the use of the library, to the library's work with student assistants and honor pupils, the library's contribution to the promotion of desirable social

attitudes, the solution of school and personal problems, and the development of the school curriculum. Among the phases of school library service in this area receiving proportionately little attention or none at all were these: the importance of cooperative planning for school library service to pupils and teachers; the availability of pupil reading records and the development of reading clubs to extend the use of library materials; the extensive use of the library by pupil activity organizations; the librarian's assistance in group and individual investigation by staff members; teachers' use of the library for professional and recreational reading; the librarian's acquaintance with various course offerings and his evaluation of the use of the library by pupils and teachers; the accessioning and cataloging of all library materials of permanent value; and the use of all available standard aids in the cataloging of library materials. Of the 165 statements and reports which could be checked with the A. A. S. L. standards for school library service to pupils and teachers there were 55, or one out of every 3, which were concerned specifically with elementary school library service.

#### Personnel

Table 25 shows that there are 11 references to school library personnel which could be checked with items in School Libraries for Today and Tomorrow and 71 which could similarly be checked with items in the Evaluative Criteria.

As presented in the first of these two publications, the standards relating to school library personnel are distributed under 3 headings, "Size of Staff," "Training," and "Status and Remuneration." The Evaluative Criteria employs a somewhat different arrangement, using as headings "Numerical Adequacy," and "Preparation and Qualifications, and Conditions of Service." A third one, "Duties and Responsibilities of Library Staff," lists library activities entered under other headings in School Libraries for Today and Tomorrow. For this reason, the 15 statements and 32 reports of practice relating to items listed under this Evaluative Criteria heading will not be considered here but rather, along with similar items included under other headings in School Libraries for Today and Tomorrow.

To "Size of Staff" in the A. A. S. L. standards and "Numerical Adequacy" in the Evaluative Criteria there are 6 references. The 6 which may be compared with A. A. S. L. standards comprise 5 references to the provision of a full-time librarian for 500 pupils and one to definitely-scheduled part-time service for 200 or less pupils. One of these 6 references reveals that there is no trained librarian in charge of the library in an elementary school enrolling 800 pupils(9:381), a condition out of line with the standard. There are no references to clerical assistance for the part-time librarian and for pupil enrollments of 1000 pupils, nor to adequate professional and clerical assistance for supervising librarians. Two of the 6 references are to elementary school library personnel.

The 6 references to numerical adequacy of the staff which can be compared with Evaluative Criteria items include 5 pertaining to the professionally-trained librarian's responsibility for the school library and one to the availability of clerical assistance. One of these references does not meet the criteria for personnel charged with responsibility for the library(9:331). There is no reference to the provision of professionally-trained assistant librarians for large schools. Two of the 6 references are to elementary school library personnel.

Five references were found to compare fairly closely with A. A. S. L. standards of training for the school librarian and the teacher-librarian, and for training teachers to use the school library. One of the 5 implies that the school librarian should have completed a suitable and organized college program in Library Science, another states that the teacher-librarian should have completed 16 hours of Library Science, and a third affirms that student teachers should be given sufficient time to become acquainted with the libraries in the schools where they work. There are 2 reports of in-service training for supervisors and teachers in the use of the library. None of the above 5 references pertains specifically to elementary school libraries.

The 14 references to matters listed in the Evaluative Criteria as factors in the professional preparation and qualifications of the library staff include 6 referring to their ability to help pupils in the proper and effective

use of the library and library materials, 3 about demonstrated ability to assist teachers in the selecting and using a variety of library materials, 3 more about the librarian's broad knowledge of books and periodicals, and one statement each about the librarian's broad, general education and his ability to work as a member of curriculum development committees. Evaluative Criteria items not referred to specifically are the librarian's understanding of the school's philosophy of education, his successful teaching experience, his ability to organize and manage the library effectively, to work with school administrative officials to secure effective library service, and to make the library an attractive learning situation. Other characteristics of the librarian which receive no specific attention are those of training in the organization of material, including cataloging and classification; training in the management of library services; knowledge and understanding of book and periodical reading needs of secondary-school pupils; training in selecting, acquiring, and organizing pamphlets, bulletins, and similar materials in terms of needs of pupils; preparation in the selection, organization, and use of audio-visual materials; ability to use reference books and to teach pupils to use them; and knowledge and understanding of reading disabilities and reading instruction. Three of the 14 references noted in this area pertain to elementary school library personnel.

Under the headings "Status and Remuneration" in School Libraries for Today and Tomorrow and "Conditions of

Service" in the Evaluative Criteria there are some standards which are very nearly the same. These statements deal with matters to which no specific references are made: namely, school librarians having faculty status and salaries consistent with those of teachers having equivalent education, experience, and responsibilities; and provisions for tenure, retirement, and leaves, which should be the same as those applicable to other teachers in the same system. That the head librarian should rank as the head of a department, as stated by the A. A. S. L. standards, or that librarians should participate in all faculty meetings and should be provided with additional compensation for service required during regular vacation periods, as the Evaluative Criteria suggests, are not mentioned. There are, however, 2 general statements and 2 reports of practice having to do with librarians being represented on faculty planning committees that help shape the educational program of the school. This latter criterion is listed under "Conditions of Service" in Evaluative Criteria and is not duplicated in the A. A. S. L. standards in this area.

The references which could be compared with the standards and criteria for school library personnel emphasize to some extent the assignment of professionally-trained, full-time librarians to schools of 500 or more pupils, the library training of librarians and teachers, the librarian's ability to assist teachers and pupils in the selection and use of library materials, his need for a broad general education, and his membership on faculty planning

committees dealing with the educational program. Little attention is given to professional or clerical assistance for librarians, the librarian's understanding of the school's philosophy of education, his successful teaching experience, his knowledge and understanding of reading disabilities and reading instruction, and his ability to organize and administer the library and its materials effectively. There is no statement that refers to the librarian's status as equivalent to that of teachers with equal responsibility, training and experience. With the exception of one report concerning the absence of a trained librarian in a school of 800 pupils, all of the references which could be checked with the standards were found to be compatible with them.

#### Book Collection and Other Library Resources

As shown in Table 25, there are 36 references that can be checked with A. A. S. L. standards for the book collection and other library resources. Five of the references pertain to a general standard which stipulates that all who are to use them should share responsibility for the selection of materials. One of these 5 was found compatible with the injunction that selection should be based on the need for the material in terms of social, aesthetic, and intellectual growth of the pupils. Another of the 5 reveals something less than 100%-participation of teachers and pupils in the selection of library materials included in the survey reported, but states that materials selection has become a cooperative enterprise(199:73). That the school library



appears to be the logical central source of information about all materials in the school, as distinct from being the central source of the materials themselves, is given no attention.

Relevant items listed in the Evaluative Criteria are: suggestions from pupils, with 3 references; and suggestions from teachers, with 4, both included under "Selection of Library Materials"; also, regularly informing teachers of new materials available for acquisition, listed as a duty or responsibility of the library staff, a point to which no specific reference is made in the periodicals examined.

Thirty of the 36 references mentioned above may be classified by A. A. S. L. standards under "Books," "Pamphlets and Clippings," "Periodicals and Newspapers," "Audio-Visual Aids," and "Community Resources"; they will be discussed under these headings, as will also those references pertaining to related items appearing in the various divisions of the Evaluative Criteria standards for the materials collection.

Fourteen of the 36 references are to elementary school libraries.

#### Books

Standards are given in School Libraries for Today and Tomorrow for the selection, size, and maintenance of the book collection. The factors to be kept in mind in judging the adequacy of the collection receive varying amounts of attention in the periodicals examined. To varying interests

and needs of pupils and teachers there are 3 references; and to abilities of pupils, requirements of the curriculum, the considerable help that can be obtained through the use of standard lists in selecting initial or basic collections, and the librarian's obligation to assume leadership in the selection of books to meet school and community needs, there is one reference each. Methods of teaching, availability of books outside the school collection, provision for growth in literary appreciation, and opportunity for widening information interests are not mentioned specifically as factors to be considered.

Relevant evaluative criteria, under "Duties and Responsibilities of Library Staff," are exercising leadership in the development of policies for the selection and use of library materials, with one reference; and cooperating with teachers in the selection and use of library materials, with 2 references. Under "Selection of Library Materials," other relevant criteria are: value and desirability of products of various authors, with 6 references, present and potential study and reading interests and needs of pupils, with 3 references each, and various printed aids, with 2 references. Factors mentioned once are: abilities of pupils; aims, techniques, and content of the curriculum; recognition of special community interests and needs; present distribution of titles as to classification, curricular and extra-curricular needs; format; inquiry data;<sup>1</sup> circulation data; and

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<sup>1</sup>That is, information about materials requested and questions asked.

availability of purchase on an economical basis. Those not referred to are: proximity and availability of other library materials in the community; availability of loans from other libraries, governmental agencies, individuals and other sources; selection of subscription books and sets from standard lists with or without consulting Subscription Books Bulletin; and discussions with school and public librarians.<sup>1</sup>

Two of the 3 references to the size of the book collection are reports of elementary school library collections below standard according to A. A. S. L. recommendations. Hanks mentions 2600 books for 800 pupils(9:398), and Dyke and Merow describe a bookmobile collection of 10,519 books to serve 3700 regular users(12:61).<sup>2</sup> That sets of supplementary texts should not be considered a part of the library book collection, as stated in School Libraries for Today and Tomorrow, is not mentioned in the periodicals analyzed. No attempt was made to check the school library information presented with the section headed "Book Collection" in the Evaluative Criteria, as that is designed specifically to provide a record of information about the book collection of an individual school library and contains no items with which the information at hand can appropriately be compared.

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<sup>1</sup>It should be noted that the factors listed in the Evaluative Criteria as those to be considered in "selection" apply not only to books but also to periodicals and other library materials.

<sup>2</sup>The minimum number of volumes suggested in Appendix A of School Libraries for Today and Tomorrow is 5,000 volumes for an enrollment of 500 and 12,000 volumes for an enrollment of 3,000.

One reference was made to the withdrawal of out-of-date and otherwise inappropriate books from the school library collection, but none relating to the other two A. A. S. L. standards included under "Maintenance," namely, that many titles of continuing interest need to be replaced or rebound, and that some titles may be purchased in pre-library-bound editions. Two standards under "Classification and Care of Library Materials" in the Evaluative Criteria are related to the maintenance of the book collection: books are repaired and rebound according to acceptable library standards, and library materials which have ceased to meet pupil needs are discarded periodically. Two references tell of parents repairing elementary school library books but do not describe the methods used(9:385; 10:52-53). There is no reference to periodic discarding of library materials.

#### Pamphlets and Clippings

School Libraries for Today and Tomorrow presents 3 standards for the pamphlet and clipping collection. There is one reference that compared to the first of these three, namely, that these materials should be organized as an integral part of the library collection, but there are no references assignable to the other two, namely that materials should be regularly added to the file and promptly withdrawn when no longer useful. Four references pertain to the Evaluative Criteria stipulation that collections of vertical

file materials should be readily accessible, but none to provisions for keeping these file materials up to date.

#### Periodicals and Newspapers

There are 3 references assignable, one each, to the corresponding 3 A. A. S. L. standards for periodical and newspaper collections. The standards contemplate each school library subscribing to as many periodicals as the school can put to good use, provision of a magazine indexing service, and a minimum program for magazine subscriptions. One of the 3 references is a report of an elementary school that subscribes to far fewer magazines than the 10 to 15 recommended as a minimum for elementary schools of 200 pupils(9:383). There is no reference relating to the fourth standard which specifies that twelve-month subscriptions should be arranged for magazines to be used for reference purposes.

The Evaluative Criteria checklist items duplicate one of the above standards, namely, that a general periodical index should be available, to which there is one reference. In addition, this checklist includes the following items: periodicals are provided which emphasize the various areas of the curriculum, reflect the world scene, and appeal to the interests and needs of young people, with 2 references; and periodicals and newspapers are provided that include general coverage of a variety of subjects, with one reference. Criteria receiving no mention are: periodicals are provided which are adapted particularly to the

needs and interests of adolescent boys and girls; periodicals are provided which include different editorial points of view; periodicals regularly subscribed to are checked with the periodical list in the Standard Catalog; accessible files of periodicals indexed in the Guide are kept for a sufficient length of time; and periodicals are reinforced or placed in protective covers.

#### Audio-Visual Aids

The only reference that is entirely compatible with any one of the 9 A. A. S. L. standards for audio-visual aids emphasizes the importance of the librarian's close cooperation with other staff members having responsibility in this particular area. The 8 standards not referred to are the following: audio-visual aids are an important part of library resources; librarians should take the initiative in making these materials known and in securing and promoting their use; selection of these materials should be made cooperatively by teachers, pupils, and librarians; national, regional, and state lists should be used in selecting materials; films and allied materials should be previewed before purchase; films may be obtained free from central agencies; and film collections should be kept in good repair.

The Evaluative Criteria items concerned with audio-visual aids include 2 specified duties or responsibilities of library staff members: namely, assistance in planning, with various staff members, for effective use of audio-visual

equipment and materials, and assisting teachers in selecting and using audio-visual materials. To each of these there is one reference. Standards listed in the Evaluative Criteria under "Additional Instructional Materials" stipulate the availability of motion picture films, and the provision of phonograph records and transcriptions, with 2 references each; and the provision of slides and still-projection aids, and recording equipment, one reference each. The organization of all audio-visual materials for efficient use; the provision or availability of projection equipment, of a record player, recording equipment, and radio facilities; and the use of the services of cooperative film libraries or similar agencies are not mentioned specifically in the selected periodicals in connection with school library service. There are no references to 2 factors included under "Selection of Library Materials," namely, need for and intended use of audio-visual materials, and ease and convenience in using them.

The Evaluative Criteria lists several other considerations relative to additional instructional materials not necessarily housed in the library: organization of posters and pictures, maps, charts, and similar materials, for efficient use; and the provision of models, specimens, and similar exhibit materials. There are no references to these.

## Community Resources

The A. A. S. L. standard stating that community resources should be used to strengthen the library is referred to or exemplified 14 times in the periodicals analyzed, mostly in connection with the use of public library facilities by pupils and teachers. In addition there is a statement that the librarian should encourage the use of these resources of the community. Five of these 14 references deal with elementary school pupils and teachers. Standards to which there are no references are: cooperative planning between librarians can result in better service and more effective collections; the librarians should know these resources; information about these resources should be recorded in the library; and the librarian should make available suitable materials from these community agencies and groups.

Related items in the Evaluative Criteria, under "Duties and Responsibilities of Library Staff," are: cooperation with community librarians in increasing the effectiveness of community and school libraries, with one reference; and maintenance of a clearing-house of information concerning community resources for instructional purposes, and keeping public librarians informed of pupil needs for public library materials, with no reference to either. Under "Use by Pupils," pupil use of other libraries in the community has 9 references; and, under "Selection of Materials," discussions with school and public librarians



receives no attention.

References to the school library's book collection and other library resources place considerable emphasis, proportionately, upon the cooperative selection of library materials, and upon the selection factors of pupil interest, pupil need, and the value and desirability of the products of various authors. Also emphasized are the availability of various types of materials and the use of community resources to strengthen the school library. Little or no attention is called to the school library as the central source of information about all the materials in the school, the librarian's responsibility for assuming leadership in the selection of materials, standard lists as valuable aids in selecting materials, curriculum requirements and methods of teaching, proximity and availability of other materials in the community, and cooperative planning of school and community librarians. All references which could be checked against the standards and criteria for evaluating the school library's materials collection were in essential agreement with those standards except for 3 reports revealing materials collections below standard in size, 2 that mentioned book repairing which might not meet the standards, and one of less than 100% participation of teachers, pupils, and librarians in the selection of library materials.

#### Library Quarters and Equipment

As shown in Table 25, there were 108 references to library quarters and equipment that could be checked against

the A. A. S. L. standards in Dear Mr. Architect,<sup>1</sup> and 99 which could be similarly checked with the Evaluative Criteria. About four-fifths of these references are reports of actual practice and are derived from articles not devoted specifically to school libraries. Five different references pertain to elementary school library quarters.

More than half of the references checked in connection with Dear Mr. Architect and the Evaluative Criteria deal with areas to be provided, as follows: reading or general use centers, conference rooms, listening rooms, preview rooms, workrooms, library office, and storage rooms; also furnishings and equipment for these areas. There are 69 such references to the A. A. S. L. standards and 59 to those in the Evaluative Criteria. Six references in the former publication and 17 in the latter provide information about library-related and adjacent areas such as study halls, classrooms, and main corridors of the school.

Eight of the 69 references mentioned above are not in agreement with space allocations recommended in Dear Mr. Architect. In one of these statements(3:37) Burke quotes standards from School Libraries for Today and Tomorrow instead of presenting the newer standards from Dear Mr. Architect. The other 7 references report seating capacity out of line with the present standards. Engelhardt reports 3 different space allocations requested for secondary schools of 3500 pupils(221:47), no one of which meets the standard

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<sup>1</sup>Used instead of the older standards found in School Libraries for Today and Tomorrow.

of 25 square feet per seated pupil when the number of pupils to be accommodated is reckoned according to specifications in Dear Mr. Architect. Forest Grove Union High School(264:43) and Alamagordo's new high school(270:52) are reported to have libraries that seat 84 and 80 students, respectively, a number well within the older standards and only slightly above the maximum number of 65 to 75 students now recommended by the American Association of School Librarians to be seated in any one area of the library. Williams(273:38) reports a main library room seating 150, and Sylvester (271:50) describes one which appears to be sub-standard on two counts: it accommodates about 100 pupils and contains sufficient floor area for about 90.

The only reference to library areas that was checked as below-standard on the Evaluative Criteria checklist describes an elementary school library room which could be used conveniently at one time by only about 18 children, or half a class(9:383). The only unchecked criterion dealing with equipment for any of the library areas is one which refers to a noiseless typewriter as an item of library equipment.

The general treatment of the library areas, including lighting, sound control, provision of glass partitions to facilitate supervision, and the artistic and suitable decoration of the library, is referred to 19 times in ways that can be checked with Dear Mr. Architect, and 23 times in ways that can be checked against the Evaluative Criteria.

Items included only in the A.A. S. L. standards and not mentioned above are these: planning for school library quarters should be done on a cooperative basis, with 6 references; the school library should be functionally designed as a materials center, with 5; the type of school may influence the physical facility provided, with no references; and simplicity, adequate space, and purposeful arrangement are essentials, with 3 references.

In general, the information presented about school library quarters and equipment agrees very well with the recommended standards. Although many of the references may apply equally well to both elementary and secondary school libraries, only 5 separate ones deal specifically with quarters and equipment for elementary school libraries.

#### Financial Provisions

Table 26 shows that only 5 of the 29 references which could be checked against the standards pertaining to financial provisions for school library service are reports of actual practice, and Table 25 shows that all but 3 of the references occur in articles dealing specifically with school libraries. Three of the 23 references which can be correlated with the A. A. S. L. standards, and one of the 10 which check with the Evaluative Criteria, are concerned primarily with financial provisions for elementary school libraries.

Items checked in both sets of standards include the provision of a regular library budget, with 2 references,

and the inclusion in the budget of funds for materials and their maintenance, with 8 references. These 10 references agree with the standards except in one instance, that of Burke's assertion that "audio-visual materials . . . are still considered as outside the scope of the library budget" (3:39).

