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# A Study of the Chronological Development of the Elementary School Media Center in Kentucky & a Description of the Kenwood Elementary Media Center as a Current Example

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1976

A STUDY OF THE CHRONOLOGICAL DEVELOPMENT OF  
THE ELEMENTARY SCHOOL MEDIA CENTER IN KENTUCKY  
AND A DESCRIPTION OF THE KENWOOD ELEMENTARY  
MEDIA CENTER AS A CURRENT EXAMPLE

A Project Report Submitted to the Faculty of  
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Foundations  
Western Kentucky University  
Bowling Green, Kentucky

In Partial Fulfillment  
of the Requirements for the Degree  
Specialist in Education

by

Linda Hall Perkins

August 1976

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SCHOOL MEDIA CENTER IN KENTUCKY AND A DESCRIPTION OF THE  
KENWOOD ELEMENTARY MEDIA CENTER AS A CURRENT EXAMPLE

Linda Hall Perkins

August 1976

64 pages

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Department of Educational Administration & Foundations

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The chronological development of elementary school media centers in Kentucky was traced through an examination of: state constitutions, school laws, biennial reports of the superintendent of public instruction, Department of Education Bulletins, school board minutes, books on education and library periodicals. Kenwood Media Center, Jefferson County Public Schools, Louisville, Kentucky was chosen as the model example of a media center 1975. It was examined in the following areas: personnel, collection of materials and equipment, appropriations, services, organization of center and facilities.

CHAPTER I



## CHAPTER I

### INTRODUCTION

#### Purpose of study

The purpose of this study was twofold: (1) to trace the chronological development of elementary libraries and elementary media centers in Kentucky, and (2) to describe a current example of a media center.

#### Importance of study

Elementary libraries in Kentucky were slow to develop. No study of elementary libraries and their development in Kentucky had been undertaken. There had been many studies in public education in Kentucky but there had been little mention of school libraries or media centers. This was found to be true whether on the state, district or individual school level. This study attempted to gather available data and relate the data to the major influences in the development of early libraries.

#### Procedures followed

The study centered around the development of public education in Kentucky since school libraries are a part of the educational program and of necessity are affected by its development. The historical development of elementary school

libraries in Kentucky was traced through an examination of the following sources: (1) state constitutions, (2) school laws, (3) biennial reports of the superintendent of public instruction, (4) Department of Education Bulletins, (5) school board minutes, (6) books on education, and (7) library periodicals.

The study investigated, in depth, one media center, Kenwood Elementary School, Jefferson County Public Schools, Louisville, Kentucky. Kenwood Media Center was chosen because the author felt it to be a model center developed from the library concept to the media center concept. Another reason it was chosen was that the author had access to the media center records. The chronological development was explained through interviews and school records. The media center was examined during 1975 in the following areas: (1) personnel, (2) collection of materials and equipment, (3) appropriations, (4) services, (5) organization of center and (6) facilities. The above areas were examined by use of figures from reports and interviews with school personnel.

#### Limitations of study

The scope of this study was limited to media centers in the state of Kentucky. Available research data were limited because no previous in depth studies were found on libraries at the elementary level.

The author of this study selected as a model the media center of Kenwood Elementary School, Jefferson County Public Schools, Louisville, Kentucky. The chronological development from a library to a media center included the years 1955

through 1975.

Definition of terms

Annual school library reports--Statistical reports submitted to the State Department of Education in October for the previous year.

Media--Printed and audio-visual forms of communication and their accompanying technology.

Media Center--A learning center in a school where a full range of print and audio-visual media, necessary equipment, and services from media specialist are accessible to students and teachers.<sup>1</sup>

Media Programs--All the instructional and other services furnished to students and teachers by a media center and its staff.

Media Specialist--A professionally educated person who meets state certification requirements, and has acquired at least a master's degree in the library and/or audio-visual fields based upon a comprehensive training program. Within this field there may be several types of specialization, such as (a) level of instruction, (b) areas of curriculum, (c) type of media, and (d) type of service. A fifth year degree in media specialization may be substituted if the program embraces the unified media concept.

Nonprint media--Audio-visual forms of communication and the equipment needed for utilization.<sup>2</sup>

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<sup>1</sup>American Library Association. Standards for School Media Programs, April, 1969, p. xv.

<sup>2</sup>Kentucky State Department of Education. Media Guidelines for School Media Programs in Kentucky. January 1974, p. iii.