A. A. S. L. items to which there are references and which are not included in the other checklist are: the provision of additional funds for initial or basic collections, and recommended specific budget allotments, with 3 references each; and that provision for financing the school library should be included in the school budget, school system centralization of services is desirable and economical, and equalized opportunity for school library service is dependent financially upon state and federal aid administered through proper educational channels, one reference each. The one-dollar-per-pupil regular allotment for county schools, reported by Hanks(9:381), is at variance with the one-dollar-and-a-half-per-pupil standard presented.

A. A. S. L. standards to which there are no references are the following: satisfactory school library service is dependent upon adequate financial resources; a librarian must be assured of a reasonably stable budget from year to year; funds from the book budget should be available throughout the school year; additional funds should be provided for encyclopedia replacements; the budget should include funds for personnel, and for equipment, quarters, and

upkeep; small schools may make contracts for supplementary services from the public library; and more adequate financial support is necessary if national agencies are to provide the leadership, guidance, and research that should be expected of them.

Regarding financial provisions, there are no references that can be compared satisfactorily with the Evaluative Criteria list of standards which cannot also be compared with those in School Libraries for Today and Tomorrow.

No references are made to a number of remaining items: salaries of librarians are consistent with those of other faculty members; additional compensation is provided if service is required during regular vacation periods; the librarian, after consulting with teachers or heads of departments, constructs and submits a detailed budget; budget allotments are available and library materials may be acquired throughout the year; and accurate, up-to-date records are kept, showing income, funds available, disbursements, and balances.

It appears that the majority of the references in the school library information which was assembled and which can be entered in the checklists for this area of library service are those which lend themselves to objective checking in an individual school library, and that, in general, they are compatible with the standards. Little or no attention is directed to the administrative responsibilities of the librarian in the area of financial provisions for library service, or to the possible or potential benefits

which might accrue from centralization of library service and from provisions for more adequate state and federal assistance to school library programs.

Administration, Supervision, and Extension  
of School Library Service

As shown in Table 25, there were 34 references which could be compared with the A. A. S. L. standards for administration, supervision, and extension of school library service, exclusive of financial provisions which have been considered earlier in this paper. Since Section F of the Evaluative Criteria has no similar sub-section, references to its standards in the areas of organization, management, and administration of libraries will be discussed separately from references to standards in School Libraries for Today and Tomorrow.

Of the 34 references assignable to the A. A. S. L. standards, 10 have to do with the school superintendent's responsibility for developing and effecting a well-conceived and stimulating program of school library service, including the interpretation of that program to parents and other members of the community as well as to the faculty of the school.<sup>1</sup> One of the 10 references reports the interpretation of elementary school library service. There is one reference each to the effect that the school board is

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<sup>1</sup>All references to the interpretation of school library service were entered here whether or not it was specifically stated that the superintendent had personally initiated that interpretation.

responsible for the financial support and the educational worth of the school library program, and that the principal consideration in its formulation and administration should be the provision of adequate library service to meet the curricular and personal needs of pupils and teachers at all school levels.

One of 2 references concerned with the administration of individual school libraries is a report of a certain elementary school library which serves 800 pupils and is not in charge of a trained librarian(9:381), a condition incompatible with the standards. The other reference states that it is desirable to have library materials, including audio-visual ones, so centralized as to provide uniform access.

Six of the 18 references to central school library agencies are general. Four others refer to the services which such agencies should or do provide, but include no mention of guidance or consultant services for the assistance of teachers, librarians or school administrators confronted with various school library problems. There are 2 references each to the fact that a coordinated program with supervision and central organization for all schools in an administrative unit has been found to be an efficient arrangement; that where many small schools are concerned, a central book collection should be maintained; and that book-mobiles or other means of transportation for the materials in the central collection should be provided. Items not



included above and referred to only once are these: larger school systems should employ a supervisor of school libraries and appropriate clerical help; and library service should be given by professionally trained librarians. Two references report conditions not in line with the standards for library service from a central school library agency. Hanks states that the governmental district in which she lives makes no provision for elementary school libraries(9:378); and Daniel and Selmeier say nothing about any supervising librarian for a collection of over 3500 books distributed to city schools(185). Elementary school library service is specifically mentioned in 7 of the 18 references to central school library agencies.

No references to state school-library agencies were noted. The standards applicable to this area of library service as presented in School Libraries for Today and Tomorrow, include the recommendation that school library supervision with qualified personnel be made a part of the program of every state department of education. They also outline the responsibilities of the state school library director or supervisor. These have to do with interpretation of school library service, adaptation of national school library standards, and promotion of continual improvements in school library service; evaluation of school libraries and encouraging every school to try to reach or exceed state and national standards; interpretation of state school library laws and regulations; cooperation with

other agencies responsible for the education of teachers and librarians; providing information, advice and aid relative to school library problems; preparation and distribution of materials that interpret the work of the school library and promote improved library support and service; collection and organization of statistical and factual data about school libraries in the state; and encouragement of school librarians to participate in professional organizations and activities.<sup>1</sup>

The only references to national agencies as sources of service to school libraries take the form of 2 reports. One tells of a parent-chairman of a school library committee who received aid from the library specialist of the United States Office of Education(9:378); the other explains that the Educational Services area of the reorganized Office of Education "embraces" library service(42:131).

Entirely unmentioned is the practical assistance that the various national agencies give, or are prepared to give, to schools and education departments in planning and developing library programs, and to librarians and school leaders in sharing and evaluating their school library experiences, the concern of national agencies for the training of school librarians and teacher-librarians, the accreditation of library schools, analysis of training needs, and the formulation of plans for recruiting and training the right kind of persons for school library service.

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<sup>1</sup>Page 35.

Evaluative Criteria checklist items dealing with administrative provisions, other than financial ones, for the school library are found under 3 headings: namely, "Use by Teachers," "Duties and Responsibilities of Library Staff," and "Accessibility of Library Facilities." One of the criteria under the first heading relates to the administration's encouraging teachers to make continuous and substantial use of library materials. This encouragement is mentioned once in the periodicals examined. Criteria listed under the second heading are concerned with the staff's providing cooperative supervision of activities within the library, giving attention to the proper physical environment, reporting periodically on the status and needs of library service, and carrying on an extensive program of library publicity in the school. In the literature examined no references were found to any of these items. A fifth criterion, concerned with the staff's contribution to public relations activities of the school is referred to twice. Under "Accessibility of Library Facilities" relevant criteria are: pupils have access to the library during class periods, 9 references; the library is open continuously throughout the day, 3 references; it is open for pupil use before the beginning of the daily program, one. Criteria lacking any references are the following: members of the professional staff are on duty in the library throughout the day, the library is kept open as long after school as use justifies, open-shelf facilities are provided whenever

possible, and individual pupil schedules permit at least three periods per week for work in the library.

About one-third of the references that can be compared with the A. A. S. L. standards for the administration, supervision and extension of school library service are concerned with the school superintendent's responsibility for the library program, including interpretation of that program, and about one-half are related to the central school library agency. There are no references to state school library agencies and only 2 to national ones; and almost no attention is called to the assistance that such agencies are prepared to give to administrators and librarians working toward the solution of their library problems. The majority of the references that can be satisfactorily checked with the Evaluative Criteria are reports of the library's availability for pupil use during class periods and its being open throughout the day.

Reports of conditions incompatible with A. A. S. L. standards are: there is no provision for a professionally-trained librarian to be in charge of an elementary school library serving 800 pupils; no apparent provision for professional library supervision and responsibility for a city school system's instructional materials center; and no system-wide provision for elementary school libraries in a large city. Ten of the 34 references that can be compared with the A. A. S. L. standards have to do specifically with elementary school library service.

Summary

A survey of school library information presented in the selected periodicals examined in this study reveals that many of the items of information cannot be compared satisfactorily with the national school library standards found in School Libraries for Today and Tomorrow or with the criteria for evaluation presented in the 1950 edition of the Evaluative Criteria. This is due partly to the lack of comprehensive information about the school library situation to which reference is made, and partly to the fact that the area of school library service or the small phase of it under consideration is either omitted from the standards, or that the statement of the standard is qualified in such a way that its application is limited. Another circumscribing factor is that the standards and criteria, especially those found in the Evaluative Criteria, are oriented toward the evaluation of specific school library programs rather than printed information about those programs or about school library service in general such as one finds perforce in the selected periodicals.

It was found that 373 references to school library service could be compared with the A. A. S. L. standards and 327 with the Evaluative Criteria. About 75% of the references deal with service to pupils and teachers, library personnel, and the physical facilities of the library, and roughly two-thirds of the total number come from articles other than those classified under "School Libraries." About

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7 out of 10 references that could be compared with the A. A. S. L. standards, and about 3 out of 4 comparable to the items of the Evaluative Criteria, are reports of actual library practice rather than statements about what can or should be done. Observations of the former kind predominate in references found in articles on the school library, and reports of practice in references from other articles. Only 21 references from all the remaining sections of the periodicals could be compared satisfactorily with the standards and criteria. About one-fifth of the references are to elementary school library service.

Service to pupils and teachers.--The references to school library service to pupils and teachers were found to be fairly compatible with the standards and criteria applicable in this area. Considerable emphasis is given to the library's provision of varied and abundant materials suited to the pupils' needs and interests and to arrangements for individual and group use of those materials. Somewhat less attention is given to the library's contribution to the school program through working with student assistants and with exceptional students, through planned periods of library instruction and by assisting in the development of the school curriculum as called for by the standards. And little or no attention is given to the following standards: cooperative planning for school library service to pupils and teachers; pupil reading records and reading clubs; pupil use of audio-visual materials; pupil activity organizations; teachers' use of the library for professional

and recreational reading; the librarian's knowledge of course offerings; his evaluation of both teacher and pupil use of the library; the cataloging of all library materials of permanent value, and the use of all available printed aids in that process. One third of the 165 references that were checked against the A. A. S. L. standards for library service to pupils and teachers are concerned with elementary schools.

Personnel.--The references to school library personnel emphasize the library training of librarians and teachers, the librarian's ability to assist pupils and teachers, and his participation in faculty planning for the educational program of the school. Little or no emphasis is placed upon clerical or professional assistance for the librarian, the librarian's understanding of the school's philosophy and of reading instruction, or his teaching experience and his ability to administer the library effectively. One reference pointed to a condition out of line with the standards and criteria relating to school library personnel. The library of an 800-pupil elementary school was reported to have no trained librarian in charge. Two of the 11 references comparable to the A. A. S. L. standards for school library personnel are concerned with elementary school libraries.

Book collection and other library resources.--References to the school library's book collection and other library resources emphasize the cooperative selection of library materials, various factors important in that selection, the



availability of the different types of materials, and the use of community resources to strengthen the library. There are few references, or none, to the school library as the logical central source of information about the materials in the school; to the librarian's leadership function in the selection of materials; the consideration of curriculum requirements, other materials available in the community, and standard lists as factors in book selection; or to cooperative planning by school and community librarians. With 5 exceptions the references to the book collection and other library resources were found to be compatible with the standards and criteria in this area of school library service. The exceptions are concerned with sub-standard book and magazine collections, book repairing done by parent volunteers, and less-than-total participation by teachers, pupils, and librarians in the selection of library materials.

Library quarters and equipment.--The information about library quarters and equipment is in general agreement with the standards presented in Dear Mr. Architect and the specifications suggested in the Evaluative Criteria. References not compatible report seating capacity and floor space at variance with the standards. Only 3 references are concerned specifically with elementary school library quarters.

Financial provisions.--With the exception of one reference to financial provisions for audio-visual materials, and one report of practice involving a below-standard per-pupil

budget allotment for books, the references which could be compared with the standards and criteria for school library service are in agreement with those standards and criteria. The administrative responsibilities of the librarian and the potential benefits which might be derived from centralization of services and more adequate state and federal financial assistance receive little or no attention. Three of the references are concerned primarily with elementary school libraries.

Administration, supervision and extension of school library service.--The school superintendent's responsibility for the library program, the desirability of having central school library agencies in an administrative unit, the functions of such an agency, and pupil access to the school library during class periods and throughout the day are matters which receive most attention in the references to the administration, supervision and extension of school library service. Little or no reference is made to state and national school library agencies and to the assistance they are prepared to give to administrators, teachers and librarians. References found to be in disagreement with the standards indicate some lack of provision for system-wide library service and for professional supervision and responsibility for school library service. About one-third of the references which could be compared with the A. A. S. L. standards in this area deal mainly with elementary school library service.

In general, it appears that, insofar as the school library information presented in the selected periodicals can be compared with the school library standards presented in School Libraries for Today and Tomorrow, in Dear Mr. Architect, and in the Evaluative Criteria, that information is compatible with those standards and criteria. There are, however, many provisions, conditions and characteristics of school library service presented in these publications that receive little or no attention in the periodicals analyzed in this study.

Library service to pupils and teachers and the preparation, qualifications, and conditions of service of library personnel are the 2 areas of school library service which together receive the most emphasis as to number of times mentioned, comprehensiveness of attention to the various standards and criteria within each category, and compatibility of references. There are reports of the co-operative activities of teachers, pupils, and librarians that help to make the library an integral part of the school. There is, on the other hand, proportionately little evidence of cooperative planning for school library service, of recognition of the librarian's responsibility and capacity for contributing to the total educational program of the school in various ways, including his evaluation and administration of the library program so as to make it an integral part of that total educational program.

References to school library quarters and equipment are quite in line with the standards presented. This is true also of such references as there are to financial provisions for school library service, with the exception that, in this area, scant attention is directed to the librarian's administrative responsibility in relation to the library budget.

References which were compared with the standards for other areas of school library service also fail, largely through omission, to call attention to many of the recommended or suggested administrative functions of the librarian in the individual school or school system, or to the cooperation, centralization, and professional contributions of library agencies and services beyond the level of the local school administrative unit.

More than one out of every 5 of the references which could be compared with the standards and criteria used as evaluative measurements are concerned specifically with elementary school library service, these references being most frequent in the area of service to pupils and teachers and in that of the book and materials collection.

## CHAPTER VII

### SUMMARY AND CONCLUSIONS

#### General Summary

The object of this study was to analyze the content of representative education periodicals thought to be most generally available and of considerable potential interest to elementary and secondary school administrators for the purpose of determining the characteristics of the school library information contained in those periodicals, especially that information which has to do distinctly with the school library's contribution to the total educational program of the school.

The entire content of 13 selected periodicals published between September 1, 1954, and August 31, 1955, was analyzed. All the articles were classified for their content, and all that were found to be specifically about school library matters were further classified according to the special library topic treated in the article. In addition, school library items, wherever found in the periodicals, were likewise taken note of and classified. At this point, all assembled items of library information were examined for their relevance to the library's special contribution to the educational program of the school, to the

library's relationship to other special services and agencies, and to administrative provisions for school library service. Finally, they were examined also for the measure of their agreement with concepts and practices set forth in national school library standards.

Amount, Location and Authorship of  
Library Information

It was found that 11 of the 1561 articles in the selected periodicals are devoted specifically to school library matters, 225 only mention school libraries, 74 mention libraries other than school libraries, and that 38 references to school libraries occur in parts of the periodicals not classified as articles. In terms of the number of articles devoted specifically to the subject, school library service receives less attention than do the instructional program, the audio-visual program, the guidance program, the school lunch program, or educational psychology and psychological services. Of the 373 references which could be compared with the national school library standards 86 are related to elementary school libraries.

The amount of attention paid to the various phases of school library service in the school library articles varies from a good deal to none at all. For example, the 11 school library articles mentioned above include 3 concerned chiefly with the library's relations with parents, but none concerned chiefly with school library quarters and equipment. This latter topic, however, like several other phases of the

school library program, is mentioned in one or more of the school library articles and also receives attention in articles on other phases of the school program.

About one out of every 8 articles classified under "Instruction" was found to have mentioned school libraries in one way or another. Within this category a substantial proportion of the articles on "core" and similar programs, on Social Studies, and Reading and other language arts, mention the school library and call attention thus to its contribution to these vital areas of the curriculum.

Analysis of the distribution of the school library information available in the selected periodicals revealed that much of it appears in articles classified in this study under headings other than "School Libraries," and in other sections of the magazines. Only a portion of this school library information can be located through the use of school library and related subject headings in the Education Index.

Except as they may have been members of groups and committees, no administrators, such as superintendents, non-library supervisors or consultants, or secondary school principals, are identified as authors of the 11 articles concerned chiefly with school libraries. No librarians appear among the authors of the 73 articles on instruction that mention school libraries, except as they may have been members of the 7 groups and committees responsible for writing them. Teachers, with university and college faculty members in the majority, outnumber all other authors of

articles mentioning school libraries, as well as of all articles included in the selected periodicals.

The Library's Contribution to the Instructional  
Program of the School

Various ways in which the library contributes to the instructional program of the school are mentioned in the articles specifically about the school library, in articles on other subjects, and occasionally in the news and editorial columns of the selected periodicals. There are many illustrations of the library's contribution to the work of the teaching staff and to the curricular program of the school. Two phases of the library program emphasized in connection with the teaching staff and with the curriculum in general are the cooperation of teachers and librarians in curriculum planning, and their cooperation in identifying, locating, and using library materials that help to make possible effective teaching procedures and desirable learning experiences. The necessity for adequate library resources and facilities in conducting a high-quality educational program appears also to be generally recognized. The contribution of school and public libraries to the Language Arts program is emphasized in all of the articles specifically about school libraries, as well as in a great many other articles. Library contributions to the Social Studies program and to Science and Nature activities are mentioned in several articles, but its contribution to other subjects of the curriculum receives little or no attention.



Specific ways in which the library can assist in Special Education, Citizenship, and "core" programs are pointed out in a number of school library articles as well as in various other sections of the periodicals. Attention to the library's part in co-curricular activities is limited to several references to work with student library assistants and one reference each to 5 other co-curricular activities.

Information about the library's contribution to the instructional program of the school, derived from school library articles, was found to be substantially supplemented by information in articles classified under other headings, and in news columns and other sections of the magazines surveyed.

#### The Library's Relationship to Other Special Services and Agencies in the School and Community

Although the school library's relationship to audio-visual, guidance, and public library services receives considerable attention in these periodicals, only slight notice is given to its relationship to psychological and health services, library service other than that of public libraries, and other educational services available outside the school.

#### Administrative Provisions for School Library Service

Among the provisions that must be made for the library are those for personnel, materials, and quarters.

Although the librarian as a member of the instructional staff and as a materials specialist receives considerable attention in the 13 selected periodicals, the librarian as administrator receives much less. There is little mention of school library problems related to the recruitment, preparation, and in-service training of school librarians in spite of the current scarcity of personnel in this field. In the area of materials, the major emphasis is upon the provision and use of abundant and suitable library materials, with less emphasis upon the cooperative selection of such materials by librarians, teachers, and pupils. A great deal of information is presented about school library quarters, mainly in connection with the discussion and description of school buildings and plans. Information relative to the procedures for establishing adequate library service, to the evaluation of such service, and to supervisory and consultant services and centralization of library service at levels above the local one, is either noticeably absent from the periodicals examined or is very lightly touched upon.

Comparison of School Library Information with  
Concepts and Practices Set Forth in  
National School Library Standards

Insofar as such a comparison is possible, the school library information presented in the selected education periodicals was found to be generally in agreement with nationally-accepted school library standards, although there are a few instances of deviation from the standards,

and of statements of philosophy or reports of practice in direct contradiction to them. Information which could not be satisfactorily compared, for one reason or another, with the standards was often found to be compatible with them in spirit. The comparison reported in Chapter VI supports the findings of the preceding chapter on information about administrative provisions for school library service, thus adding emphasis to the dearth of suggestions, recommendations, or instructions presented to administrators who may be interested either in establishing or improving school library service.

#### Conclusions

Before considering the conclusions to be drawn from this investigation, one should note the limitations within which it was conducted. Because the entire content of the periodicals was studied it was necessary to limit both the number of different periodicals and the number of issues to be examined. A single year's issue of 13 periodicals could not be expected to yield much evidence that would be helpful in ascertaining new emphases or trends, or to provide a basis for comparison of the library matters emphasized with those emphasized in other years, except where similar data from other time periods was available. Another disadvantage inherent in studying but one year's issues is that there may be unusual or disproportionate emphasis on some one topic. An example is the attention given to school housing, and, as a part of it, to school library quarters, in the magazines

examined in the present study, obviously a reflection of the contemporary urgent need to provide additional school facilities. Similar studies of other publication years, or an extension of this investigation, would doubtless provide more comprehensive and more representative material bearing upon the subject under consideration.

The national school library standards, although helpful in enabling the investigator to identify certain areas of emphasis or lack of emphasis in the school library information found in the periodicals, proved either unsatisfactory or entirely inadequate in other respects related to the appraisal of that information, and were used for this purpose only because no better instruments are at present available. School Libraries for Today and Tomorrow,<sup>1</sup> now somewhat out-of-date, was found especially hard to work with because, not infrequently, its statement of a particular standard includes a number of qualifying phrases. In some cases an item of information simply did not meet these qualifications and so could be considered only in approximate agreement with the standard as given; in other instances--and this is a characteristic of information found in periodicals rather than a criticism of the standard--the information given was not complete enough to allow accurate comparison. The Evaluative Criteria<sup>2</sup> specifications, having been designed for application

<sup>1</sup>American Library Association. Committees on Post-War Planning of the American Library Association Division of Libraries for Children and Young People and Its Section The American Association of School Librarians, *op. cit.*

<sup>2</sup>"Library Services," Section F, Cooperative Study of Secondary School Standards, Evaluative Criteria, 1950 (Washington: Cooperative Study of Secondary School Standards, 1950), pp. 207-18.

only to libraries of secondary schools, are naturally not particularly well-suited to the evaluation of elementary school libraries or to library service in general.

A limiting factor affecting both the selection of periodicals to be analyzed and the drawing of conclusions from the findings of the present study is the apparent dearth of information about the specific reading habits of school administrators in general or in particular. It is not fully known, for example, what education periodicals are actually most available to administrators, what proportion of administrators read the periodicals that are available to them, or what parts of the periodicals are most read. Beyond that, there is little knowledge of the effect that reading has upon the attitudes of readers, although it is believed to have some perceptible influence. For these reasons, this study is necessarily a descriptive and evaluative survey of the library information that appears in the selected periodicals; it reveals the amount and subject content of that information but cannot provide a basis for any safe conclusions relative to the effect a first-hand acquaintance with the information might have had upon school administrators or other readers of the magazines surveyed.

#### Amount, Location and Authorship of Library Information

Eleven articles devoted specifically to school library matters, and 225 that only mention school libraries, are a small proportion indeed of the total 1561 articles in the periodicals to call attention in the selected periodicals to such an important teaching and service agency as the school library is generally considered to be. However, this may

not be an atypical situation. It has been shown earlier in this study that 10 was the median number of articles specifically about the school library appearing in the selected periodicals during the ten-year period from September 1, 1945, through August 31, 1955,<sup>1</sup> and that several previous investigators had found a similar dearth of school library information in the education periodicals they surveyed.<sup>2</sup> Their studies, in contrast to the present one, covered only articles devoted specifically to school library matters. Moreover, little if any analysis of subject matter was attempted beyond the identification of the specific topic of each school library article, and no analysis of other articles or other sections of the periodicals was undertaken to discover what was said about school libraries. Since these investigators did not attempt a detailed analysis of the complete content of the periodicals, no relevant findings in this area are available for comparison with those of the present study.

It is possible, however, to make some comparisons of the topics emphasized in the school library articles surveyed in these previous investigations with those emphasized in the articles specifically about school libraries in the present study. "Integrating Library Service with the School Program" and "The Relation of the Library to Teachers and Curriculum" were found by Vodra<sup>3</sup> and Freisen<sup>4</sup> respectively, to be the leading topics of school library articles appearing in the periodicals they surveyed; "Administration of School Libraries"

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<sup>1</sup>See pages 30, 33 of this paper.

<sup>2</sup>See pages 17-18 of this paper.

<sup>3</sup>Op. cit., p. 29.

<sup>4</sup>Op. cit., p. 59

and "School Libraries and the Reading Program" received the greatest emphasis in similar articles examined by Ballard.<sup>1</sup> In the present study, "The School Library and the Reading Program" was found to be one of 3 equally-emphasized leading topics of articles devoted specifically to school library matters, and in the supplementary survey of school library articles<sup>2</sup> it ranked in third place, after "School Library Staff" and "School Libraries (General)" as a leading topic of discussion. Looked at in the large, it would appear that the integration of library service with the school program, or with some phases of it, has been one of the leading topics to receive attention in school library articles appearing in the education periodicals during the greater part of the past 20 years.<sup>3</sup> However, because of the different objectives, methods, and materials used in the separate investigations, no definite conclusion along this line can be drawn. To whatever degree there has been such emphasis upon the integration of library service with the school program, this would seem to be most appropriate, since the library's potential contribution to the school program can probably best be realized through such integration, and since the making of this contribution is the basic function of the school library and the real reason for its existence.

The findings of this investigation in regard to the distribution of school library information in the selected

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<sup>1</sup>Op. cit., p. 77.

<sup>2</sup>See pages 26-28 of this paper.

<sup>3</sup>The investigations referred to covered these periods: 1936-41 (Vodra); 1939-41 and 1945-48 (Freisen); 1944-45 (Ballard); and 1945-54 (a supplementary survey by the present writer.)

periodicals confirm the hypothesis of the writer that, in addition to the school library information available in articles classified under "School Libraries," there may be a fair amount of such information in articles on other subjects and some in other parts of the periodicals, as for example, in columns of educational news and editorial comment. In terms of the number of items that can be satisfactorily compared with the national school library standards, this additional information amounts to more than twice the amount presented in the articles dealing specifically with school library matters. And in terms of the substance of the information, as it was presented in Chapters III, IV, and V, it represents a substantial supplement to that available in the school library articles alone. It seems advantageous to have school library information available in various sections of the periodicals rather than confined to articles specifically on school library topics. This observation would agree with that of Itamura<sup>1</sup> who surveyed school library information available to administrators in books. It must be noted, however, that such additional information appearing in education periodicals is, in a practical sense, unavailable to the administrator who depends upon the Education Index to indicate the sources of information on the school library. Through the use of that medium alone only about one-third of the school library information presented in the periodicals examined in this study would be called to his attention.

That only 5 librarians are authors of articles classified under "School Libraries," and that only 10 are found

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<sup>1</sup>Itamura, op. cit., p. 37.



among the authors of the 1561 articles in the selected periodicals, except as librarians may have been members of groups or committees responsible for articles, leads to the conclusion that librarians have assumed very little responsibility, proportionately, for contributing, through their own writing to the dissemination of school library information through these periodicals.

The Library's Contribution to  
the Instructional Program  
of the School

Comparison, insofar as it was possible, of all school library information in the periodicals with the statements of standards presented in School Libraries for Today and Tomorrow and in the Evaluative Criteria,<sup>1</sup> revealed that there were far more references to the library's service to pupils and teachers than there were to any other phases of school library service. In addition to 44 such references occurring in articles specifically about the school library, there were 107 in articles classified under other headings, and 14 in other sections of the periodicals. As service to pupils and teachers is of prime importance in the school library program, the presence of this reservoir of additional information, taken in connection with the special emphasis on the topic in the 11 school library articles, seems especially appropriate. At the same time it must be noted that the total number of references to this topic, as measured through the application of A. A. S. L. standards, amounts finally to nearly 4 times the number appearing in the 11 articles devoted specifically to school libraries. That this does not

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<sup>1</sup>See Table 25 on page 206 of this paper for a summary of this comparison.

represent a particularly large amount of information upon this central phase of the library program, however, becomes especially apparent when one remembers that the information is distributed throughout a full year's issues of 13 important education periodicals.

This emphasis on the library's service to pupils and teachers is itself a result, insofar as can be measured by application of A. A. S. L. standards, of a preponderance of attention having been given to the library's contribution to the reading, guidance, and reference activities of the school. Since a majority of the A. A. S. L. standards listed under "The Reading Program," "Guidance Service," and "Reference Service," refer to reading activities, broadly interpreted, it may be concluded that the library's contribution to the Reading program is presented in the education periodicals as one of major importance. This conclusion is reinforced by evidence obtained through the examination, reported in Chapter III, of school library information about the ways in which the library adds to the effectiveness of the Language Arts curriculum and reading activities in general. Undoubtedly, this is a desirable emphasis and one to be expected.

Considering the increasing awareness of social problems and of rapid advances in the field of Science, an awareness more and more reflected in school programs, and considering the contribution, both actual and potential, that the library can make in these areas of the curriculum where both historical and contemporary information is of paramount importance, it seems unfortunate that there should be so few references to these contributions as was found to be the case.

In the almost complete absence of references to the library's contribution to other subject matter areas of the school program, there is little reflection of the concept expressed by the President of the American Association of School Administrators in the introduction to School Libraries for Today and Tomorrow:

The library serves every other branch of the school. In this service it is unlike any other school department. It opens its shelves to students of science and art, of mathematics and history, of English and French. It contains the best literature of yesteryear and shows in its display cases the important contributions of present-day writers. The number of its volumes is constantly expanding and the kinds of services rendered are only measured by the extent of human need in this field.<sup>1</sup>

Instances of the library's part in Education for Citizenship, Special Education, and core and similar programs are described fairly frequently in the periodicals where they testify to a recognition of its potential in these curriculum areas, and probably also to an increasing integration, not only with these programs, but of library service with the school program as a whole. A comparable degree of recognition of its potential, in relation to the co-curricular activities of the school, is not reflected appreciably in the information found in the selected periodicals. A number of references to student library assistants, and 5 references to the library in connection with other extra-class activities, would appear to represent a much too scant attention in the periodicals to the school library's increasing integration with the cooperative out-of-class activities of

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<sup>1</sup>American Library Association. Committees on Post-War Planning of the American Library Association Division of Libraries for Children and Young People and Its Section The American Association of School Librarians, op. cit.

pupils, a development reported in a recent yearbook<sup>1</sup> of the American Association of School Administrators.

The fact that information about the school library's contribution to the instructional program of the school is uneven in its emphasis, the greatest attention being given to Reading and other phases of the Language Arts program, much less to Social Studies, Science, and Special Education, core and other unified programs, and almost none to other curriculum subjects and co-curricular activities, is out of line with the modern concept of the library as both a teaching and a service agency for the entire school.

The Library's Relationship to Other Special  
Services in the School and Community

In order to get a more complete picture of the library's contribution to the educational program of the school as presented in the selected periodicals, it is necessary to consider the references to its relationship to other special services and programs, namely, the audio-visual and guidance programs, psychological services, and health services, within the school, and educational services outside the school.

That the librarian should cooperate with the audio-visual program is affirmed in the periodicals, but the specific form the cooperation should take is not spelled out beyond one reference to the librarian's assistance in planning for effective use of audio-visual equipment and materials, and one reference to helping teachers select and use these materials. Since librarians are often asked to take

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<sup>1</sup>American Association of School Administrators, Education for American Citizenship. Thirty-second yearbook (Washington: American Association of School Administrators, 1954), p. 117.

responsibility for audio-visual materials, or for the whole audio-visual program, and since there has been considerable discussion in the past few years of the advantages and disadvantages of such arrangements, it seems surprising to find no references either to the librarian's responsibility for the audio-visual program as a whole, or to the advisability of his being given such an assignment.

The character of a new pattern of library service, mentioned by James as implicit in such terms as "cumulative guidance records," "social functions," and "criteria by which the service of the library may be evaluated in terms of pupil behavior,"<sup>1</sup> is reflected in many references to the use of library personnel and materials in connection with the psychological and guidance services of the school. The information bearing upon the role of the library in the area of furthering the guidance services of the school is especially generous in amount and up-to-date in its content.<sup>2</sup>

The frequent references to the ways in which public libraries can supplement the school program in general and the school library program in particular show an awareness, on the part of many writers, of the public library's potential in this important area. But surely the frequency and

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<sup>1</sup>Viola James, "Service at the Secondary Level," in "Current Trends in School Libraries," ed. Alice Lohrer, Library Trends, Vol. I., No. 3 (January, 1953), 313-14.

<sup>2</sup>This is without question the result in part of the fact that yearbooks on the subject of guidance were issued during the publication period dealt with in this survey by both the National Association of Secondary School Principals and the Department of Elementary School Principals. Since both of the yearbooks were published as issues of the journals of the respective associations, they were included among the magazines examined.

the content of the references found in the periodicals surveyed do not mirror any such use or knowledge of community resources as a whole comparable to that projected in School Libraries for Today and Tomorrow:

The community in which the school is located offers many resources that should be used to strengthen the services of the school library.

.....  
It is essential that the librarian know and encourage the use of these resources, the contribution they make to a learning situation, people with whom arrangements should be made, and other pertinent facts should be recorded in the library. In addition the librarian should make available suitable materials from these agencies and groups.<sup>1</sup>

In summary, the conclusion to be drawn is that the information presented about the library's relationship to other special programs and services, both within the school and outside, is uneven in emphasis and limited in amount when considered in terms of the library's high potential in these areas.

#### Administrative Provisions for School Library Service

Since school library service is dependent upon administrative provisions for library personnel, for materials, quarters and equipment, for finances, and for other essentials, one would expect these matters to be reflected in the content of the magazines examined. It was found that articles in these magazines pay considerable attention to the

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<sup>1</sup>American Library Association. Committees on Post-War Planning of the American Library Association Division of Libraries for Children and Young People and Its Section The American Association of School Librarians, op. cit. p. 24.

librarian as a member of the instructional staff, as a material specialist, and as a person who encourages the use of library services and materials. Much less emphasis, however, is placed upon his function as the administrator of a teaching and service agency for the entire school; and little or none at all upon his responsibilities for library policies and procedures and his supervision of the library staff. Provision of professional and clerical assistants, the problems relating to the recruitment, preparation, and in-service training of school librarians receive little attention, proportionately, and there is very little evidence also of cooperative planning for school library service, and of recognition of the librarian's responsibility for evaluating and administering the school library so as to make it a truly integral part of the school. As these matters are of prime importance to administrators it would appear that there should be much more attention paid to them in the professional journals.

In another area of importance to administrators, the information gathered emphasizes the provision of an abundance of suitable materials for the use of pupils and teachers, but places much less emphasis than would seem desirable upon cooperative selection of these materials by librarians, teachers, and pupils. Especially noticeable, and of significance to administrators, is the dearth of information about assistance which school library supervisors and consultants could give in the selection and organization of these materials.

Although school library quarters is not the chief concern of any one of the articles devoted specifically to school libraries, the second largest number of school library references in the periodicals have to do with this topic and provide a wealth of information not only about the physical facilities themselves, but about the philosophy underlying the provision of library rooms and their equipment. In some instances there is evidence that the provision of certain physical facilities was the direct result of a thoughtful appraisal of the function of the school and of the library's place in it, and of subsequent curriculum revision.<sup>1</sup> In a sense, the provision of adequate and attractive library rooms may be regarded as an expression of faith in the largeness of the contribution the library can make to the entire program of the school. That this information about school library quarters is incorporated for the most part in discussions or descriptions of school housing in general would appear to be a desirable arrangement. At the same time, one could reason that even a single comprehensive article on the topic, one which could be located through the use of the Education Index, would have distinct value also. Probably a combination of the two

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<sup>1</sup>That "curriculum revision, rather than the continuous process so insistently advised, occurs in irregular spurts largely stimulated by the necessity of designing new facilities" has been found to be true in the experience of a CFEA sub-group of the 1954 Advanced Administration Institute held at Harvard Business School, as reported in The School Executive for March, 1955 (p. 117).



arrangements, as suggested by Itamura,<sup>1</sup> would be the best plan.

Information in the selected periodicals about financial provisions for the school library places considerable emphasis upon provisions for school library materials but scant attention to expenditures for personnel and library quarters. Administrative responsibilities of the librarian in this area, and the potential financial benefits to be derived from centralization of services and from more adequate provisions for state and federal assistance, receive little or no attention. Since provisions for the whole library program are necessarily a part of the entire school budget, it seems that more consideration of these provisions, by writers of articles, would be of interest and concern to administrators generally.

Information presented about the organization and external administration of library service shows that there is some emphasis on the school superintendent's responsibility for the library program and upon the desirability of having central school library agencies in school administrative units. On the other hand, there is little information about the organization of school library service either in the individual school or in larger administrative units, and very little about the contributions of library agencies and services beyond the level of the local school administrative unit.

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<sup>1</sup>Itamura, op. cit., p. 37.

In summary, the foregoing survey of the information about administrative provisions for school library service supports the conclusion that these provisions, with the exception of those for library quarters, are inadequately presented both as to amount of attention given and comprehensiveness of coverage in the periodicals selected for analysis in this study.

Comparison of School Library Information  
with Concepts and Practices Set Forth  
in National School Library Standards

As has been indicated above, the school library information presented in the selected periodicals is generally in agreement with the national school library standards, insofar as items of information can be compared with them. It has been noted also that relatively scant attention is paid to several areas of the standards, especially those dealing with administrative provisions for the school library. Consequently, it seems necessary to conclude that, although the information as presented is generally satisfactory in terms of the standards, the total information presented about the various administrative provisions for school library service appears to be most inadequate when it is remembered that the periodicals surveyed in this study were selected because of their general availability and potential interest to school administrators.

In summary, the conclusions arrived at in this study are:

1. It seems advantageous that the comparatively small amount of school library information

presented in the articles specifically on school libraries is supplemented appreciably by references to school libraries appearing in other articles in the education periodicals, and in several other parts of the periodicals, as for example, in news and editorial columns.

2. School librarians have assumed very little responsibility, proportionately, for contributing through their own writing to the dissemination of school library information through these periodicals.
3. The scant attention given to the school library's contribution to subjects other than the Language Arts, Social Studies, and Science, and to co-curricular activities of the school, is out of line with the modern concept of the library as a teaching and service agency for the entire school.
4. Information about the library's relationship to other special programs and services both inside and outside the school is uneven in its emphasis and in the adequacy of its coverage.
5. Information about administrative provisions for school library service, with the exception of those for library quarters, is inadequate both in amount and in comprehensiveness of coverage.
6. Although the school library information presented in the selected periodicals is generally in agreement with the national school library

standards, the total amount of information regarding the various administrative provisions for school library service, as measured by those standards, appears to be most inadequate when it is noted that the periodicals were selected because they were thought to be generally available and of potential interest to school administrators.