CHAPTER II

## CHAPTER II

### EARLY LIBRARY DEVELOPMENT

Library history recorded its beginnings before Christ. The first libraries of historic times were in the temples of ancient Egypt and were known as the royal libraries of Phoenicia. History recorded their existence as early as the beginning of the eleventh century B.C.<sup>1</sup>

The most royal library of this early era was that of Assurbanipal at Ninevah, founded in 700 B.C.<sup>2</sup> The first known of the great private libraries in Biblical times, according to Parsons, was the library of Pisistratus of Athens and Polycrate, tyrant of Samas.<sup>3</sup> It is possible, as stated by Hessel, that private libraries began in the fourth century B.C. with Euripides and included those of Plato and Aristotle.<sup>4</sup>

L. F. Fargo stated that students of this early era were using libraries:

Babylonian youths studied in the libraries of their great temples, which were the schools of the period,

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<sup>1</sup>James Thompson, The Medieval Library (New York: Hafner Publishing Company, 1957) pp. 1-14.

<sup>2</sup>John Thornton, Chronology of Librarianship (London: Grafton and Co., 1941) p. 145.

<sup>3</sup>Edward A. Parsons, Alexandrian Library (New York: Elsevier Press, 1952) pp. 8-10.

<sup>4</sup>Alfred Hessel, A History of Libraries (Metuchen, New Jersey: Scarecrow Press, 1950) p. 3.

and the scholars of Alexander walked the collonnades of its great library with their peripatetic teachers.<sup>5</sup>

Even though library history is recorded in Biblical times, special libraries for students did not come to pass until the middle of the seventeenth century. The first library established for students in the United States was the university library. Harvard University Library began in 1638, six years after the opening of the University.<sup>6</sup> Benjamin Franklin in 1743 proposed the establishment of an academy that would be equipped with a library, but the idea was not officially adopted.<sup>7</sup>

In 1827, Governor DeWitt Clinton of New York recommended that a small collection of library books be placed in each school house. This was the first recording of an attempt in the United States for a state supported school library system.<sup>8</sup> However, the proposal was not passed until 1835, and even then few districts voted taxes to establish and maintain the library systems. The tax was set at \$10.00 each year.<sup>9</sup> When William Marcy took office as Governor of

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<sup>5</sup>L. F. Fargo, Library in the School (Chicago: American Library Association, 1933) p. 11.

<sup>6</sup>Kentucky. Department of Education, "Library Services Available to Public Schools in Kentucky," Educational Bulletin, 2(January, 1935): 9.

<sup>7</sup>Tom J. Cole, "Origin and Development of School Libraries," Peabody Journal of Education 37(September 1959):87.

<sup>8</sup>Josephine Smith, A Chronology of Librarianship (Metuchen, New Jersey: Scarecrow Press, 1968) p. 92.

<sup>9</sup>Arthur Bostwich, American Public Library (New York: Appleton, 1910) p. 6.

New York, he recommended that the legislature appropriate funds for school libraries and on April 15, 1839, the New York legislature enacted a state library aid program for the district libraries; but that also changed, as a diversion of funds was made.<sup>10</sup>

In 1837, the Massachusetts legislature, led by Horace Mann, passed legislation starting school district libraries. The same year legislation was enacted in Michigan; and by 1876, a total of nineteen states had provided legislation for public school libraries.<sup>11</sup> This legislative process, according to Koos, did not guarantee that schools would have libraries, or that existing libraries would be carefully tended, or even supported.<sup>12</sup>

The first report of history, condition and management of library work in the United States was published by the Bureau of Education in 1876. This publication emphasized the need for both public and school libraries to be established.<sup>13</sup> The same year Melvil Dewey encouraged the founding of the American Library Association when he gathered a group together at the Centennial Exhibition in Philadelphia to

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<sup>10</sup>Alfred Hessel, A History of Libraries (New York: Scarecrow, 1950) pp. 101-105.

<sup>11</sup>Cole, "Origin and Development of School Libraries," p. 88.

<sup>12</sup>F. H. Koos, State Participation in Public School Library Service, (New York Teachers College: Columbia University, 1927) p. 6.

<sup>13</sup>Thornton, Chronology of Librarianship, p. 202.

promote library interest. The Association was the first of its kind and worked to promote extensive library service throughout the country.<sup>14</sup> A third event of 1876 was the publication of Library Journal, a periodical which devotes itself completely to the interest of librarians.<sup>15</sup>

Cole stated that during the late 1800's, a new concept in reading which de-emphasized the A B C method and substituted the Pestalozzian principles brought about a need for more reading materials especially in the intermediate grades. Thus with a change in the approach to reading the goals changed and gradually evolved into the concept that the primary function of learning to read was the development of permanent interest in reading and the appreciation of good reading material. This brought about a greater demand for library services to supplement regular classroom textbook assignments.<sup>16</sup>

Classroom libraries first appeared in Worcester, Massachusetts in 1887.<sup>17</sup> As the reading needs of children increased, elementary libraries grew and flourished to meet these needs and collections of children's books began to

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<sup>14</sup>Cole, "Origin and Development of School Libraries," p. 89.

<sup>15</sup>Joy Beswich, The World of Frederick Leypoldt Bibliographer and Publisher (New York: Browker, 1942) p. 55.