Consideration of the school library information presented in the selected periodicals leads one to the general conclusion that, while the school administrator may find a considerable amount of information about the specific ways in which the school library program may be integrated with the school program, he may not find available to him in these periodicals adequate information about administrative provisions that must be made for the various phases of school library service--information which would appear to be of paramount importance to him in his efforts to provide library service commensurate with the needs of the school personnel and the caliber of the modern school's educational program.

#### Implications

The findings of this study would appear to have implications for librarians, administrators, editors and publishers of education periodicals, and for writers of articles which present school library information.

Implications for librarians

Implications which should be of interest to librarians, both as individuals and as members of professional associations, may profitably be pointed out here.

1. School librarians, especially, should contribute through their own writing and in other ways to the publication of school library information in education periodicals. This information need not all be in the form of articles specifically about school libraries, nor need it be written by school librarians alone. It is likely that joint authorship by librarians and other school people, either as individuals or as members of committees or other groups, has distinct advantages when the materials presented deal with school libraries.
2. Librarians might persuade interested and qualified administrators to contribute articles on the school library. Such articles, because of their authorship, would be likely to receive more reader attention, especially in school administration periodicals, than would articles written by others.
3. As members of library associations, librarians could work toward the publication, in selected education periodicals, of reports of conferences and symposiums on school library problems, as well as of notices, annotations, and reviews of

important publications in the school library field.

4. It seems, too, that librarians might well show more concern for the caliber of what is written about school libraries in order that it may reflect a sound philosophy of librarianship as well as presenting phases of library service of especial interest and value to both administrators and school librarians. One mediocre article that may be the only one appearing in a specific periodical during the entire year--an article narrow in its conception of school library service or revealing a negative attitude on the part of the writer--would seem to be a distinct disservice to school library service and to education as a whole. Librarians might serve as members of a consultant committee or advisory board that would assist editors in evaluating school library articles submitted for publication.
5. Since the major portion of the school library information in the selected education periodicals is written not by librarians but by other educators, it would seem important that librarians should perform their service and teaching functions in a manner that will encourage administrators and other school people to interpret school library service effectively.

6. Librarians need also to consider reporting on experiments and other field research that will tend to augment what is known about school libraries, and acting, upon invitation, as contributors to, or editors of, school library pages or departments in education periodicals.

The implications and suggestions mentioned are related to earlier ones stated by Vodra and Ballard. Vodra recommended "that school librarians assume more responsibility for informing . . . school administrators about junior and senior high school objectives and services" and "that information on the function and resources of the junior and senior high school library be made available to . . . administrators through the publication of more articles by school librarians in educational periodicals."<sup>1</sup> Ballard stated that the school librarian has some responsibility for reaching a wider audience through the medium of publication and that "librarians as members of national, regional and state professional associations undoubtedly should plan and work continuously to promote school libraries in their areas and to arrange for the publication of pertinent school library articles in their education and library periodicals."<sup>2</sup> Various instances could be mentioned of such promotion during the past decade. For example, committees of the American Associations of School Librarians, as well as some joint committees of school people and librarians, have been

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<sup>1</sup>Op. cit., p. 57.

<sup>2</sup>Op. cit., p. 81.

responsible, over the ten-year period, for the preparation and publication of various articles devoted specifically to school library matters. It must be noted, however, that such activities seem not to have appreciably increased the number, in the long run, of school library articles appearing in the selected periodicals.

#### Implications for administrators

1. It would appear that administrators should perhaps assume more responsibility for writing articles representing their own viewpoint on school libraries and for encouraging librarians and teachers on their staffs to do likewise.
2. Since "editors of successful periodicals must . . . discover and express attitudes acceptable to their readers,"<sup>1</sup> administrators might well let editors know of their attitudes toward school library service and their interest in having school library information made available to them in their professional magazines. Conceivably, they might suggest specific items of information to be published or topics to be discussed. It seems probable that editors of official bulletins of national associations for administrators and of the periodicals of general

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<sup>1</sup>President's Research Committee on Social Trends, Recent Social Trends in the United States: Report of the President's Research Committee on Social Trends, with a foreword by Herbert Hoover (New York: McGraw-Hill Book Co., 1933), Vol. I, p. 382.



school administration would be willing, if requested by administrators, to publish summaries or highlights of speeches or programs presented at professional meetings on matters of consequence both for the school and the school library. An example of this sort of reporting appeared in the North Central Association Quarterly under the heading, "Critical Issues Facing the School Library; A Panel Discussion,"<sup>1</sup> where the discussion of such issues is summarized for the benefit of Association members. In view of the fact that only one of the selected periodicals provided anything like adequate coverage of school library publications of importance to school administrators, they might ask for a greater number of annotations and reviews of such publications.

Implications for  
editors and publishers

1. Considering the key position of school libraries in the educational program of the school, it seems that editors and publishers of education periodicals might consider the desirability of increasing the amount of attention given to school libraries in their publications. This

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<sup>1</sup>"Critical Issues Facing the School Library; A Panel Discussion," North Central Association Quarterly, XXVII (January, 1953), 311-12.

could involve publishing a larger number of articles on the school library, encouraging writers of articles on other subjects to include school libraries within their purview where such inclusion would not be awkward, devoting a regular page or "department" to school library matters, and, when the occasion demands, even reprinting entire articles from other education and library periodicals, or excerpts from them, on the subject of school libraries.

2. It is likely that editors and publishers of education periodicals need to assess more conscientiously for themselves the importance of the library in the school, and to seriously attempt to give it proportionate attention in their publications.<sup>1</sup> As was suggested by the present writer in a previous study:

If editors and publishers would solicit and accept more school library articles from teachers and administrators, as well as from librarians, it might be that members of all three groups would benefit greatly in terms of understanding each other's work and problems and in terms of gaining a sympathetic and workable knowledge of the entire school library program. Such common consideration of mutual problems is vital to the maximum efficiency of the school and of the library which serves it.<sup>2</sup>

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<sup>1</sup>Failure of the editor to recognize the school library as an integral part of the educational program was one of the main reasons for the paucity of school library information in the periodicals which Vodra surveyed (*Op. cit.*, p. 54).

<sup>2</sup>*Op. cit.*, p. 85.

3. Editorial cooperation with school librarians and school library committees and associations should be increased. Such cooperation has led to good results in several instances, as in the publication of a school library portfolio in the Nation's Schools,<sup>1</sup> and of various lists and statements sponsored regularly by the Joint Committee of the National Education Association and the American Library Association in the NEA Journal.
4. It seems that editors should at least consider the feasibility of devoting a regular section, page, or department in their publications to school library matters. Some administration periodicals do include departments dealing with other school services and programs. For example, both the Nation's Schools and the School Executive give regular attention to school lunch programs. It appears to be the usual practice in these departments to invite administrators and various specialists in the field to act as guest editors from time to time. Now and then the space is given over to reports of national surveys and conferences. The "titles" or headings which appear on some of these pages, such as, "Children's

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<sup>1</sup>Raymond G. Erbes, Jr., "Housing the School Library," The Nation's Schools, LIII (April, 1954), 63-76.

Needs Set Our Lunch Program,"<sup>1</sup> "Students Share Responsibility,"<sup>2</sup> and "Involve Public and All Personnel in Cooperative Planning,"<sup>3</sup> are indicative of phases and topics of school library service which might interest administrators and other readers of the selected periodicals.

Another example is the Nation's Schools page on audio-visual instruction and facilities. One of their guest editors discussed "Training Teachers to Use A-V Resources,"<sup>4</sup> a topic closely related to library service and, in some instances, a part of it. Such a department devoted to school library problems could be utilized sometimes as a clearing house for general or specific school library information asked for by the magazine's readers, and for notices or reviews of publications important in the school library field.

This last type of information, whether or not presented in connection with a special school

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<sup>1</sup>Charlotte J. Colby, "Children's Needs Set Our Lunch Program," The School Executive, LXXIV (May, 1955), 163-4, 168.

<sup>2</sup>"Students Share Responsibility," The School Executive, LXXIII (January, 1955), 145-46.

<sup>3</sup>W. J. Woodham, Jr., "Involve Public and All Personnel in Cooperative Planning," The Nation's Schools, LV (March, 1955), 92, 94, 97.

<sup>4</sup>Bealer Smotherman, "Training Teachers to Use A-V Resources," The Nation's Schools, LVI (August, 1955), 74, 76.

library section of a magazine, should be made more available in the selected periodicals than was found to be true during the period surveyed in this study, in order that administrators may become increasingly aware of authoritative and comprehensive contemporary sources of school library information.

5. Editors might profitably refer to school library specialists or committees any material in their field that has been submitted for publication. Such a practice would doubtless result in greater accuracy and objectivity of statement in some instances and in making some articles more helpful than they are now.

Implied throughout is the need for mutual cooperation of librarians, administrators, and editors to the end that education periodicals most generally available and of especial interest to school administrators may present to them the school library information that would be of most help in understanding the school library's actual and potential contribution to the total educational program of the school.

## APPENDIX I

### PERIODICALS SELECTED FOR ANALYSIS<sup>1</sup>

The American School Board Journal: A Periodical of School Administration. Bruce Publishing Co., 400 North Broadway, Milwaukee, Wisconsin. Monthly. Circulation: 24,671.

The Bulletin of the National Association of Secondary School Principals. National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. Monthly from October through May.

Childhood Education. The Association for Childhood Education International, 1200 15th St., N. W., Washington, D. C. Monthly from September through May. Circulation: 16,442.

The Clearing House: A Journal for Junior and Senior High Schools. Inor Publishing Company, Inc., 207 Fourth Ave., New York 3, New York. Monthly from September through May.

Educational Leadership. Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. Monthly from October through May. Circulation: 607,245.

The Elementary School Journal. University of Chicago Press, 5750 Ellis Ave., Chicago 37, Illinois. Monthly from September through May. Circulation: 9,478.

The NEA Journal: The Journal of the National Education Association. National Education Association of the United States, 1201 Sixteenth St., N. W., Washington (6), D. C. Monthly from September through May. Circulation: 607,245.

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<sup>1</sup>All issues dated from September 1, 1954, through August 31, 1955, were analyzed for their content. Circulation statistics are those given in N. W. Ayer and Son. Directory . . . Newspapers and Periodicals, 1956. Philadelphia: N. W. Ayer & Son, Inc., 1956.

The National Elementary Principal. Department of Elementary School Principals, National Education Association, 1201 Sixteenth St., N. W., Washington (6), D. C. Monthly September through May, except January and March. Department membership on July 1, 1954: 12,386.

The Nation's Schools: The Magazine of Better School Administration. Nation's Schools Division, The Modern Hospital Publishing Co., Inc., 919 North Michigan Ave., Chicago 11, Illinois. Monthly. Circulation: 15,280.

School and Society. Society for the Advancement of Education, Inc., 1834 Broadway, New York 23, New York. Bi-weekly. Circulation: 4,869.

The School Executive. American School Publishing Corporation, 470 Fourth Ave., New York 16, New York. Monthly. Circulation: 16,033. (Total unpaid distribution: 1,318.)

School Life: Official Journal of the Office of Education, U. S. Department of Health, Education and Welfare. Superintendent of Documents, Government Printing Office, Washington 25, D. C. Monthly from October through June. Circulation: 7,400. (Controlled free distribution: 2,000)

The School Review: A Journal of Secondary Education. University of Chicago Press, 5780 Ellis Ave., Chicago 37, Illinois. Monthly from September through May. Circulation, 3,363.

## APPENDIX II

ARTICLES IN THIRTEEN EDUCATION PERIODICALS,  
SEPTEMBER 1, 1954--AUGUST 31, 1955, WHICH  
ARE DEVOTED SPECIFICALLY TO LIBRARIES  
OR WHICH MENTION LIBRARIES<sup>1</sup>

### Libraries (General)

- 1 Sánchez, José. (University of Illinois, Chicago, Illinois) "A Library with a Culture," School and Society, LXXX (October 2, 1954), 101-102.

### School Libraries (General)

- 2 Berry, June. (Librarian, Secondary Training School, Brigham Young University, Provo, Utah) "Library Quiz for Teachers--Checklist for Librarians," The Clearing House, XXIX (February, 1955), 373.
- 3 Burke, John Emmett. (Librarian, George Peabody College for Teachers, Nashville, Tennessee) "What School Board Members Should Know about the Library," The American School Board Journal, CXXIX (September, 1954), 37-40.
- 4 Joint Committee of the NEA and the American Library Association. "Your Library Is Your Bank: You Can Check Out Treasures!" NEA Journal, XLIV (February, 1955), 96-97. (O)

### Staff

- 5 Minkle, Ida. (Librarian, San Lorenzo High School, San Lorenzo, California) "Who Helps the School Librarian?" The Bulletin of the National Association of Secondary School Principals, XXXVIII (November, 1954), 82-85.

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<sup>1</sup>"s" following an entry indicates that school libraries are mentioned in the article; "O" that other libraries are mentioned.



- 6 Rendell, Joseph W. (Librarian, New Jersey State Teachers College, Newark, New Jersey) "Leadership Role of the Educational Materials Specialist," Educational Leadership, XII (April, 1955), 423-29.

#### Administration and Organization

- 7 "Book Banning Campaign in California Reaches Los Angeles High School Libraries," The Nation's Schools, LV (June, 1955), 85-87. (A verbatim transcript of the "See it Now" telecast of April 19, 1955)
- 8 Eaden, W. H. (Principal, Vance Elementary School, Asheville, North Carolina) "Mothers Help with the School Library," The National Elementary Principal, XXXIV (May, 1955), 37-38.
- 9 Hanks, Dorothy. (Parent Chairman of the Library Committee, Lafayette School, Washington, D. C.) "Living with a Library," Childhood Education, XXXI (April, 1955), 378-85.
- 10 Kaye, Bernard W. (Writer of dissertation upon which this article is based.) "Parents Like Library Work," The School Executive, LXXIV (February, 1955), 52-53.

#### The School Library and the Guidance Program

- 11 Fancher, Genevieve E. (Assistant Consultant, Elementary School Library, Jamestown, New York) "Guidance Thru Books," The National Elementary Principal, XXXIV (September, 1954), 205-208. (O)

#### Schools and Public Libraries

- 12 Dyke, Elwood E. (Principal, Southport Elementary School, Kenosha, Wisconsin) and Merow, Lloyd G. (Principal, Wilson Elementary School, Kenosha, Wisconsin) "Thirteen School Areas Served by Public Library Book-mobile," The Nation's Schools, LV (March, 1955), 60-61. (O)

#### Education (General)

- 13 Bixler, Paul. (Librarian, Antioch College, Antioch, Ohio) "Freedom of the Teacher to Teach and the Student to Learn," The Bulletin of the National Association of Secondary School Principals, XXXVIII (October, 1954), 15-22 (S)

- 14 Carr, William G. (Executive Secretary, National Education Association) "America's Needs and Resources in Education," The School Executive, LXXIV (June, 1955), 54-56. (S; 0)
- 15 McGrath, Earl J. (President, University of Kansas City, Kansas City, Missouri) "American Education in Crisis," School and Society, LXXXI (January 22, 1955), 17-22. (S)
- 16 Milligan, John P. (Assistant Commissioner of Education, New Jersey State Department of Education) "Problems of Human Relations in a Transition Period," The Bulletin of the National Association of Secondary School Principals, XXXIX (March, 1955), 71-77 (S; 0)
- 17 Reed, Wayne O. (Assistant Commissioner for State and Local School Systems, United States Office of Education) "Report on Education in the United States; Part II," School Life, XXXVII (December, 1954), 44-45. (S)
- 18 ———. "Report on Education in the United States; Part III," School Life, XXXVII (February, 1955), 74-75. (S; 0).

Education by Type and Place. United States

- 19 Ahrens, Maurice R. (Professor of Education, University of Florida, Gainesville, Florida) "Considerations in Planning Secondary Education of the Future," The School Review, LXIII (May, 1955), 269-76. (S)
- 20 Anderson, Vernon E. (Director of Curriculum Center and Professor of Education, University of Connecticut) "Things Are Happening in Secondary Education: Core Curriculum, General Education, Common Learnings," NEA Journal, XLIV (March, 1955), 167-69. (S)
- 21 Ashby, Lloyd W. (Superintendent of Schools, School District of Cheltenham Township, Elkins Park, Pennsylvania) "Lay Folk and Professionals Teach: The Cheltenham Adult School," The American School Board Journal, CXXX (July, 1955), 26-27. (0)
- 22 Collier, Paul D. (State Department of Education, Connecticut) "Administrators Work Cooperatively to Improve Junior High School Programs," The Bulletin of the National Association of Secondary School Principals, XXXIX (April, 1955), 351-58. (S)

- 23 Dawson, Howard A. (Director, Division of Rural Service, National Education Association) "The Rural Child and His Schools," NEA Journal, XLIII (October, 1954), 426-27. (S)
- 24 French, Will. (Professor of Education, Teachers College, Columbia University, New York) "The Role of the American High School," The Bulletin of the National Association of Secondary School Principals, XXXIX (February, 1955), 1-62. (S)
- 25 Miller, John L. (Superintendent of Schools, Great Neck, New York) "Schools in Small Cities," The School Executive, LXXIV (January, 1955), 56-57. (S)
- 26 Molinaro, Leo. (Executive Secretary, Adult Education Foundation of Akron, Ohio) "Advancing Residential Adult Education," School and Society, LXXX (September 4, 1954), 75-77. (S)
- 27 Nesbitt, Marion. (Third Grade Teacher, Matthew F. Maury School, Public Schools, Richmond Virginia) "The Elementary School of Tomorrow," Educational Leadership, XII (January, 1955), 217-26. (S)
- 28 Schloss, Samuel and Hobson, Carol Joy. (Specialist in Educational Statistics and Research Assistant, respectively, Division of Health, Education and Welfare, United States Office of Education) "Nation's Public School Enrollment, Number of Teachers, and Planned Classrooms," School Life, XXXVII (June, 1955), 134-35. (S)
- 29 Schutter, Charles H. (Principal, Delano Elementary School, Chicago) "Should We Abolish the Seventh and Eighth Grades?" The School Executive, LXXIV (May, 1955), 51-54. (S)
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- 167 Manly, David E. (Eighth-Grade English Teacher) "Inside U. S. A.: Eighth-Grade Pupils Climax Their Study of the State with a 'Governors' Convention," The Clearing House, XXIX (February, 1955), 349-52. (S)
- 168 Mennes, Arthur H. (Principal, Central High School, Sheboygan, Wisconsin) "What Parents Think of the Multiple Period," The Clearing House, XXIX (January, 1955), 280-83. (S)
- 169 ———. "What Students Think of Integrated Curricular Practices in High-School English and Social Studies," The School Review, LXII (December, 1954), 535-41. (S)
- 170 Murray, Ruth, and Truex, Helen M. (Teachers, Lincoln High School, Franklin County, Gahanna, Ohio) "Don't Drive a 'One-Hoss Shay'--Team Up for Greater Learning," The NEA Journal, XLIII (October, 1954), 439. (S)

## Education for Citizenship

- 171 Brackett, Russell D. (Principal, Ramsay Junior High School, Minneapolis, Minnesota) "How Minneapolis Organizes to Teach International Understanding," The NEA Journal, LXIV (January, 1955), 21. (S)
- 172 "Citizenship Education--The Lab Approach," The School Executive, LXXIV (August, 1955), 64-73. (A symposium sponsored by Teachers College, Columbia University) (S;O)
- 173 Cone, Herbert R. (Boston) "Youth Studies America through Student Exchange," The Nation's Schools, LV (February, 1955), 49-51. (O)
- 174 Larrick, Nancy. (Education Director of Children's Books, Random House, Inc., New York) "Long Before Christmas," The NEA Journal, XLIII (December 1954), 554-56. (S)
- 175 McSpadden, Anne. (Sixth-Grade Teacher, Bronxville, New York) "So You're Going to Put on a Program!" Childhood Education, XXXI (November, 1954), 115-18. (S)
- 176 Prescott, Annabel Carey. (Assistant Principal-in-Charge, Cregier High School, Chicago) "A Chicago Pilot School Testifies to the Fact that Human Relations Is Curriculum," The Bulletin of the National Association of Secondary School Principals, XXXIX (March, 1955), 23-38. (S)
- 177 "What Are Desirable Ways of Improving School Citizenship?" The Bulletin of the National Association of Secondary School Principals, XXXIX (April, 1955), 34-37. (Summary of a discussion) (S)

## Co-curricular Activities

- 178 Bryan, Roy C. (Director, Campus School, Western Michigan College of Education, Kalamazoo, Michigan) and Monroe, Lois B. (Teacher, Campus School, Western Michigan College of Education, Kalamazoo, Michigan) "Student-Managed Study Halls at Western State High School," The Bulletin of the National Association of Secondary School Principals, XXXVIII (November, 1954), 77-81. (S)

- 188 Meyer, Alberta, (Consultant, Division of Audio-Visual Education, Public Schools, St. Louis, Missouri) and Bick, Harriet. (Teacher Assigned to the Division of Audio-Visual Education, Public Schools, St. Louis, Missouri) "Children, Teachers, and Tools," Childhood Education, XXXI (March, 1955), 327-34. (S)
- 189 Mitchell, Richard S. (Audio-Visual Consultant, State Teachers College, St. Cloud, Minnesota) and Erickson, George O. (Audio-Visual Specialist, State Teachers College, St. Cloud, Minnesota) "Workroom for Teachers Increases Classroom Use of A-V Aids," The Nation's Schools, LV (June, 1955), 92, 94, 96. (S)
- 190 Moore, Hollis A., Jr. (Editorial Staff, Nation's Schools) "Adequate A-V Facilities in Classrooms," The Nation's Schools, LV (May, 1955), 66-73. (From material submitted by A. J. Foy Cross, Director of Placement Services, New York University, Don White, Executive Vice-President, National Audio-Visual Association, and Walter A. Wittich, Director, Bureau of Audio-Visual Instruction, University of Wisconsin) (S;0)
- 191 Murdock, Glenn E. (Superintendent, La Mesa Spring Valley School District, La Mesa, California) "How an Adequate Audio-Visual Program was Developed in an 8000 Pupil District," The Nation's Schools, LV (March, 1955), 98, 100, 102. (S)
- 192 Pierce, Paul R. (Assistant Superintendent in Charge of Instruction and Guidance, Chicago Public Schools, Chicago, Illinois) and Ferrell, Frances Hunter. (Research Teacher, Division of the Curriculum, Chicago Public Schools, Illinois) ". . . Putting Units on Sound Films for Teachers," The Nation's Schools, LV (February, 1955), 86, 88, 90, 92. (S)
- 193 Williams, Dorothy E. (Coordinator of School Radio Programs, Clearfield, Pennsylvania) and Morrison, S. F. W. (Superintendent, Clearfield Area Joint School District, Clearfield, Pennsylvania) "School Radio Programs--An Adventure in Public Relations," The Nation's Schools, LIV (September, 1954), 88, 90, 92. (S)

Other Provisions for Instructional Materials

- 194 Ayars, Albert L. (Director of the Education Department of Hills and Knowlton, Inc., New York City) "The New Look in School Help," The Clearing House, XXIX (November, 1954), 135-38. (S)
- 195 Bottrell, Helen K. (Teacher of English and Speech, Jackson Junior High School, Pasadena, Texas) "Textbooks Can Be Creative Resources," Educational Leadership, XII (April, 1955), 418-22. (S)
- 196 Heffernan, Helen, (Chief, Bureau of Elementary Education, State Department of Education, California) and others. "Children Need School Facilities That Provide Stimulation for Learning," The NEA Journal, XLIV (April, 1955), 218-21. (S)
- 197 Leeper, Robert R. (Associate Secretary, Association for Supervision and Curriculum Development, and Associate Editor, Educational Leadership) "The Tools We Work With," Educational Leadership, XII (April, 1955), 386-88. (S)
- 198 Mellott, Malcolm E. (Editor in Chief, John C. Winston Co., Philadelphia) "What to Look For in Choosing a Textbook," The NEA Journal, XLIV (March, 1955), 158-59. (S)
- 199 "Who Selects School Materials?" The School Executive, LXXIV (December, 1954), 71-78. (Report of a research study conducted by The School Executive) (S)

Educational Psychology and Psychological Services

- 200 Barber, Ralph W. (Teacher, Charlotte High School, Rochester, New York) "Know Them to Teach Them; My Slow Students are Personality Problems," The Clearing House, XXIX (December, 1954), 203-204. (S)
- 201 Gabbard, Hazel P. (Specialist for Extended School Services and Parent Education, U. S. Office of Education) "New Mental Health Insights--Implications for Schools," School Life, XXXVII (March, 1955), 90-92. (S)
- 202 McCleary, Lloyd E. (Instructor in Education, University of Illinois, Urbana, Illinois) "A New Technique in Reporting Pupil Progress," The School Review, LXIII (March, 1955), 160-63. (S)

- 203 Miller, Leonard M. (Specialist, Guidance and Pupil Personnel Services, U. S. Office of Education) "Schools--Our Nation's First Line of Defence Against Juvenile Delinquency," School Life, XXXVII (November, 1954), 21-22, 30. (S; 0)
- 204 Murray, Walter I. (Southern University, Baton Rouge, Louisiana) "Conflict and Tension Areas on the Campus," School and Society, LXXX (November 27, 1954), 168-69. (0)
- 205 Schultz, Lois R. (Head, Department of Family and Child Development, Kansas State College, Manhattan, Kansas) and Langford, Louise (Kansas State College) "A Bibliography of Research on Children's Choices," Childhood Education, XXXI (December, 1954), 172-175. (0)
- 206 Stevens, Leila. (Principal, College Laboratory School, State Teachers College, Frostburg, Maryland) "Eddie, You Will Come with Me to the Principal's Office," The School Review, LXIII (May, 1955), 284-89. (S)
- 207 Trow, William Clark. (Professor, Educational Psychology, School of Education, University of Michigan) "When Are Children Ready to Learn?" The NEA Journal, XXXIV (February, 1955), 78-79. (S)

#### The Guidance Program

- 208 Addelston, Lorraine W. (Public School Principal, New York City) "Inaugurating a Guidance Program," The National Elementary Principal, XXXIV (September, 1954), 241-45. (S)
- 209 Crisman, Golda. (Girls' Advisor, Western State High School, Western Michigan College of Education, Kalamazoo, Michigan) and Bryan, Roy C. (Principal, Western State High School) "Student-Parent Opinion Influences a Vocations Program," The Clearing House, XXIX (February, 1955), 353-55. (S)
- 210 Fox, Mildred C. (College Consultant, Evanston Township High School, Evanston, Illinois) "A College Counseling Program," The Bulletin of the National Association of Secondary School Principals, XXXVIII (November, 1954), 49-51. (S)
- 211 Hughes, McDonald. (Principal, Industrial High School, Tuscaloosa, Alabama) "Senior Career-College Day," The Bulletin of the National Association of Secondary School Principals, XXXVIII (November, 1954), 45-48. (S)

- 212 Keppers, George L. (Assistant Director of Guidance, Albuquerque, New Mexico, Public Schools) "Guidance Services in Order of Importance: A Rating by Specialists," The Clearing House, XXIX (January, 1955), 274-76. (S)
- 213 Kulstad, William M. (Principal, Senior High School, Minot, North Dakota) "Career Planning for Seniors," The Bulletin of the National Association of Secondary School Principals, XXXVIII (November, 1954), 52-56. (S)
- 214 Olson, Myron S. (Project Director and Chairman of Department of Secondary, Higher and Adult Education, University of Southern California, Los Angeles, California) "A Work Education Project," The Bulletin of the National Association of Secondary School Principals, XXXVIII (November, 1954), 137-44. (O)
- 215 Orr, Charles W. (Director of Instruction, Alabama A. and M. College, Normal, Alabama) "College-Requirement Study Sparked Record Grades," The Clearing House, XXIX (April, 1955), 427-28. (S)

#### The School Lunch Program

- 216 Bryan, Mary deGarmo. (Professor-Emeritus, Columbia University) "The Sixty Years' Growth of School Feeding as a Half-Billion Dollar Enterprise," The Nation's Schools, LV (June, 1955), 56-59. (S)
- 217 English, John E. (Administrative Assistant in Charge of Research and Statistics, Flint, Michigan, Public Schools) "Parents Take Over at Lunch," The School Executive, LXXIV (December, 1954), 107-108. (O)

#### School Buildings and Plans (General)<sup>1</sup>

- 218 Anderson, Robert H. (Director of Elementary School Apprentice Teaching, Graduate School of Education, Harvard University, Cambridge, Massachusetts) "Each Community Must Face Its Own Problems," Educational Leadership, XII (October, 1954), 23-29. (S)
- 219 "Corridors: Luxury or Necessity?" The Nation's Schools, LIV (September, 1954), 65-76. (Symposium by seven men who design schools for a firm of architect engineers) (S)

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<sup>1</sup>Descriptions of specific buildings will be found in sections following this one.

- 220 Engelhardt, N. L., Jr. (Educational Consultant, New York City) "Laboratories for Learning," The School Executive, LXXIV (November, 1954), 63-66. (Reprinted from American School and University, Vol. 26) (S)
- 221 ———. "Unleashed Savings in School Construction," The American School Board Journal, CXXX (January, 1955), 47, 49, 114. (S)
- 222 Gores, Harold B. (Superintendent, Newton Public School System, Newtonville, Massachusetts) "No Back Seats in These Demountable Pentagonal Classrooms," The Nation's Schools, LIV (December, 1954), 56-61. (S)
- 223 Hayes, Ernest. (Professor, Department of Education, University of Oregon, Portland, Oregon) "Space Allocation in Washington High Schools," Parts I, II, and III ("Space for Administration"), The American School Board Journal, CXXX (June, 1955), 39-40; CXXXI (July, August, 1955), No. 1: 21, 22, 58, and No. 2: 27-28. (S)
- 224 Heffernan, Helen. (Chief, Bureau of Elementary Education, State Department of Education, California) and others. "Children Need School Facilities That Provide Freedom for Development of Individuality," The NEA Journal, XLIV (May, 1955), 282-84. (S)
- 225 ———. "Children Need School Facilities That Provide Space for Living," The NEA Journal, XLIV (March, 1955), 142-45. (S)
- 226 Howland, Richard L. (Consultant, School Building Section, Connecticut State Department of Education, Hartford, Connecticut) "A Look into the Future at Secondary School Plants--1960 Models," The School Executive, LXXIV (September, 1954), 19-21. (S)
- 227 Leeper, Mary E. (Executive Secretary Emeritus, Association for Childhood Education International) "Space --Or the Lack of It," Childhood Education, XXXI (April, 1955), 358-59. (S)
- 228 Linn, Henry H. (Professor of Education, Teachers College, Columbia University, New York) "Necessary Approaches for Reducing Costs for School Construction without Jeopardizing the Curriculum," The American School Board Journal, CXXXIX (October, 1954), 41, 42, 74. (S)



- 229 McFadzean, John. (McFadzean, Everly, and Associates, Community Planning Consultants, Landscape Architects, Engineers, Winnetka, Illinois) "Today's School Planning Emphasizes Land Use and Site Development," The Nation's Schools, LIV (December, 1954), 62-67. (S)
- 230 Neutra, Richard J. (Architect and Consultant, Los Angeles, California) "A Theory of School Design--The School Building in Its Context," The American School Board Journal, CXXXI (January, 1955), 58-60, 114. (S)
- 231 Palatine, Illinois, Board of Education. "Our Idea of a Good School," The National Elementary Principal, XXXIV (October, 1954), 21-23. (Refers to the elementary school) (S)
- 232 Pillans, W. A. (Business Manager, Board of Education, Lorain, Ohio) "Lorain, Ohio, Creates a Progressive Elementary School Building Program," The American School Board Journal, CXXX (May, 1955), 58-62. (S)
- 233 Selley, Roland W. (Educational Consultant, Sarasota, Florida) "Basic School Designs," The American School Board Journal, CXXX (January, 1955), 44-47. (S)
- 234 Shils, Edward B. (Temple University, Philadelphia, Pennsylvania) "New School Buildings as a Pressing Municipal Problem," School and Society, LXXXI (March, 1955), 70-71. (S)
- 235 Taylor, James L. (Specialist for Planning School Buildings, U. S. Office of Education, Washington, D. C.) "Planning and Designing for Functional Operation and Economy: Multipurpose Rooms in Elementary Schools," School Life, XXXVII (October, 1954), 8-9. (S)
- 236 VanNuys, Jay C. (Architect) and Hays, Dale K. (Architect) "The High School Commons," The School Executive, LXXIV (May, 1955), 69-75. (S)
- 237 "What Factors Should Be Considered in Planning a Modern Secondary-School Plant?" The Bulletin of the National Association of Secondary School Principals, XXXIX (April, 1955), 239-43. (Summary of a discussion) (S)
- 238 "What's Needed in Administrative Spaces? Flexible Design Makes Nonclassroom Areas Better Today--and Tomorrow," The Nation's Schools, LV (July, 1955), 61-67. (S)

- 239 Wiltse, Earle W. (Superintendent of Schools, Grand Island, Nebraska) "Educational Planning; Before the Architect Begins," The American School Board Journal, CXXIX (December, 1954), 33-34. (Review of a conference by seven designers of school buildings) (S)

#### Descriptions of Elementary School Buildings

- 240 Carpenter, L. H. (Superintendent of Schools, Wabash, Indiana) and Brown, Carol J. (Educational Consultant, Everett I. Brown Co., Indianapolis, Indiana) "The New Elementary School at Wabash, Indiana," The American School Board Journal, CXXIX (September, 1954), 55-57. (S)
- 241 Kideney, James William, (Architect, Buffalo, New York) and Stanley, Ralph J. (Superintending Principal, Clarence, New York) "In a Small Community; An Award Winning School," The American School Board Journal, CXXX (June, 1955), 41-44. (S)
- 242 McCrae, Wallace W. (Superintendent of Schools, Pendleton, Oregon) "Skylighting for Classrooms Feature--Pendleton's New Elementary School," The American School Board Journal, CXXXI (July, 1955), 38-39. (S)
- 243 Mackintosh, Helen K. (Chief, Elementary Schools, U. S. Office of Education) and Barnes, Marcillene. (Director of Curriculum, Grand Rapids, Michigan, Public Schools) "School Buildings with Personality," School Life, XXXVII (June, 1955), 136-37, 140. (S)
- 244 Moran, John. (Director of Public Relations, Schenectady Public Schools) "'Blessed Event' for Schenectady, New York," The American School Board Journal, CXXX (March, 1955), 41-44. (S)
- 245 Saunders, Carleton M. (Superintendent of Schools, Bridgewater Township Elementary Schools, Raritan, New Jersey) "Only One of Its Kind: The Unique Adamsville School," The American School Board Journal, CXXXI (August, 1955), 35-38. (S)
- 246 Swanson, J. Robert F. (Swanson Associates, Inc., Architects, Bloomfield Hills, Michigan) "... Specifications for a Corridorless School," The Nation's Schools, LV (June, 1955), 72-74. (S)

Descriptions of Junior High and Intermediate  
School Buildings

- 247 Combs, Jane, Graycar, Michael, and Priddle, Irene.  
(Teachers, Tierra Linda School, San Carlos Elementary School District, California) "The School with Built-In Ideas Grew Out of Planning That Involved Teachers, Children, and Parents As Well As Architects," The NEA Journal, XLIV (February, 1955), 73-75. (S)
- 248 "A Compact Junior High School," The American School Board Journal, CXXIX (December, 1954), 31-36. (S)
- 249 Douma, Frank W. (Superintendent of Schools, Ottumwa, Iowa) "A Community Plant--The Charles D. Evans Junior High School," The American School Board Journal, CXXX (January, 1955), 65-68. (S)
- 250 Garland, James E. (Director of Schoolhouse Planning, Dade County Board of Public Instruction, Miami, Florida) "Finger Plan High School," The School Executive, LXXIV (June, 1955), 66-69. (Northwest Dade Junior High School) (S)
- 251 George, N. L. (Assistant Superintendent in Charge of Business, Oklahoma City, Oklahoma) "Oklahoma City Builds for the Future," The American School Board Journal, CXXX (January, 1955), 50-54. (S)
- 252 Kellogg, Everald G. (Superintendent of Schools, West Allis, Wisconsin) "New Wings Can Give a Lift to the Curriculum; Junior High Additions Bring Changes in Instructional Program," The Nation's Schools, LIV (September, 1954), 80-83. (S)
- 253 Lynch, James M., Jr. (Principal, Morris Township Junior High School, Morristown, New Jersey) "A Junior High School with a Built-in Program," The American School Board Journal, CXXX (January, 1955), 55-57. (S)
- 254 Melendy, Ruth W. (Superintendent, Elementary School District, San Carlos, California) as told to Jon S. Peters (Educational Consultant, School Plant Operations and Maintenance, School Planning Laboratory, School of Education, Stanford University) "Citizenship Is a Living Experience in This Intermediate School," The Nation's Schools, LV (August, 1955), 53-59. (S)
- 255 Moore, Hollis A. (Superintendent of Schools, Tyler, Texas) "Designed for the Early Teen-Ager," The Nation's Schools, LV (April, 1955), 55-64. (S)

- 256 Powell, Harley J. (Superintendent of Schools, Wauwatosa, Wisconsin) ". . . Classrooms with Conference Corners," The Nation's Schools, LV (April, 1955), 74-79. (S)
- 257 Reid, John Lyon. (John Lyon Reid and Partners, Architects--Engineer, San Francisco) "Architects Helped Plan the Curriculum," The Nation's Schools, LV (August, 1955), 60-62. (S)
- 258 Smith, Harvey P., Jr. (Harvey P. Smith & Associates, Architects, San Antonio, Texas) "Corridors That Light a School," The Nation's Schools, LV (February, 1955), 68-70. (S)

#### Descriptions of High School Buildings

- 259 "America's Best Secondary School," The School Executive, LXXIV (September, 1954), 74-78. (S)
- 260 Bracken, John L. (Superintendent of Schools, Clayton Missouri) and William B. Ittner, Inc. (Architects and Engineers, St. Louis, Missouri) "New Clayton High School; Clayton, Missouri," The American School Board Journal, CXXX (January, 1955), 40-43, 114. (S)
- 261 Carruth Irby B. (Superintendent of Schools, Austin, Texas) "One-Story High School Zoned for Five Activities," The Nation's Schools, LIV (October, 1954), 74. (S)
- 262 Cleland, Wallace B. (Eberle M. Smith Associates, Inc., Architects and Engineers) "Unique Features of Design and Construction: Architects' Answer to 11 Questions," The Nation's Schools, LV (March, 1955), 77-78. (S)
- 263 Dix, Ralph G., Jr. (Architect, Canton, Ohio) "A Rural School; The Sandy Valley High School," The American School Board Journal, CXXX (January, 1955), 34-37. (S)
- 264 "Forest Grove Union High School," The American School Board Journal, CXXXI (August, 1955), 42-44. (S)
- 265 George, N. L. (Assistant Superintendent of Schools, Oklahoma City, Oklahoma) "Oklahoma City's Magnificent Douglass Senior High School," The American School Board Journal, CXXXI (July, 1955), 31-36, 56. (S)