<sup>16</sup>Cole, "Origin and Development of School Libraries," p. 89.

<sup>17</sup>Kentucky. Department of Education, "Library Service Available to Public Schools in Kentucky," Educational Bulletin 2 (January 1935):12.



appear in public libraries. As the demand for full library service within the schools increased, school departments organized and operated libraries in school buildings. In some cases, schools and public libraries cooperated and shared administrative and financial responsibility.

Koos believed that schools in areas without public library service continued to build up school library book collections of their own. Another agency, the state library commission, played an important role. The first state library commission was established in Massachusetts in 1890.<sup>18</sup>

In 1892, the first report of cooperative efforts between public school libraries and public libraries was given by the Cleveland Public Library which stated that they were providing books for both class and loan purposes.<sup>19</sup>

During the year 1896, John C. Dana, President of the American Library Association, sponsored a petition which led to the establishment of the School Library Section of the National Education Association. A committee was appointed to formulate standards and objectives for the School Library Section. In the purposes of the School Library Section it was stated that the section

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<sup>18</sup>Koos, State Participation in Public School Library Service, p. 7.

<sup>19</sup>Henry L. Cecil and William A. Heaps, School Library Services in the United States, (New York: H. W. Wilson Co., 1940) p. 50-52.

. . . should cover fully school and pedagogic libraries but that its great work should be practical recognition that education is no longer for youth and for a limited course in school, but that it is really a matter for adults as well as in school. . . . This means that education must be carried on by means of reading and that, if the libraries are to furnish the books and give all necessary help in their proper field, the school must furnish the readers.<sup>20</sup>

The School Library Section was not added as a division of the American Library Association until 1914.<sup>21</sup> The early purposes of the School Library Section served as groundwork for future library development. In 1895, the Cleveland Ohio Public Library established a branch library in the Central High School, which mainly served the community. The Educational Bulletin, January 1935, states that learning was still a formal process which centered around teachers and the textbook.<sup>22</sup>

At the beginning of school year 1900, Miss Mary Kingsbury was appointed librarian at Erasmus Hall High School, Brooklyn, New York. She became the first qualified librarian appointed to a high school position as well as the first librarian employed full-time.<sup>23</sup>

Fargo, in his book Library in the School stated when secondary schools began to formulate objectives, there

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<sup>20</sup>Ibid., p. 53.

<sup>21</sup>Cole, "Origin and Development of School Libraries," p. 90.

<sup>22</sup>Kentucky. Department of Education, "Library Service Available to Public Schools in Kentucky," Educational Bulletin 2 (January 1935): 10.

<sup>23</sup>Cole, "Origin and Development of School Libraries," p. 90.

was a change evident in the attitude of educators in secondary schools toward the use of books, because of the greater demand for the use of books. With the publication of the report of the Committee on the Reorganization of the English Curriculum in 1917, a high standard was set for high school libraries. The Committee worked with the National Education Association's School Library Department, headed by Melvil Dewey. A plan was developed for the organization of secondary school libraries by the National Education Association, the district educational associations of the country, and the educational bodies of practically every state in the union. This plan provided understanding of the organization and function of the high school library.<sup>24</sup>

In 1936, the School and Children's Library Division was established at the American Library Association headquarters, and in 1938, the Library Services Division of the Office of Education of the Federal Security Agency came into existence.<sup>25</sup> Davies reported that joint committees of the American Library Association and the National Education Association met in 1939 to define standards for school library services. The committee advocated a well balanced collection of books, pamphlets, and audio visual aids, which were appropriate to the needs of the schools.<sup>26</sup>

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<sup>24</sup>Fargo, Library in the School, p. 446.

<sup>25</sup>Cole, "Origin and Development of School Libraries," p. 91.

<sup>26</sup>Ruth Davies, The School Library, (New York: Browker, 1969) p. 62.

According to Cecil and Heaps, since the early days of democracy the need for education has been constantly increasing. In the nineteenth century, this need was recognized at the elementary school level. Three factors appear to have been the most important causes of elementary school expansion: (1) the tremendous growth in population due to the effects of immigration; (2) the rise of industrialism in our nation, and the subsequent legislation restricting child labor and providing for compulsory school attendance; and (3) the growing belief that a democracy, for its own preservation, should provide a basic education for all citizens.<sup>27</sup>

Cecil expressed the view that with the expansion of elementary schools came the need for elementary libraries; however, the first elementary school libraries were in a corner of the principal's office. As the collection grew, they were kept in classrooms, but the collection was usually very small, consisting of fewer than 20 books. Cecil, in his book School Library Services in the United States, outlined a study for the development of the work-study-play, platoon schools, started by William A. Wirt in Bluffton, Indiana in 1900. This was the first attempt to break the traditional classroom library concept. The students went to a room designated as the library as a part of their planned program.<sup>28</sup> The main

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<sup>27</sup> Henry Cecil and William A. Heaps. School Library Service in the United States, (New York: H. W. Wilson, 1940) p. 14.