- 266 Herr, E. Grant. (Supervising Principal, Spring Grove, Joint High School) "A Pennsylvania Rural High School," The American School Board Journal, CXXIX (September, 1954), 51-54. (S)
- 267 Mayhall, Temple B. (Director of School Plant, Austin, Texas) "Instructional Efficiency Combined with Operating Efficiency," The Nation's Schools, LIV (October, 1954), 75-82. (S)
- 268 Mills, George E. (Assistant Superintendent, Division of Senior High Schools and Community College, Public Schools, Dearborn, Michigan) "Common Learnings Integrated with Vocational Program: How Committees Arrived at Answers to 25 Questions," The Nation's Schools, LV (March, 1955), 68-76. (S)
- 269 Ragland, Ernest H. (Superintendent of Schools, Twin Falls, Idaho) "Twin Falls Builds a Modern Secondary School," The American School Board Journal, CXXX (February, 1955), 51-55. (S)
- 270 Robbins, Ray. (Co-ordinator, Alamogordo Public Schools, Alamogordo, New Mexico) "The Rocket City's New High School," The American School Board Journal, CXXIX (November, 1954), 51-53. (S)
- 271 Sylvester, Charles W. (Assistant Superintendent for Vocational Education, Baltimore, Maryland) "The Mergenthaler Vocational-Technical High School in Baltimore," The American School Board Journal, CXXIX (October, 1954), 43-52. (S)
- 272 "Tri-Level Plan Saves Money for a Small Community High School," The Nation's Schools, LV (May, 1955), 77-81. (S)
- 273 Williams, Emmet D. (Superintendent of Schools, Independent School District No. 3, Ramsey County, Minnesota) "Alexander Ramsey High School in Minnesota," The American School Board Journal, CXXX (March, 1955), 35-41. (S)
- 274 Williammee, J. T., Jr. (Supervising Principal, Tri-County School District, Canton, Pennsylvania) "The Canton Junior-Senior High School: A Rural High School," The American School Board Journal, CXXX (May, 1955), 54-57, 112. (S)
- 275 Wilson, Charles H. (Superintendent of Schools, Highland Park, Illinois) "A Superintendent Builds a Building," The American School Board Journal, CXXX (February, 1955), 56-59. (S)

- 276 Wright, J. C. (Superintendent of Schools, Keokuk, Iowa) "Keokuk Is Different--and Meets Expectations," The Nation's Schools, LIV (October, 1954), 68-73. (S)

Descriptions of Other Buildings and  
Physical Facilities

- 277 Erhard, Tom. (Public Relations Director, Albuquerque Public Schools, Albuquerque, New Mexico) "Children First," The American School Board Journal, CXXX (March, 1955), 45-48. (About a school administration building) (O)
- 278 Grove, Robert N. (Administrative Assistant, Chattanooga Public Schools, Chattanooga, Tennessee) "School Planning Is Everybody's Business," The National Elementary Principal, XXXIV (May, 1955), 7-11. (S;O)
- 279 "A Panorama of 100 New Schools," The School Executive, LXXIV (April, 1955), 69-101. (S)
- 280 "School Executive's Competition for Better School Design," The School Executive, LXXIV (March, 1955), 49-79. (Announcement of winners, presentation of designs, and lists of previous winners and of current competitors for awards) (S;O)

Business Administration and School Finance

- 281 "Can State Building Agencies Solve the Classroom Shortage?" The Nation's Schools, LV (April, 1955), 48-52, 92, 94. (S)
- 282 Gilbaugh, John W. (Assistant Professor of Education, Kansas State College, Manhattan, Kansas) "How to Purchase Supplies . . . and Keep Friends," The School Executive, LXXIV (November, 1954), 48-49. (S)
- 283 Punke, Harold H. (Professor of Education, Alabama Polytechnic Institute, Auburn, Alabama) "How Free Is Free Education?" The School Executive, LXXIV (September, 1954), 58-60. (S)
- 284 "Southeastern Business Officials Say Service to Instruction Is First Obligation," The Nation's Schools, LV (June, 1955), 108, 112, 114, 116, 118. (Digest of Birmingham Convention) (S)

- 285 Trusal, Maurice E. (Director, Division of Curriculum and Teaching Materials, School District of Williamsport, Williamsport, Pennsylvania) "A Cooperative Project in Williamsport . . . Preparing the Annual Budget," The American School Board Journal, CXXXI (July, 1955), 19-20. (S)
- 286 Zurcher, Arnold J. (Executive Director, Alfred P. Sloan Jr. Foundation, Inc.) "How Foundations Operate as Society's Risk Capital," The Nation's Schools, LV (May, 1955), 43-46. (O)

Subject content	Periodical																								Total				
	American School Board Journal		Bulletin of the National Association of Secondary School Principals		Childhood Education		Clearing House		Educational Leadership		Elementary School Journal		RKA Journal		National Elementary Principals		National Schools		School and Society		School Executive		School Life			School Review		Articles	Pages
	Articles	Pages	Articles	Pages	Articles	Pages	Articles	Pages	Articles	Pages	Articles	Pages	Articles	Pages	Articles	Pages	Articles	Pages	Articles	Pages	Articles	Pages	Articles	Pages		Articles	Pages		
Education (General)	5	9.5	26	51.0	2	6.0	7	20.5	18	78.0	2	8.5	35	26.5	3	8.5	11	30.0	38	83.5	21	59.5	16	31.5	12	31.0	154	621.5	
Education in the United States																											27	76.5	
Education associations and government agencies	13	15.0																									39	38.0	
Legal aspects of education	20	31.0																									17	70.0	
Board of education	16	28.0	12	76.5	5	24.5	8	17.0	9	33.5	1	10.5	1	10.5	22	90.5	14	25.0	4	7.5	23	63.0	1	1.0	1	6.5	27	12.5	
School and community relations																											125	409.0	
Administration, organization, and supervision	23	40.5	43	236.0	3	8.0	12	33.5	6	28.5	4	20.0	7	15.0	19	66.5	22	49.5	10	35.0	29	89.5	1	2.0	2	10.0	181	636.0	
Instruction	8	8.0	10	31.0	10	40.5	20	50.0	5	21.0	2	7.5	25	40.0	3	20.0	17	45.0	9	20.0	20	61.5	1	15.5	1	20.5	138	395.0	
Teacher staff and teaching (General)	5	8.5	6	12.5																							36	119.0	
Preparation	2	4.5	1	6.5																							10	28.5	
Methods	2	4.5	1	6.5																							7	21.0	
Curriculum (General)			13	65.5	11	45.5	1	8.0	14	55.5	2	10.5	2	10.5	2	8.5	2	10.5	4	12.0	2	6.0	2	4.0	2	14.5	53	217.0	
Reading and other language arts	2	6.0	8	43.5	3	20.0	26	71.0	2	7.5	15	56.5	5	10.0	2	8.0	2	9.0	3	5.5	3	8.0	1	1.0	1	19.0	75	289.5	
Social Studies					10	36.0	2	7.5			1	6.0	1	2.0													17	62.0	
Science and Nature	2	3.0			1	9.0	2	8.0							1	7.0	2	8.0	4	11.0	1	2.5				14	50.5		
Other subjects	2	2.5			3	19.0	2	8.0							2	4.0	4	11.0	5	16.0	3	6.0				23	111.0		
Special Education	3	5.0	33	211.0			2	20.0	2	10.0	5	34.5	34	22.5	2	8.0	4	13.0	3	4.5	3	6.0	1	2.5			23	171.0	
Core and similar programs	3	8.0	2	8.0			3	15.5	2	17.5			2	7.5													16	52.0	
Education for citizenship	3	8.0	15	82.5	1	4.0	5	17.5	34.5		2	10.5	2	10.5	6	18.0	2	3.0	4	15.0	2	15.0	2	3.5	2	10.0	51	203.5	
Non-curricular activities	3	2.5	13	59.5	1	6.0	5	27.0	1	3.5			3	10.5	3	11.0	6	18.0	2	3.0	1	2.0	2	2.0			39	134.0	
Recreational activities																													
School libraries (General)	1	4.0	1	4.0			1	1.5									3	11.0	2	4.0	1	10.0				9	30.5		
School libraries	1	4.0	1	4.0	1	8.0	1	0.5	1	7.0			1	2.0	2	4.5	2	4.0		2.0						11	36.5		
Audio-visual programs	5	5.5	1	3.0	1	7.5	1	25.0	1	2.0					1	3.0	12	36.0			3	9.0	4	8.5		37	104.5		
Other provisions for instructional materials					1	3.0	2	7.5	2	7.0			2	6.0							1	8.0				8	31.5		
Educational psychology and psychological services					9	37.0	8	22.5	1	6.0			5	10.5	11	59.0	2	5.0	5	7.5	1	3.0	1	7.0	3	17.5	47	169.5	
Guidance programs			2	5.5			23	33.5	1	6.5			11	21.0	14	77.0	1	3.0	3	9.5	2	4.0	1	8.5	3	12.5	72	204.0	
Health services	2	3.0	19	116.5																	10	21.0				4	15.0		
Physical education																											23	51.5	
First transportation																											1	2.0	
School buildings and plant	6	17.5	1	4.0	1	2.0									4	12.0	2	6.0	36	144.5	1	1.5	2	4.5	2	10.0	126	474.5	
Business administration and school finance	11	21.0	1	7.0									3	5.0			18	43.0			20	43.0	4	7.0		57	126.0		
Total	150	378.0	216	1271.5	60	236.0	143	487.0	62	360.5	40	240.5	262	277.0	95	402.0	206	567.5	104	242.0	184	577.5	48	121.5	41	246.5	1361	5327.5	



# APPENDIX IV

## ITEMS OF SCHOOL LIBRARY INFORMATION PRESENTED IN THIRTEEN EDUCATION PERIODICALS, SEPTEMBER 1, 1954--AUGUST 31, 1955, AS CHECKED WITH SCHOOL LIBRARY STANDARDS<sup>1</sup>

### Checklist I. Items of School Library Information As Checked with the Standards of the American Association of School Librarians<sup>2</sup>

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<sup>1</sup>In the checklists the term "statement" is used to denote all references except those which are reports of actual practice.

<sup>2</sup>The standards for school library quarters and equipment are those presented in Dear Mr. Architect; the other standards in this section are taken from School Libraries for Today and Tomorrow.

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Checklist II. Items of School Library Information  
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<sup>1</sup>Items in this checklist were drawn from the section "Finance" on page 31 of School Libraries for Today and Tomorrow and from statements about financial matters found in other chapters of that publication.

<sup>2</sup>The standards used in Part II are those found in "Library Services," Section F of Evaluative Criteria, 1950.

<sup>3</sup>No checklist is presented here for standards relating to the book collection for the reason that this section of the Evaluative Criteria calls for the evaluation of the book collection of a specific secondary school library and is not an appropriate instrument for checking such information about book collections as appears in the periodicals examined.

list I.A.--References to service to pupils and teachers as checked with the standards presented in School Libraries for Today and Tomorrow

Standard	Source						Totals		
	Articles on school libraries		Other articles		Other sections		Statements	Reports	Grand total
	Statements	Reports	Statements	Reports	Statements	Reports			
Teachers, pupils and librarians plan whether the use of materials . . . . .	..	..	..	2	..	..	..	2	2
Library must have a wealth of materials of all kinds . . . . .	..	..	2	1	..	..	2	1	3
Total . . . . .	0	0	2	3	0	0	2	3	5
Reading program									
Librarian should know many books, their contents, style of writing, level of difficulty . . . . .	1	..	..	1	..	..	1	1	2
Librarian should know individual pupils, their reading abilities and interests . . . . .	1	..	..	..	..	..	1	..	1

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Checklist I.A.--Continued

or have available records of pupils' reading . . . . .	..	..	..	..	..	..	..	..	0
Encourage the expansion of interests and discrimination in selection of reading . . . . .	1	..	..	2	..	..	1	2	3
Develop appreciation of good writing . . . . .	..	..	..	1	..	..	..	1	1
Librarian should cooperate with teachers . . . . .	1	..	..	1	..	..	1	1	2
Follow up suggestions made by teachers concerning individual pupils . . . . .	..	1	..	..	..	..	..	1	1
Consult teachers and counselors of pupils as evidenced in the library . . . . .	..	..	..	..	..	..	..	..	0
Develop collections of books and materials and prepare bibliographies to fill specific needs . . . . .	..	..	1	3	..	..	1	3	4
Librarian should provide abundant materials to meet varying abilities and interests and to encourage discrimination and appreciation in use . . . . .	2	1	5	5	..	1	7	7	14
Librarian should provide opportunity for atmosphere conducive for reading . . . . .	..	..	..	2	..	..	..	2	2
Librarian should provide stimulation and encouragement for reading . . . . .	1	..	1	1	..	2	2	3	5
Have effective displays and exhibits with individuals to develop an awareness of needs . . . . .	1	1	..	2	..	3	1	6	7
Work with groups to promote exploration of library materials . . . . .	..	..	..	..	..	..	..	..	0
Total . . . . .	9	3	7	18	0	6	16	27	43

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Checklist I.A.--Continued

Standard	Source						Totals		
	Articles on school libraries		Other articles		Other sections		Statements	Reports	Grand total
	Statements	Reports	Statements	Reports	Statements	Reports			
Guidance service									
ative planning is highly important.	2	..	..	1	..	..	2	1	3
agement of personal investigations	1	..	..	..	..	..	1	..	1
broad reading interests	1	1	..	5	..	..	1	6	7
tion of desirable social attitudes	1	..	..	1	..	..	1	1	2
vation of work habits and skills	1	..	..	..	..	..	1	..	1
the use of materials	1	..	..	..	..	..	1	..	1
nality development and varied	1	..	..	..	..	..	1	..	1
ial relationships	1	1	1	3	..	1	2	5	7
ulation in the use of library	1	1	1	3	..	1	2	5	7
ources for solving school and	1	1	1	3	..	1	2	5	7
sonal problems	1	1	1	3	..	1	2	5	7
lying occupational materials	1	1	1	3	..	1	2	5	7
i stimulation for examination	2	1	..	5	..	..	2	6	8
i exploration of them	2	1	..	5	..	..	2	6	8

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Checklist I.A.--Continued

with honor students	..	..	2	4	..	..	2	4	6
with student library assistants	..	3	..	7	..	..	..	10	10
Total	9	6	3	26	0	1	12	33	45

Reference service

vidual exploration and use of	..	1	..	10	..	2	..	13	13
erials	..	1	..	10	..	2	..	13	13
od library periods for improving	..	1	2	3	..	2	2	6	8
ility in the use of books and li-	..	1	2	3	..	2	2	6	8
raries through group instruction	..	1	2	3	..	2	2	6	8
i guidance under combined librarian-	..	1	2	3	..	2	2	6	8
i-teacher leadership	..	1	2	3	..	2	2	6	8
p reading and research in the	..	1	2	3	..	2	2	6	8
rary by classes working under	..	1	2	3	..	2	2	6	8
acher leadership	..	1	2	3	..	2	2	6	8
use of materials from central	..	1	2	3	..	2	2	6	8
rary selected cooperatively by	..	1	2	3	..	2	2	6	8
ass groups for special projects and	..	1	2	3	..	2	2	6	8
as in the classroom or laboratory	..	1	2	3	..	2	2	6	8
aration, with pupil-teacher coopera-	..	1	2	3	..	2	2	6	8
on, of bibliographies for class	..	1	2	3	..	2	2	6	8
personal use	1	..	..	1	..	..	1	1	2
Total	1	2	3	35	0	6	4	43	47

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Curriculum development

is important for librarian to	1	..	..	..	..	..	1	..	1
sume his share of the educational	1	..	..	..	..	..	1	..	1
ogram	1	..	..	..	..	..	1	..	1
icipation in curriculum studies	2	..	4	1	..	..	6	1	7
d development	2	..	4	1	..	..	6	1	7

Checklist I.A.--Continued

Standard	Source						Totals		
	Articles on school libraries		Other articles		Other sections		Statements	Reports	Grand total
	Statements	Reports	Statements	Reports	Statements	Reports			
ership on teacher committees, both cal and state . . . . .	..	..	..	3	..	..	..	3	3
aration of bibliographies for all ading levels and subject interests . . . . .	1	..	..	..	..	..	1	..	1
ned instruction in the use of terials . . . . .	..	..	..	1	..	..	..	1	1
erative guidance in development good study habits . . . . .	1	..	..	..	..	..	1	..	1
stance in remedial programs, espe- ally those related to study and ading skills . . . . .	..	..	1	..	..	1	1	1	2
ulation and assistance in group and idividual investigation . . . . .	..	..	..	..	..	..	..	..	0
Total . . . . .	5	0	5	5	0	1	10	6	16

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Checklist I.A.--Continued

Organization of materials for service									
chool library must be organized according to generally accepted prac- ices in library organization . . . . .	..	1	..	..	..	..	..	1	1
ollowing records are generally onsidered desirable:									
ccession record . . . . .	..	..	..	..	..	..	..	..	0
ooks classified and marked . . . . .	1	1	..	..	..	..	1	1	2
p-to-date shelf-list . . . . .	..	..	..	..	..	..	..	..	0
mply prepared dictionary card catalog . . . . .	2	2	..	..	..	..	2	2	4
harging record of books in circulation . . . . .	..	..	..	..	..	..	..	..	0
eriodicals record . . . . .	..	..	..	..	..	..	..	..	0
aterials on order, under considera- tion for order, at bindery, withdrawn . . . . .	..	..	..	..	..	..	..	..	0
bject authority list for use in cataloging . . . . .	..	..	..	..	..	..	..	..	0
entory should be taken at stated ervals and a record kept . . . . .	..	2	..	..	..	..	..	2	2
entory record should be used as a aide when preparing orders . . . . .	..	..	..	..	..	..	..	..	0
ataloging, the librarian should se all available standard aids, ach as printed cards and other ilson time-savers . . . . .	..	..	..	..	..	..	..	..	0
Total . . . . .	3	6	0	0	0	0	3	6	9
Grand total . . . . .	27	17	20	87	0	14	47	118	165

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Standard	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
<p>A school librarian needs to have those personal traits characteristic of the most successful school personnel . . . . .</p> <p>needs understanding of the objectives of the school and ability and desire to achieve them . . . . .</p> <p>Total . . . . .</p>	..	..	..	..	..	..	..	0
	..	..	..	..	..	..	..	0
	0	0	0	0	0	0	0	0

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Size of staff								
<p>one full-time school librarian for 500 pupils . . . . .</p>	2	1	1	1	..	..	3	2
								5

Checklist I.B.--Continued

<p>indefinitely scheduled part-time service for 200 or less pupils . . . . .</p> <p>clerical assistance for part-time librarian . . . . .</p> <p>one full-time clerical assistant for 1000 pupils . . . . . whether in one or several schools . . . . .</p> <p>supervising librarian should have adequate professional and clerical assistance for number, size and programs of the schools served . . . . .</p> <p>Total . . . . .</p>	1	..	..	..	..	..	1	..
	..	..	..	..	..	..	..	0
	..	..	..	..	..	..	..	0
	..	..	..	..	..	..	..	0
	3	1	1	1	0	0	4	2
								6

Training

<p>A school librarian should have completed an organized and suitable college program in library science . . . . .</p> <p>A school librarian should have completed professional education courses . . . . . for teacher certification . . . . .</p> <p>Additional training and experience in both classroom teaching and school library work are valuable for supervisory positions . . . . .</p> <p>A teacher-librarian should have completed no less than 12-18 semester hours of library science with emphasis on books and their use in elementary and secondary school programs . . . . .</p>	1	..	..	..	..	..	1	..
	..	..	..	..	..	..	..	0
	..	..	..	..	..	..	..	0
	1	..	..	..	..	..	1	..
								1

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Checklist I.B.--Continued

Standard	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
Where teacher-librarian is entirely responsible for the technical organization of the library, he will need training in classification and cataloging . . . . .	..	..	..	..	..	..	..	..
Training of teacher-librarians may well be the responsibility of teacher-training institutions . . . . .	..	..	..	..	..	..	..	..
with adequate staff and facilities . . . . .	..	..	..	..	..	..	..	..
All teachers need training in the evaluation, selection, and utilization of library materials for pupil use . . . . .	..	..	..	..	..	..	..	..

Checklist I.B.--Continued

Provision should be made for orientation of teachers-in-training in the areas mentioned above . . . . .	..	..	1	..	..	..	1	..
In-service training to accomplish this orientation is equally important . . . . .	..	..	..	2	..	..	..	2
Total . . . . .	2	0	1	2	0	0	3	2
Status and remuneration								
The school librarian should have equal status with teachers . . . . .	..	..	..	..	..	..	..	..
He should be classified as a teacher . . . . .	..	..	..	..	..	..	..	..
The head librarian should be classified and should rank as the head of a department . . . . .	..	..	..	..	..	..	..	..
School library supervisors should have the same status as other supervisors in the same school system . . . . .	..	..	..	..	..	..	..	..
Total . . . . .	0	0	0	0	0	0	0	0
Grand total . . . . .	5	1	2	3	0	0	7	4

Checklist I.C.--References to the book collection and other library resources of the school library as checked with the standards presented in School Libraries for Today and Tomorrow

Standard	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
The school library appears to be the logical central source of information about all materials in the school . . . . .	..	..	..	..	..	..	..	..
The selection of materials should be the joint responsibility of all those who anticipate using them--pupils, teachers, and librarians . . . . .	2	..	..	3	..	..	2	..
Selection should be based on the need for the material in terms of social, aesthetic, and intellectual growth of the pupils . . . . .	1	..	..	..	..	..	1	..
Total . . . . .	3	0	0	3	0	0	3	..

Checklist I.C.--Continued

Books								
Selection:								
Emphasis is given to adequacy in terms of:								
Varying interests and needs of pupils and teachers . . . . .	1	2	..	..	..	..	1	..
Abilities of pupils . . . . .	..	..	..	1	..	..	..	..
Requirements of the curriculum . . . . .	..	1	..	..	..	..	..	..
Methods of teaching . . . . .	..	..	..	..	..	..	..	..
Availability of books outside the school collection . . . . .	..	..	..	..	..	..	..	..
Provision for growth in literary appreciation . . . . .	..	..	..	..	..	..	..	..
Opportunity for widening informational interests . . . . .	..	..	..	..	..	..	..	..
Considerable help can be obtained in selecting initial or basic collections by use of standard book lists . . . . .	..	..	..	..	..	..	..	..
The librarian should assume leadership in the selection of books to meet school community needs . . . . .	1	..	..	..	..	..	1	..
Size of collection:								
Minimum of 1000 titles, approximately selected, for school library for approximately 200 pupils . . . . .	..	..	..	..	..	..	..	..
At least 100 new titles should be added each year for school library for approximately 200 pupils . . . . .	..	..	..	..	..	..	..	..



Checklist I.C.--Continued

Standard	Source						Totals		
	Articles on school libraries		Other articles		Other sections		Statements	Reports	Grand total
	Statements	Reports	Statements	Reports	Statements	Reports			
Varying number of titles and volumes suggested for different enrollments .	1	2	..	..	..	..	1	2	3
Sets of supplementary texts should not be considered a part of the library book collection . . . . .	..	..	..	..	..	..	..	..	..
Total . . . . .	3	6	0	1	0	0	3	6	9
Maintenance									
Out-of-date, inaccurate, and otherwise inappropriate books should be withdrawn from the school library book collection . . . . .	..	1	..	..	..	..	..	1	1
Many titles of continuing interest will need to be replaced or rebound . . . .	..	..	..	..	..	..	..	..	..

Checklist I.C.--Continued

Some titles may be purchased in pre-library-bound editions . . . . .	..	..	..	..	..	..	..	..	..
Total . . . . .	0	1	0	0	0	0	0	0	1
Pamphlets and clippings									
Pamphlets and clippings should be organized as an integral part of the library collection . . . . .	1	..	..	..	..	..	1	..	1
Materials should be regularly added to the information file . . . . .	..	..	..	..	..	..	..	..	..
Materials should be promptly withdrawn from the information file when no longer useful . . . . .	..	..	..	..	..	..	..	..	..
Total . . . . .	1	0	0	0	0	0	1	0	1
Periodicals and Newspapers									
Every school library should subscribe to as many periodicals as the school can put to good use . . . . .	..	..	..	1	..	..	..	1	1
Magazines to be used for reference purposes should be subscribed for on a twelve-month basis . . . . .	..	..	..	..	..	..	..	..	..
Some magazine indexing service should be provided . . . . .	1	..	..	..	..	..	1	..	1

Checklist I.C.--Continued

Standard	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
Varying number of titles and volumes suggested for different enrollments . . . . .	1	2	..	..	..	..	1	2
Sets of supplementary texts should not be considered a part of the library book collection . . . . .	..	..	..	..	..	..	..	..
Total . . . . .	3	6	0	1	0	0	3	6
Maintenance								
Out-of-date, inaccurate, and otherwise inappropriate books should be withdrawn from the school library book collection . . . . .	..	1	..	..	..	..	..	1
Many titles of continuing interest will need to be replaced or rebound . . . . .	..	..	..	..	..	..	..	..

Checklist I.C.--Continued

Some titles may be purchased in pre-library-bound editions . . . . .	..	..	..	..	..	..	..	..
Total . . . . .	0	1	0	0	0	0	0	1
Pamphlets and clippings								
Pamphlets and clippings should be organized as an integral part of the library collection . . . . .	1	..	..	..	..	..	1	..
Materials should be regularly added to the information file . . . . .	..	..	..	..	..	..	..	..
Materials should be promptly withdrawn from the information file when no longer useful . . . . .	..	..	..	..	..	..	..	..
Total . . . . .	1	0	0	0	0	0	1	0
Periodicals and Newspapers								
Every school library should subscribe to as many periodicals as the school can put to good use . . . . .	..	..	..	1	..	..	..	1
Magazines to be used for reference purposes should be subscribed for on a twelve-month basis . . . . .	..	..	..	..	..	..	..	..
Some magazine indexing service should be provided . . . . .	1	..	..	..	..	..	1	..

Checklist I.C.--Continued

Standard	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
Minimum program recommended:								
200-pupil elementary school--10 to 15 magazines . . . . .	..	1	..	..	..	..	..	1
200-pupil high school--15-25 magazines . . . . .	..	..	..	..	..	..	..	..
200-pupil school--2 newspapers, one local . . . . .	..	..	..	..	..	..	..	..
Total . . . . .	1	1	0	1	0	0	1	2
Audio-visual aids								
Audio-visual aids are an important part of library resources . . . . .	..	..	..	..	..	..	..	..

Checklist I.C.--Continued

Librarians should take initiative in making these aids known . . . . .	..	..	..	..	..	..	..	..
Librarians should often take the initiative in securing and promoting their use . . . . .	..	..	..	..	..	..	..	..
Librarian will work closely with other staff members having responsibility for audio-visual aids . . . . .	1	..	..	..	..	..	1	..
Selection of these materials should be made cooperatively by teachers, pupils and librarians . . . . .	..	..	..	..	..	..	..	..
National, regional and state lists should be used in selecting materials . . . . .	..	..	..	..	..	..	..	..
Films and allied materials should be previewed before purchase . . . . .	..	..	..	..	..	..	..	..
Films may be obtained from central agencies . . . . .	..	..	..	..	..	..	..	..
Film collections should be kept up to date and in good repair . . . . .	..	..	..	..	..	..	..	..
Total . . . . .	1	0	0	0	0	0	1	0
Community resources								
Community resources should be used to strengthen the library . . . . .	..	2	1	8	0	2	1	12
Cooperative planning between librarians can result in better service and more effective collections . . . . .	..	..	..	..	..	..	..	..

Standard	Source								Totals	
	Articles on school libraries		Other articles		Other sections		Reports		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports	Statements	Reports		
Librarian should know these resources . . .	..	..	..	..	..	..	..	..	..	..
He should encourage their use . . .	..	..	..	..	..	..	..	..	..	..
Information about these resources should be recorded in the library . . .	..	..	..	..	..	..	..	..	..	..
The librarian should make available suitable materials from these community agencies and groups . . .	..	..	..	..	..	..	..	..	..	..
Total . . . . .	0	3	1	8	0	2	1	13	1	14
Grand total . . . . .	9	11	1	13	0	2	10	26	36	36

Grand total

Checklist I.D.--References to school library quarters checked with standards presented 1  
Dear Mr. Architect

Standards	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
The school library should be functionally designed as a materials center . . . . .	..	..	1	4	..	..	1	4
Planning should be done on a cooperative basis . . . . .	..	..	2	3	1	..	3	3
Type of school may influence physical facility provided . . . . .	..	..	..	..	..	..	..	..
Simplicity, adequate space, and purposeful arrangement are essentials . . . . .	..	1	2	..	..	..	2	1
General treatment:								
The best light should be provided . . . . .	..	2	..	1	..	..	..	3
Control of sound is important . . . . .	..	..	..	8	..	..	..	8
Clear glass in partitions facilitates supervision . . . . .	..	..	..	1	..	..	..	1
Color is used to advantage in the library . . . . .	..	..	..	7	..	..	..	7

Checklist I.D.--Continued

Areas to be provided:								
Reading, or general use center . . . . .	3	2	1	21	..	..	4	23
Workroom . . . . .	..	1	1	7	..	..	1	8
Storage area . . . . .	..	1	1	7	..	..	1	8
Combination work-storage area . . . . .	1	..	..	..	..	..	1	..
Conference room(s) . . . . .	..	1	1	8	..	..	1	9
Space for examining and selecting audio-visual materials . . . . .	..	1	2	4	..	..	2	5
Office space for the librarian . . . . .	..	..	1	5	..	..	1	5
Combination office-conference room . . . . .	..	..	..	..	..	..	..	..
Building adaptation . . . . .	..	..	..	..	..	..	..	..
Library-related areas:								
Study-hall should be near or adjacent to library . . . . .	..	..	..	1	..	1	..	2
Classroom(s) . . . . .	..	..	..	..	..	..	..	..
Adjacent areas . . . . .	..	..	..	4	..	..	..	4
Total . . . . .	4	9	12	81	1	1	17	91

Checklist I.E.--References to financial provisions for the school library as checked with the standards presented in School Libraries for Today and Tomorrow

Standard	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
Provisions for financing the school library should be included in the school budget . . . . .	1	..	..	..	..	..	1	..
Satisfactory school library service is dependent upon adequate financial resources . . . . .	..	..	..	..	..	..	..	..
Adequate school library service includes provision for a regular library budget. A librarian must be assured of a reasonably stable budget from year to year. . . . .	1	1	..	..	..	..	1	1
Funds from the book budget should be available throughout the school year. . . . .	..	..	..	..	..	..	..	..
Additional funds should be provided for:								
"Initial" or basic collections . . . . .	1	1	1	..	..	..	2	1
Encyclopedia replacements . . . . .	..	..	..	..	..	..	..	..

Checklist I.E.--Continued

After the library is equipped and functioning, the budget should include funds for:								
Materials and their maintenance . . . . .	8	..	..	..	..	..	8	..
Personnel . . . . .	..	..	..	..	..	..	..	..
Quarters, equipment and upkeep . . . . .	..	..	..	..	..	..	..	..
(Specific budget allotments) . . . . .	1	1	1	..	..	..	2	1
In a school system centralization of services is desirable and economical. . . . .	1	..	..	..	..	..	1	..
Small schools may make contracts for supplementary services from the public library . . . . .	..	..	..	..	..	..	..	..
Equalized opportunity for school library service is dependent financially upon state and federal aid administered through proper educational channels . . . . .	..	..	..	1	..	..	..	1
More adequate financial support is necessary if national agencies are to provide the leadership, guidance, and research which should be expected of them . . . . .	..	..	..	..	..	..	..	..
Total . . . . .	13	3	2	1	0	0	15	4

Checklist I.F.--References to administration, supervision, and extension of school library services as checked with the standards presented in School Libraries for Today and Tomorrow

Standard	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
The school board is responsible for the financial support and the educational worth of the school library program . . . . .	1	..	..	..	..	..	1	..
The school superintendent . . . . . has the responsibility for developing and effecting a well-conceived and stimulating program of school library service . . . . .	..	1	1	..	..	..	1	..
Recognition of importance, necessity for support, and interpretation . . . . . to school board . . . . .	..	..	..	1	..	..	..	..
Interpretation of program to parents and whole community, as well as to the faculty of the school . . . . .	..	..	2	5	..	..	2	..

Checklist I.F.--Continued

The principal consideration should be the provision of adequate library service to meet curricular and personal needs of pupils and teachers at all school levels . . . . .	1	..	..	..	..	..	1	..
Total . . . . .	2	1	3	6	0	0	5	..

School library service in a school administrative unit

Individual school library:								
Library serving 200 pupils:								
A trained librarian in charge . . . . .	..	1	..	..	..	..	..	..
A central collection of books, periodicals, and audio-visual aids . . . . .	1	..	..	..	..	..	1	..
An annual appropriation for the collection . . . . .	..	..	..	..	..	..	..	..
If librarian promotes library service in other schools, clerical assistance should be provided . . . . .	..	..	..	..	..	..	..	..
Schools with fewer than 200 pupils:								
Basic reference tools available . . . . .	..	..	..	..	..	..	..	..
Collection of other books or arrangements for borrowing from central library outside the school . . . . .	..	..	..	..	..	..	..	..
Large school library (500 enrollment):								
Full-time school librarians . . . . .	..	..	..	..	..	..	..	..
Full-time clerical assistants . . . . .	..	..	..	..	..	..	..	..

Checklist I.F.--Continued

Standard	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
Very large schools (2000+ pupils):								
Several trained librarians . . . . .	..	..	..	..	..	..	..	..
One designated as head librarian . . .	..	..	..	..	..	..	..	..
All should work with teachers and pupils and share in all types of activity related to library service . . . . .	..	2	1	2	..	1	1	5
Central school library agency . . . . .	..	2	1	2	..	1	1	5
A coordinated program with supervision and central organization for all schools in an administrative unit is an efficient arrangement . . . . .	1	1	..	..	..	..	1	1
Larger school systems should employ a supervisor of school libraries . . .	..	..	..	1	..	..	..	1
Appropriate clerical help . . . . .	..	..	..	..	..	..	..	..

Checklist I.F.--Continued

Where many small schools are involved, a central book collection should be maintained . . . . .	..	1	..	..	..	1	..	2
Library service by professionally trained librarians . . . . .	..	1	..	..	..	..	..	1
Bookmobiles or other means of transportation should be provided..	..	1	..	..	1	..	1	1
The following services should be provided:								
Central collection of books, periodicals, pamphlets, and audio-visual aids . . . . .	..	..	..	1	..	..	..	1
Group purchasing of materials . . . .	1	..	..	..	..	..	1	..
Centralized classification, cataloging, and processing . . . .	1	..	..	..	..	..	1	..
Assistance to librarians, teachers, and school administrators with various phases of the school and library programs . . . . .	..	..	..	..	..	..	..	..
Supplementary reference service and . . . interlibrary loans . . . .	..	..	..	..	..	..	..	..
Facilitation of exchange of books, etc. . . . .	..	..	..	1	..	..	..	1
Guidance to the teacher-librarian or librarian in the individual school . . . . .	..	..	..	..	..	..	..	..
Evaluation of the school library program with recommendation to the school administrator . . . . .	..	..	..	..	..	..	..	..



Checklist I.F.--Continued

Standard	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
Cooperative arrangements for technical processing should be worked out for all school libraries in the school district, county, or region . . . . .	..	..	..	..	..	..	..	..
Professional librarians needed . . . . .	..	..	..	..	..	..	..	..
Clerical assistants required . . . . .	..	..	..	..	..	..	..	..
Total . . . . .	4	7	1	5	1	2	6	14

State school library agency

It is recommended that a program of school library supervision with qualified personnel be included in every state department of education . . . . .	..	..	..	..	..	..	..	..
--	----	----	----	----	----	----	----	----

Checklist I.F.--Continued

The state director of the school library program should be responsible for:								
Interpretation of school library service, adaptation of national standards, and promotion of improvements in school library service . . . . .	..	..	..	..	..	..	..	..
Evaluation and stimulation of school libraries in the state . . . . .	..	..	..	..	..	..	..	..
Interpretation of state laws and regulations regarding school libraries . . . . .	..	..	..	..	..	..	..	..
Cooperation with other education and library agencies and departments of the state and with institutions responsible for the education of teachers and librarians . . . . .	..	..	..	..	..	..	..	..
Provisions for information, advice, and aid to school librarians, other teachers, and administrators . . . . .	..	..	..	..	..	..	..	..
Preparation and distribution of materials which interpret the work of the school library and and promote improved library support and service . . . . .	..	..	..	..	..	..	..	..
Collection and organization of statistical and factual data about school libraries in the state . . . . .	..	..	..	..	..	..	..	..
Encouragement of school librarians to participate in local, state, and national professional organizations and activities . . . . .	..	..	..	..	..	..	..	..
Total . . . . .	0	0	0	0	0	0	0	0

Standard	Source						Totals		
	Articles on school libraries		Other articles		Other sections		Statements	Reports	Grand total
	Statements	Reports	Statements	Reports	Statements	Reports			
	National agencies								
National agencies in general . . . . .	..	1	..	1	..	..	..	2	2
Assist schools and education departments in developing and planning library programs and aid librarians . . . . .	..	..	..	..	..	..	..	..	0
Are concerned with:									
Training school librarians and teacher librarians . . . . .	..	..	..	..	..	..	..	..	0
Accrediting library schools . . . . .	..	..	..	..	..	..	..	..	0
Analyzing training needs . . . . .	..	..	..	..	..	..	..	..	0
Formulating plans for recruiting satisfactory personnel for training for school library service . . . . .	..	..	..	..	..	..	..	..	0
Total . . . . .	0	1	0	1	0	0	0	2	2
Grand total . . . . .	6	9	4	12	1	2	11	23	24

Checklist II.A.--References to the library staff as checked with the standards presented  
"Section F" of the Evaluative Criteria

Standards	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
Numerical adequacy								
A professionally trained school librarian is charged with responsibility for the library . . . . .	2	1	1	1	..	..	3	2
Professionally trained assistant librarians are provided in large schools . . . . .	..	..	..	..	..	..	..	..
Clerical assistance is available . . . . .	1	..	..	..	..	..	1	..
Total . . . . .	3	1	1	1	0	0	4	2
Preparation, qualifications, and conditions of service								
The professional library staff possesses such qualifications as the following:								

Checklist II.A.--Continued

An understanding of the school's philosophy of education . . . . .	..	..	..	..	..	..	..	..
A broad, general education--the equivalent of at least the baccalaureate degree . . . . .	1	..	..	..	..	..	1	..
Successful teaching experience . . . . .	..	..	..	..	..	..	..	..
Ability to organize and manage the library effectively . . . . .	..	..	..	..	..	..	..	..
Demonstrated ability to assist teachers in selecting and using a variety of library materials . . . . .	2	..	1	..	..	..	3	..
Ability to help pupils in the proper and effective use of the library and library materials . . . . .	3	..	..	3	..	..	3	3
Ability to work with the administrative officials of the school to secure effective library services . . . . .	..	..	..	..	..	..	..	..
Ability to make the library an attractive learning situation . . . . .	..	..	..	..	..	..	..	..
The professional preparation and qualifications of the library staff are characterized by:								
Training in organization of material, including classifying and cataloging . . . . .	..	..	..	..	..	..	..	..
Training in management of library services . . . . .	..	..	..	..	..	..	..	..
Broad knowledge of books and periodicals and training in selection in terms of needs of pupils . . . . .	1	..	2	..	..	..	3	..
Knowledge and understanding of books and periodical reading needs of secondary school pupils . . . . .	..	..	..	..	..	..	..	..