<sup>28</sup> Cecil, School Library Services in the United States, p. 55.

purpose of the elementary library in the platoon school was for pleasure reading. The books did not circulate, since the collection was too small. In most cases, the teacher doubled as a classroom teacher and librarian.<sup>29</sup>

According to Fargo, the elementary libraries in the 1930's were of three types: (1) the traditional school library, (2) the reading laboratory, and (3) the unlimited service library. The traditional library was a collection of books shelved in a cabinet in the principal's office or an available closet. The reading laboratory was a reading room which was generally under the supervision of the reading teacher. The unlimited service library was a collection of all types of materials housed in a central location for use by teachers and students, with a librarian in charge who helped with the curriculum development, library techniques, and recreational reading.<sup>30</sup>

According to Hazelle Anderson, during the 1950's the elementary library was becoming an instructional materials center, which went beyond printed and audio-visual materials and included models, art works, realia, and recordings. All materials were completely cataloged in one file. The librarian was a resource person, who displayed knowledge of

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<sup>29</sup>Ibid., p. 277-281.

<sup>30</sup>Lucile Fargo, The Program for Elementary School Library Service, (Chicago: American Library Association, 1930) p. 59-62.

instructional tools, learning processes, and child development.<sup>31</sup> As the elementary libraries developed and changed to media centers in the United States, they were also developing in Kentucky.

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<sup>31</sup>Hazelle Anderson, "Service at the Elementary Level," Library Trends 1 (January 1953) pp. 304-306.

CHAPTER III

### CHAPTER III

#### CHRONOLOGICAL DEVELOPMENT OF

#### ELEMENTARY SCHOOL MEDIA

#### CENTERS IN KENTUCKY

The development of the public schools in the state of Kentucky began in the 1830's. School libraries did not develop until the late 1890's, and the media center concept was not developed until the mid 1960's.

The first two Kentucky constitutions, 1792 and 1799, made no provision for public education, according to Ligon. Records from these conventions do not report education being discussed.<sup>1</sup>

Ligon further stated that four factors influenced lack of development in the state system of public education in Kentucky: (1) sparse population hindered communication; (2) English attitude toward separation of church and state held over into education; (3) conflict of opinions among religious sects; and (4) lack of federal encouragement. Though the Congress of 1785 provided for distribution of

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<sup>1</sup>Moses Edward Ligon, "A History of Public Education in Kentucky," Bulletin of the University of Kentucky, Bureau of School Services 14 (4 June 1942): 13.



public lands and a portion of the lands for school property, Kentucky did not operate under these federal land laws.<sup>2</sup>

In these early years, Kentucky had no system of public education; the schools, private and denominational, were scattered in forts and villages. Later, "field schools" served many of the small communities. The need for a system of common schools had not yet arisen, and it was not until 1838, according to the "Historical Development of Your Jefferson County Schools," that the Kentucky legislature established a system of common schools. This legislative act marked the real beginning of organized state support for a system of public schools in Kentucky. This support was not without opposition; the principle of public education was by no means firmly established. The action of the legislators was met in some quarters by apathy and resistance. Nevertheless, the idea of public education had taken root. The following years brought impetus to the growth of the public school system in Kentucky. In 1838, the first Kentucky State Board of Education was established: it consisted of the Superintendent of Public Instruction, the Attorney General, and the Secretary of State. The first Superintendent of Public Instruction was Joseph J. Bullock of Louisville.<sup>3</sup>

Though legislation had been enacted in 1838, the Kentucky Constitution of 1850, Article XI, made the first

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<sup>2</sup>Ibid.

<sup>3</sup>Jefferson County Public Schools, "Historical Development of Your Jefferson County Schools," Louisville, n.d., p. 1. (Mimeographed.)

constitutional provision for public school systems to be developed in Kentucky.<sup>4</sup> The Fourth Constitution of Kentucky, written in 1891, directed the legislature to provide for an efficient system of common schools and to appropriate monies for their maintenance from a common school fund raised through property taxation.<sup>5</sup> It was not until 1908, according to Educational Bulletin, March 1952, that the legislature levied general taxes, which compelled all local districts to establish and maintain public schools. This delay in providing the financial support necessary to implement the constitutional provision was due primarily to lack of interest, and lack of conviction that public education was a responsibility of the citizenry and must be jointly supported by state and local taxation.<sup>6</sup>

The Kentucky Report of 1844 stated that it was the duty of the

Legislator and philanthropist, to counteract the deleterious influence of such reading, by establishing circulating School Libraries, composed of useful books, both for childhood and youth. Books of history, of our own and other countries, biography, travels, natural history, agriculture, mechanics, &c, &c.,

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<sup>4</sup> Kentucky. Department of Education, "The Historical Development and Present Status of Public High School Libraries in Kentucky 1908-1950," Educational Bulletin 20 (March 1952): 16-17.