Checklist II.A.--Continued

Standard	Source						Total
	Articles on school libraries		Other articles		Other sections		
	Statements	Reports	Statements	Reports	Statements	Reports	
Training in selecting, acquiring, and organizing pamphlets, bulletins, and similar materials in terms of needs of pupils . . . . .	..	..	..	..	..	..	..
Preparation in the selection, organization, and use of audio-visual materials . . . . .	..	..	..	..	..	..	..
Ability to use reference books and to teach pupils to use them . . . . .	..	..	..	..	..	..	..
Knowledge and understanding concerning reading disabilities and reading instruction . . . . .	..	..	..	..	..	..	..
Ability to work as a member of curriculum development committees . . . . .	1	..	..	..	..	..	1
Continuance of growth through in-service training . . . . .	..	..	..	..	..	..	..

Checklist II.A.--Continued

The following conditions of service are provided:							
The librarians have faculty status equal to that of teachers having equivalent education, experience and responsibilities . . . . .	..	..	..	..	..	..	..
The librarians participate in all faculty meetings . . . . .	..	..	..	..	..	..	..
The librarians are represented on faculty planning committees dealing with the educational program . . . . .	..	..	2	2	..	..	2
Salaries of librarians are consistent with those of other faculty members having equivalent education, experience, and responsibilities . . . . .	..	..	..	..	..	..	..
Additional compensation is provided if service is required during regular vacation periods . . . . .	..	..	..	..	..	..	..
Provisions for leaves of absence and retirement apply to librarians . . . . .	..	..	..	..	..	..	..
Total . . . . .	8	0	5	5	0	0	13

Duties and responsibilities of the library staff

The library staff:							
Studies the provisions made in the elementary school for helping pupils use library materials so that effective articulation of instruction is possible . . . . .	..	..	..	..	..	..	..

Checklist II.A.--Continued

Standard	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
Systematically acquaints pupils, in cooperation with other members of the instructional staff, with the proper and effective use of library facilities	..	..	2	3	..	..	2	3
Evaluates knowledges and skills in the use of the library	..	..	..	..	..	..	..	..
Makes available a wide variety of library materials and services to pupils	..	1	2	6	..	1	2	8
Provides cooperative supervision of activities within the library	..	..	..	..	..	..	..	..
Stimulates and guides pupils in different phases of their reading	..	..	..	..	..	..	..	..
Encourages pupils to widen their reading interests	..	..	..	..	..	..	..	..

Checklist II.A.--Continued

Cooperates with other departments in providing attractive and effective exhibits of library materials and welcomes displays furnished by other departments for exhibit in the library	1	..	..	3	..	..	1	..
Organizes all library materials for effective use	1	..	..	2	..	..	1	..
Guides pupils in selecting books suitable to their reading abilities and interests	1	2	1	5	..	1	2	..
Conducts periodic inventories of library materials	..	2	..	..	..	..	..	..
Assists in planning, with various staff members, for effective use of audio-visual equipment and materials	1	..	..	..	..	..	1	..
Maintains a clearing house of information concerning community resources for instructional purposes	..	..	..	..	..	..	..	..
Carries on an extensive program of library publicity in the school	..	..	..	..	..	..	..	..
Contributes to public relations activities of the school	..	..	..	2	..	..	..	..
Makes reports periodically on the status and needs of the library services	..	..	..	..	..	..	..	..
Gives attention to the proper physical environment, including such factors as lighting, heating, and ventilation	..	..	..	..	..	..	..	..

Checklist II.A.--Continued

Standard	Source						Total
	Articles on school libraries		Other articles		Other sections		Statements
	Statements	Reports	Statements	Reports	Statements	Reports	
Studies and evaluates pupil and teacher use of the library . . . . .	1	..	..	..	..	..	1
Cooperates with community librarians in increasing the effectiveness of community and school libraries . .	..	1	..	..	..	..	..
Keeps librarians of public libraries informed of needs of pupils for public library materials . . . . .	..	..	..	..	..	..	..
Exercises leadership in the development of policies for the selection and use of library materials . . . . .	1	..	..	..	..	..	1
Cooperates with teachers in the selection of materials . . . . .	..	..	..	2	..	..	..
Regularly informs teachers of new materials which have been acquired . . . . .	1	..	..	..	..	..	1

Checklist II.A.--Continued

Regularly informs teachers of new materials which are available for acquisition . . . . .	..	..	..	..	..	..	..
Is acquainted with the content of various course offerings . . . . .	..	..	..	..	..	..	..
Participates in classroom activities and works with teachers to increase the effective use of library materials . . . . .	1	..	1	..	..	1	2
Assists teachers in collecting and organizing bulletin-board and display materials . . . . .	..	..	..	..	..	..	..
Assists teachers in selecting and using audio-visual materials (e.g., films, filmstrips, recordings, slides). . . . .	1	..	..	..	..	..	1
Total . . . . .	9	6	6	23	0	3	16
Grand total . . . . .	20	7	12	29	0	3	32

Checklist II.B.--References to organization and management of the school library as checked with the standards presented in "Section F" of the Evaluative Criteria

Standard	Sources						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
Financial provisions								
Salaries of librarians are consistent with those of other faculty members . . .	..	..	..	..	..	..	..	..
Additional compensation if service is required during vacation periods . . .	..	..	..	..	..	..	..	..
Librarian, after consulting teachers or heads of departments, constructs and submits detailed budget . . . . .	..	..	..	..	..	..	..	..
A sum is regularly allotted . . . to meet library needs . . . . .	1	1	..	..	..	..	1	1
Budget allotments . . . available throughout year . . . . .	..	..	..	..	..	..	..	..

Checklist II.B.--Continued

Library materials may be acquired throughout year as needed	..	..	..	..	..	..	..	..
Accurate up-to-date records are kept showing income, funds available, disbursements, and balances	..	..	..	..	..	..	..	..
A portion of the budget is allotted For . . . new books, duplicates and replacements	2	..	..	..	..	..	2	..
For . . . periodicals, newspapers and pamphlets	1	..	..	..	..	..	1	..
For care, repair, and rebinding of library materials	2	..	..	..	..	..	2	..
For miscellaneous items . . . as expendable supplies	2	..	..	..	..	..	2	..
For purchase or rental of audio-visual materials (e.g., films, filmstrips, recordings)	1	..	..	..	..	..	1	..
Total	9	1	0	0	0	0	9	..

Classification and care of library materials

Library books classified and arranged according to Dewey or comparable system	1	1	..	..	..	..	1	..
Card catalog maintained with author, title, and subject cards for each title	2	2	..	..	..	..	2	..
Periodicals and pamphlet materials organized to facilitate use	1	..	..	..	..	..	1	..

Checklist II.B.--Continued

Standard	Source						Total
	Articles on school libraries		Other articles		Other sections		Statements
	Statements	Reports	Statements	Reports	Statements	Reports	
All library materials of permanent value which are school property are accessioned and catalogued by the library regardless of where they are housed . . . . .	..	..	..	..	..	..	..
Audio-visual materials are classified and catalogued either in the general catalog or in a special catalog . . . . .	..	..	..	..	..	..	..
All catalog materials are kept up to date . . . . .	..	..	..	..	..	..	..
A shelf list is kept up to date . . . . .	..	..	..	..	..	..	..
An accession record is kept up to date . . . . .	..	..	..	..	..	..	..

Checklist II.B.--Continued

Books and other materials are properly shelved and frequently checked . . . . .	..	2	..	..	..	..	..
The library has an efficient loan system . . . . .	..	..	..	..	..	..	..
Books are repaired and rebound according to acceptable library standards . . . . .	..	2	..	..	..	..	..
Library materials which have ceased to meet pupil needs are discarded periodically . . . . .	..	..	..	..	..	..	..
Total . . . . .	4	7	0	0	0	0	4

Accessibility of library facilities

The library is open for pupil use before the beginning of the daily program . . . . .	..	..	..	1	..	..	..
The library is open continuously throughout the day . . . . .	..	2	..	1	..	..	..
Members of the professional staff are on duty in the library throughout the day . . . . .	..	..	..	..	..	..	..
The library is kept open as long after school as use justifies . . . . .	..	..	..	..	..	..	..
Open-shelf facilities are provided whenever possible . . . . .	..	..	..	..	..	..	..
Library materials are freely loaned to classrooms and study halls for such periods of time as needed . . . . .	2	..	1	1	..	1	3



## Standard

Library materials loaned to classroom are easily available to pupils for use in classroom and at home . . . . .

Pupils have access to the library during class periods . . . . .

Individual pupil schedules permit at least three periods per week for work in the library . . . . .

Standard	Articles on school libraries		Other articles		Statements		Reports		Statements	Reports	Grand total
	Statements	Reports	Statements	Reports	Statements	Reports	Statements	Reports			
Library materials loaned to classroom are easily available to pupils for use in classroom and at home . . . . .	..	..	..	4	..	..	..	2	..	6	6
Pupils have access to the library during class periods . . . . .	1	..	..	7	..	..	..	2	1	9	10
Individual pupil schedules permit at least three periods per week for work in the library . . . . .	..	..	..	..	..	..	..	..	..	..	0
Total . . . . .	3	2	1	14	0	5	4	21	25		
Grand total . . . . .	16	10	1	14	10	5	17	29	46		

Checklist II.C.--References to library materials as checked with standards presented in  
"Section F" of the Evaluative Criteria

Standard	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
Selection of materials								
The following factors receive proper consideration in the selection of books, periodicals, and other library materials:								
Present and potential study and reading interests and needs of pupils . .	1	2	..	..	..	..	1	2
Ranges of reading abilities of pupils .	..	..	..	1	..	..	1	1
Suggestions from pupils . . . . .	..	..	1	2	..	..	1	2
Aims, techniques, and content of the curriculum . . . . .	1	..	..	1	..	..	1	1
Recognition of special community interests and needs . . . . .	..	1	..	..	..	..	..	1
Suggestions from teachers . . . . .	2	..	..	2	..	..	2	2

Checklist II.C.--Continued

Present distribution of titles as to classification, curricular, and extra-curricular needs . . . . .	..	1	..	..	..	..	..	1
Proximity and availability of other library materials in the community . . . . .	..	..	..	..	..	..	..	..
Value and desirability of the products of various authors . . . . .	..	1	..	..	..	5	..	6
Availability of loans from other libraries, governmental agencies, individuals, or other sources . . . . .	..	..	..	..	..	..	..	..
Books and periodical format--binding, print, paper, appearance, and durability . . . . .	1	..	..	..	..	..	1	..
Inquiry data--materials and types of materials called for and extent of demand . . . . .	1	..	..	..	..	..	1	..
Library circulation data--materials and types of materials used . . . . .	1	..	..	..	..	..	1	..
Availability of purchase on an economical basis . . . . .	..	1	..	..	..	..	..	1
<u>The Booklist, Standard Catalog for High School Libraries, Wilson Library Bulletin, Educational Film Guide, Filmstrip Guide, and Horn Book . . . . .</u>	1	1	..	..	..	..	1	1
Subscription books and sets of books selected from standard lists and/or after consulting Subscription Books Bulletin . . . . .	..	..	..	..	..	..	..	..
Need for, and intended use of, audio-visual materials . . . . .	..	..	..	..	..	..	..	..

Checklist II.C.--Continued

Standard	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
Ease and convenience in using audio-visual materials . . . . .	..	..	..	..	..	..	..	..
Discussions with school and public librarians . . . . .	..	..	..	..	..	..	..	..
Total . . . . .	8	7	1	6	0	5	9	18

Data about periodicals

Periodicals are provided which are adapted particularly to adolescent boy interests and needs . . . . .	..	..	..	..	..	..	..	..
Periodicals are provided which are adapted particularly to adolescent girl interests and needs . . . . .	..	..	..	..	..	..	..	..

Checklist II.C.--Continued

Periodicals and newspapers are provided which include general coverage of a variety of subjects . . . . .	..	..	..	1	..	..	..	1
Periodicals and newspapers are provided which include different editorial points of view . . . . .	..	..	..	..	..	..	..	..
Periodicals regularly subscribed to are checked with the periodical list in the Standard Catalog . . . . .	..	..	..	..	..	..	..	..
A general periodical index is available (e.g., <u>Abridged Readers' Guide</u> ) . . . . .	..	1	..	..	..	..	..	1
Accessible files of periodicals indexed in the <u>Guide</u> are kept for a sufficient length of time . . . . .	..	..	..	..	..	..	..	..
Periodicals are reinforced or placed in protective covers . . . . .	..	..	..	..	..	..	..	..
Periodicals are provided which emphasize the various areas of the curriculum, reflect the world scene, and appeal to the interests and needs of young people . . . . .	..	2	..	..	..	..	..	2
Total . . . . .	0	3	0	1	0	0	0	4

Additional instructional materials

A collection of pamphlets, bulletins, clippings, and other vertical-file materials is readily accessible . . . . .	1	..	..	3	..	..	1	3
Provision is made for keeping vertical-file materials up to date . . . . .	..	..	..	..	..	..	..	..

Checklist II.C.--Continued

Standard	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
Posters and pictures are organized for efficient use . . . . .	..	..	..	..	..	..	..	..
Maps, charts, and similar materials are organized for efficient use . . . .	..	..	..	..	..	..	..	..
At least one 16-inch globe is available . . . . .	..	..	..	..	..	..	..	..
Models, specimens, and similar exhibit materials are provided . . . .	1	..	..	1	..	..	1	1
Motion picture films are available . . . .	1	..	..	..	..	..	1	..
Slides and still-projection aids are provided . . . . .	1	..	..	..	..	..	1	..
The services of cooperative film libraries or similar agencies are used . . . . .	..	..	..	..	..	..	..	..

Table II.C.--Continued

Projection equipment is available . . . . .	..	..	..	..	..	..	..	..
A record player is available . . . . .	..	..	..	..	..	..	..	..
Phonograph records and transcriptions are provided . . . . .	1	1	..	..	..	..	1	1
All audio-visual materials are organized for efficient use . . . . .	..	..	..	..	..	..	..	..
Recording equipment is provided . . . . .	..	..	1	..	..	..	1	..
Radio facilities are provided . . . . .	..	..	..	..	..	..	..	..
Total . . . . .	4	1	1	4	0	0	5	5
Grand total . . . . .	12	11	2	11	0	5	14	27

Checklist II.D.--References to physical facilities of the school library as checked with standards presented in "Section F" of the Evaluative Criteria

Standard	Source						Totals	
	Articles on school libraries		Other articles		Other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
The library area								
Is centralized with respect to main corridors . . . . .	..	1	..	12	..	..	..	13
Is adjacent to study halls . . . . .	..	..	..	4	..	..	..	4
Is of sufficient size to provide good reading and study conditions . .	1	1	1	9	..	..	2	10
Is equipped with floor covering of linoleum or other approved materials . . . . .	..	..	..	6	..	..	..	6
Is acoustically treated to permit quiet reading . . . . .	..	..	1	2	..	..	1	2
Is adequately lighted . . . . .	..	1	..	2	..	..	..	3
Is artistically decorated . . . . .	..	..	1	10	..	..	1	10

Checklist II.D.--Continued

Is provided with tables and chairs of suitable size and height . . . . .	..	..	..	1	..	..	..	1
Contains conference, listening, or preview room or rooms . . . . .	..	1	..	6	..	..	..	7
Contains a library office . . . . .	..	..	..	7	..	..	..	7
Is provided with a charging desk . . . . .	..	..	..	1	..	..	..	1
Contains shelving of sufficient amount to meet needs of an adequate collection . . . . .	..	..	..	4	..	..	..	4
Has bulletin boards and a display area . .	1	..	..	2	..	..	1	2
Is equipped with cabinet for card catalog and filing cabinets . . . . .	..	..	..	1	..	..	..	1
Contains a workroom of adequate size . . .	..	1	..	5	..	..	..	6
Is equipped with a noiseless typewriter . . . . .	..	..	..	..	..	..	..	..
Contains storage facilities for library materials and supplies . . . . .	..	1	1	6	..	..	1	7
Contains storage facilities for audio-visual materials . . . . .	..	1	1	3	..	..	1	4
Is equipped with magazine shelving . . .	..	1	..	2	..	..	..	3
Is equipped with newspaper racks . . . .	..	..	..	1	..	..	..	1
Total . . . . .	2	8	5	84	0	0	7	92

Checklist II.E.--References to the use of the library as checked with the standards presented in "Section F" of the Evaluative Criteria

Standard	Source						Totals	
	Articles on school libraries		Statements other articles		Statements other sections		Statements	Reports
	Statements	Reports	Statements	Reports	Statements	Reports		
	Use by teachers							
Teachers use school library materials to promote their own professional growth . . . . .	..	..	..	1	..	..	1	1
Teachers use the library as an aid in curriculum development . . . . .	..	..	2	3	..	..	2	3
Teachers inform the librarian regarding library needs in relation to classroom activities . . . . .	..	..	1	1	..	..	1	1
Teachers use the library materials extensively in their classroom planning and teaching . . . . .	1	..	..	5	..	..	1	5
Grand total								



## Checklist II.E.--Continued

Standard	Source						Totals		
	Articles on school libraries		Statements		Reports		Other articles	Statements	Reports sections
	Statements	Reports	Statements	Reports	Statements	Reports			
Pupil activity organizations use the library extensively in the promotion of their projects . . . . .	..	..	..	..	1	..	..	..	1
Pupils respect the rights of other in their cooperative use of library facilities and materials . . . . .	1	..	..	..	..	..	..	1	..
Pupils use other libraries in the community . . . . .	..	1	1	6	1	1	..	1	8
Total . . . . .	1	5	2	34	0	4	3	43	46
Grand total . . . . .	4	6	8	46	0	6	12	58	70

Grand total



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