<sup>5</sup> Legislative Research Commission, Kentucky Revised Statutes, Annotated. 22 vols. (Indianapolis: Bobbs, Merrill 1973) 1:459-470.

<sup>6</sup> Kentucky. Department of Education, "Historical Development of Public High School Libraries," pp. 16-17.

would go very far to neutralize the poison which wicked and sordid men are scattering over the community.<sup>7</sup>

The Common School Laws of 1870, Article XII, provided for district libraries, and stated that when forty volumes had been collected they were to be placed in a centrally located facility where all the school districts could use any of the forty volumes. The secretary of the board of education or an appointed teacher would serve as librarian. The board could receive donations for the collection, as long as the materials were not of a sectarian nature. Any resident of the district could use the books for a small membership fee, and students within the local schools could use them free.<sup>8</sup> The Common School Laws of 1877-1878 were identical to the laws of 1870 in their statements about school libraries.<sup>9</sup>

In 1876, a study published by United States Department of Education, Public Libraries in the United States of America, libraries were listed by states but none were listed for Kentucky; though mention was given of the Kentucky School Law of 1873, which provided for the establishment of a school library in any school district, upon the collection of forty volumes, by means of contribution or purchase. The law

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<sup>7</sup>Kentucky. Department of Education, Kentucky School Reports, (Lexington, Kentucky) 8 January 1844: 54.

<sup>8</sup>Kentucky. Department of Education, Kentucky School Reports: School Law, 1870. (Frankfort, Kentucky): 36-37.

<sup>9</sup>Kentucky. Department of Education, Kentucky School Reports: School Law, 1877-1878, (Frankfort, Kentucky): 49-50.

law stipulated that none of the school revenues collected by general taxation for the purpose of common school education could be used to purchase books, maps, or charts for the library. It is doubtful that the law pertained specifically to high schools, but it does indicate that there existed at that time an awareness of the need for schools to have books and libraries.<sup>10</sup>

Between 1908 and 1915, the Kentucky State Department of Education issued six bulletins devoted to the subject of school libraries. No specific mention was given of either elementary or high school libraries, but the bulletins contained information which would be helpful in establishing a school library. In the foreword, the various Superintendents of Public Instruction indicated that their major concern was for every boy and girl to have access to a school library.<sup>11</sup>

In 1908, Crabbe said,

I send herewith Bulletin Number 8, the first library Bulletin. No more important bulletin has been issued from my office; no more important document has reached your office, I dare say. I am intensely in earnest about libraries in our schools. The boys and girls are missing a great part of their heritage. Every school district in Kentucky must have a library --I must help to that end, you must help too.<sup>12</sup>

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<sup>10</sup>Kentucky. Department of Education, "Historical Development of Public High Schools," pp. 32-33.

<sup>11</sup>Ibid., p. 36.

<sup>12</sup>Kentucky. Department of Education. Library Bulletin 1908, first series, p. 1, quoted in Kentucky. Department of Education. "Historical Development of Public High Schools," p. 36.

In the state bulletins of 1910 and 1912, libraries were not mentioned, except that it was felt that the bulletins were doing much to awaken an interest in school libraries among educators in all parts of the state.

Examination of available data indicated that the first high schools in Kentucky were in Louisville. Male High School (Boy's High School) was established in 1838 and functioned without a library until 1897. At that time, R. N. Halleck was appointed librarian and was asked to put into order a collection of four thousand volumes. This he did by using the available income of \$200. In 1856, the Girl's High School was founded. It functioned without organized library facilities until 1903, when W. H. Bartholomew became librarian and put a collection of three thousand books into usable order.<sup>13</sup> Before 1910, other high schools in Kentucky, rather than having their own libraries, benefited from loans of traveling libraries. Information about the aid given came through correspondence with public libraries, solicited through the county school superintendents.<sup>14</sup>

The Male High School and Girl's High School profited by having their own libraries, but by 1915, they saw that better library facilities should be sought. The Louisville

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<sup>13</sup>Kentucky. Department of Education, "Historical Development of Public High Schools," pp. 39-40.

<sup>14</sup>Kentucky Library Commission, First Biennial Report 1910-1911, (Louisville: Courier Journal Printing Co., 1912), p. 51.

Board of Education minutes of December 7, 1915, stated that a committee was appointed to discuss the organization of libraries at the high schools in Louisville.<sup>15</sup> The January board minutes record the following report:

Resolved that with a view to the more efficient operation and increased usefulness of the present libraries at the Boy's High School and Girl's High School, this Board makes the following arrangement with the Louisville Free Public Library:

1. Request the Public Librarian to recommend two members of the library staff, equal to at least second grade assistants in Public Library, who will be elected and each paid a salary of \$60.00 a month for a period of six months from January 1, 1916.
2. Each person so recommended, when elected, to be a member of the faculty of the high school in which employed, during period of employment.

The proposal was passed unanimously. Miss Edna C. Grauman and Miss Mary Brown Humphrey were recommended to be librarians at Boy's High School and Girl's High School, respectively. Superintendent of Louisville Schools, O. L. Reid, recommended their appointment to the Board. They were elected and began work immediately.<sup>16</sup>

In a meeting on July 6, 1920, the board raised the salaries for the two librarians to \$135.00 per month and voted that they be appointed for the next school year, with

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<sup>15</sup>Louisville Kentucky Public Schools, Minutes of Meeting of Board of Education, meeting 7 December 1915. (Handwritten.)

<sup>16</sup>Louisville Kentucky Public Schools, Minutes of Meeting of Board of Education, meeting 4 January 1916. (Handwritten.)

regular teaching contracts, since they were to exercise the regular disciplinary functions of a teacher.<sup>17</sup>

The Division of School Libraries was added to the Kentucky State Department of Education on July 1, 1933. This was made possible through a grant from the General Education Board of New York City. Miss Ruth Theobald was appointed the first supervisor of school libraries.<sup>18</sup> The publication of a report, "Library Service Available to the Public Schools of Kentucky," was one of the major achievements of the division in its early years. The studies that this publication reported were a significant contribution to school library growth in Kentucky. School libraries in varying degrees of organization existed in every high school in the state of Kentucky in 1935. Standards for secondary school libraries were in the process of being formulated. The centralized library collection for the elementary school was slowly becoming more evident. In the general absence of other county library service, the circulation of collections of books from rural elementary schools was encouraged. This plan had two advantages as seen by the Biennial Report of Superintendent of Public Instruction June 30, 1935: (1) the total number of books made available to the public during the school year was increased, which

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<sup>17</sup>Kentucky. Department of Education, "Historical Development of Public High School Libraries," p. 43.

<sup>18</sup>Kentucky. Department of Education, Educational Bulletin 1 (July 1933): 21.

prevented the book collections from becoming static and also stimulated the pupils' interest in reading, and (2) the books were moved to a central location for storage during the summer months, which provided for their safekeeping when not in use.

During the early 1930's, according to the Superintendent of Public Instruction, school libraries were improved; but they were in early stages of development. Throughout the elementary schools in the state, there was an average of less than one book per child available in the elementary schools. The Superintendent of Public Instruction felt that not nearly enough money had been expended by school boards for the purchase of library books. Though funds for the support of the schools were inadequate, the importance of library books and reading materials in the curriculum of the school, was such that school budgets should have allowed substantial monies for their purchase. School library development in both elementary and high schools in Kentucky was hampered by lack of funds. Second to the handicap of inadequate funds for school libraries was the lack of professional library training by Kentucky school librarians. Most of the librarians, regardless of the kind of library in which they worked, were trained for high school libraries. The elementary school librarian was practically non-existent within the state.<sup>19</sup>

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<sup>19</sup>Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction 30 June 1935, pp. 24-26.



"The Annual Financial Report of Kentucky for 1931-1933" showed that the average amount spent per child for library books was two cents. Twenty-four counties did not spend a single cent for library books. Statistics for these years showed 536,971 children enrolled in elementary schools, and 459,971 volumes owned by these schools. This gave the children an average of .86 of a book per child. For the high school, the average was 6.99 books per pupil. It is evident that the high schools received larger amounts of monies to spend.<sup>20</sup>

According to the Educational Bulletin, January 1935, the elementary school librarian did not exist in 1931-1932, because most librarians then served at the secondary level. This situation changed during the next decade. Approximately five-sixths of the school children were in the elementary schools in Kentucky. The number of schools in the state, maintaining elementary and secondary schools housed in the same plant, far exceeded the number of secondary schools operated as separate units.<sup>21</sup> A regulation of the State Board of Education stated that a secondary school library would not be maintained at the expense of an elementary school.<sup>22</sup> In spite of this rule, elementary schools without

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<sup>20</sup> Kentucky. Department of Education, "Library Service Available to the Public Schools of Kentucky," Educational Bulletin 2 (January 1935): 19-24.

<sup>21</sup> Ibid., p. 44.

<sup>22</sup> Kentucky. Department of Education, "Manual of Organization and Administration for High Schools," Educational Bulletin 1 (August 1933): 29-30.

library service existed. Boards of education were required to give services for the elementary schools equal to those of the secondary schools. It was the duty of the educators of the state to see that reading facilities for the elementary school were not neglected. By 1933, the population of Kentucky was rapidly increasing, according to Educational Bulletin, August, 1933. The bulletin further stated that new schools were being provided with library facilities. Qualified librarians were needed to serve in these schools, whether they were elementary or high school.<sup>23</sup>

By 1935, the importance of elementary libraries in Kentucky was recognized, according to the Summary of Financial Reports for Year Ending June 30, 1935. The report stated that \$23,702.89 was spent for elementary library books.<sup>24</sup> The Biennial Report of Superintendent of Public Instruction 1935-1937 stated that Kentucky had no aid for school libraries. The lack of state aid proved a handicap in the development of school library service. The first activity of the library supervisor was to develop a booklist to assist county superintendents in rendering a service of book circulation to rural schools. In February 1937, a regulation was passed which included aid for both high school and elementary

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<sup>23</sup>Ibid., p. 29-31

<sup>24</sup>Kentucky. Department of Education, Summary of Reports for Year Ending June 30, 1935, p. 51.

schools. Under its provisions a stipulated percentage of every school district budget appropriation was to be expended annually for library books. Fifty percent, or more, of this book fund was apportioned to elementary schools. The regulation, as soon as it was fully operative, gave school libraries a definite and regularly occurring book fund, the sine qua non of adequate school library service.<sup>25</sup>

The Biennial Report of the Superintendent of Public Instruction 1935-1937 stated the certification of full-time librarians was approved by the State Board of Education in January 1937. A year's training in library science was the basis for this special library certification. Not only did this arrangement iron out serious difficulties in undergraduate training but it also gave added recognition to library training, and played a part in insuring equal salary schedules for teachers and librarians with equivalent preparation.<sup>26</sup>

According to the Biennial Report of the Superintendent of Public Instruction 1935-1937, the supervisor of school libraries, realizing that a strong group organization contributes to knowledge of any field, as well as to professional spirit, began to work toward the organization of a school library group as a section of the Kentucky Education

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<sup>25</sup>Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction, 1935-1937, p. 25.

<sup>26</sup>Ibid., p. 26.

Association.<sup>27</sup> The financial report of the state of Kentucky for the year ending June 30, 1939, stated that \$29,642.42 had been spent for elementary library books.<sup>28</sup>

According to Cecil, more detailed development of elementary school libraries came after 1940. Though the growth was not as rapid as that of the secondary school library, the elementary school library was making progress. Some of the more prosperous systems were adding elementary libraries to the buildings being constructed to take care of the rapidly expanded population. In schools where the secondary and elementary departments were housed together, or adjacent to each other, a few elementary sections were added to the high school collections and administered by the high school librarian.<sup>29</sup>

Recognizing that library services were important to elementary as well as high school students, the Kentucky State Board of Education on March 18, 1949, adopted new standards for elementary school libraries. With this adoption came more money. School districts attempted to improve library service for elementary schools by buying more books. The Biennial Report of the Superintendent of

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<sup>27</sup> Ibid., p. 27.

<sup>28</sup> Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction, 30 June 1939, p. 76.

<sup>29</sup> Cecil, School Library Services in United States, p. 60.

Public Instruction for June 30, 1951 showed that \$158,412.32 had been used for these purchases.<sup>30</sup>

In 1951, the Southern Association of Colleges and Secondary Schools published a guide for use in evaluating elementary schools, similiar to the one published for secondary schools. Emphasis was placed on upgrading elementary education in the South. The guidelines for the evaluation of the elementary school were aimed at improving recruitment, selection, and education of elementary school teachers; at improving the elementary school curriculum and at improving school facilities and teaching materials. The move toward regional accreditation for the elementary school played a significant role in increasing expenditures for elementary school libraries. The Biennial Report of the Superintendent of Public Instruction for June 30, 1952 stated that \$181,759.84 was spent for elementary library books.<sup>32</sup>

In 1954, the Friends of Kentucky Libraries conducted a statewide campaign under the chairmanship of Mr. Harry

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<sup>30</sup>Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction, 30 June 1951, pp. 748-749, 820.

<sup>31</sup>Southern Association of Colleges and Secondary Schools, Commission on Research and Service, Evaluating the Elementary Schools. (Atlanta, Georgia: Southern Association of Colleges and Secondary Schools, 1951), p. iii.

<sup>32</sup>Kentucky. Department of Education. Biennial Report of Superintendent of Public Instruction, 30 June 1952, pp. 860-864, 932.

Schacter and Mrs. Barry Bingham. As a result of this campaign, 102 bookmobiles were presented to the Library Extension Division at Frankfort. They were primarily designed to serve the general public and to operate from public libraries in areas where there were public libraries. As part of the service to the public, bookmobiles attempted to serve schools. However, both librarians and educators agreed that although bookmobile service could supplement, it was not intended to take the place of local library service nor to draw upon funds appropriated to school libraries. Funds obtained as part of the support program were to be spent on developing libraries in local schools; therefore, the school library program could be strengthened by the support program, to the point where minimum standards could be met by the supplementation of this local effort.<sup>33</sup>

The Biennial Report of Superintendent of Public Instruction June 30, 1955 showed that \$206,625.60 was spent for elementary library books. This was an increase of thirty percent over the biennial report of 1952, and made the average spending per elementary child \$1.56.<sup>34</sup>

The Minimum Foundation Program for Kentucky passed in 1955-1956, but not until the following year 1956-1957, was

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<sup>33</sup>Kentucky. Department of Education, "Library Services for Kentucky Schools," Educational Bulletin 25 (April 1957), pp. 185-186.

<sup>34</sup>Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction, 30 June 1955, pp. 279,

it fully funded.<sup>35</sup> The program made possible four distinct services to the school library program: (1) The librarian was given the same status as a classroom teacher, and an administrative and special instructional service unit was provided for the librarian. (2) An administrative policy provided that the full-time librarian be employed, and the local school board reimbursed by the Kentucky Board of Education for ten months' employment. (3) The Kentucky State Board of Education was required to allot \$400.00 per classroom unit for capital outlay. This fund was to purchase new furniture, equipment, books and new buildings.<sup>36</sup>

According to the April 1957 Educational Bulletin, "Library Service for Kentucky Schools," it was evident that the elementary library was no longer something to be denied or something to be provided for after all other services were assured. The school library had become an integral part of the school program. It was to be planned to meet the behavioral objectives of the system in its various programs. Good teaching was no longer thought to be possible without adequate library materials. Responsibility for the support

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<sup>35</sup>Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction, 30 June 1957, pp. 803-805.

<sup>36</sup>Kentucky. Department of Education, "Library Services for Kentucky Schools," Educational Bulletin 25 (April 1957), p. 186.

of the school library rested with the administration and the school board. Parent-teacher associations and other organizations often showed interest and were generous with contributions to school libraries. This was true especially on the elementary level because the need was great. The funds provided supplemental, rather than basic, materials for the library. The Minimum Foundation Program gave definite and regular appropriations from the school funds to libraries. The 1957 standards for library service in Kentucky required a minimum of \$1.25 per pupil.<sup>37</sup>

Librarians and other educators generally agreed that a centralized library in the school was the best means of supplying adequate library service. This centralized library became the place in the school where varied materials were made available for all interest levels of children and their individual differences. Such materials were to be organized and administered by a trained librarian. The librarian assumed the responsibility of arranging and using these facilities to serve the needs of both individuals and groups. The librarian was expected to meet the various needs that arose from all curriculum activities as they materialized.<sup>38</sup>

The centralized library was considered an economical unit. The economy, in the area of reference materials, was

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<sup>37</sup> Ibid., p. 183.

<sup>38</sup> Ibid.



sound for two reasons: (1) encyclopedias and many other materials were too expensive to be bought for each classroom; and (2) it was recommended that revised encyclopedias be purchased each five years. However, one or more sets were bought, put in the library, and made available for the children from all classes. The skills of the librarian added to successful use of the books by both teachers and pupils.<sup>39</sup>

As stated in the Biennial Report of the Superintendent of Public Instruction 1956-1957, there were forty-seven elementary schools in Kentucky with centralized library programs, and all but five were served by qualified librarians. The Superintendent of Public Instruction reported that \$267,661.32 was spent for elementary library books. The Department of Library Services stressed to superintendents that they should spend at least \$1.25 per child for elementary library books.<sup>40</sup>

In the 1957 issue of the Educational Bulletin, "Library Services for Kentucky Schools," it was suggested that the same amount of money appropriated for high school libraries might also be given for the establishment of elementary libraries, for three reasons: (1) elementary schools lacked facilities, (2) lacked trained personnel, and (3) had limited budgets. It was further suggested that a beginning library might be started

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<sup>39</sup> Ibid., p. 184.

<sup>40</sup> Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction, 30 June 1957, pp. 803-805.

on forty cents per pupil. Trained personnel were to be used insofar as it was possible.<sup>41</sup> The Educational Bulletin, "Library Service for Kentucky Schools," of June 1961, no longer suggested that an elementary library be made available, It stated:

There shall be an annual appropriation and expenditure by the local board of education of at least \$1.00 per pupil enrolled, for the purchase of materials for a centralized library in each elementary school center (grades 1-8 inclusive). The desirable goal should be the achievement of an appropriation of \$1.25 per pupil within a five-year period. . . . In beginning elementary library service, there shall be a minimum annual appropriation and expenditure of 50 cents per pupil in each elementary school center and work toward the standard appropriation in five years. . . . There shall be additional funds in schools which purchase audio-visual materials.

. . . It is highly desirable that the librarian should have some school library or teaching experience before undertaking a position in large elementary centers. . . .

. . . In new buildings, the library shall be a separate room large enough to seat a standard classroom unit plus twenty, allowing 25 square feet of floor space per pupil. . . . In existing buildings, the centralized elementary library shall be a separate room the size of a standard classroom with a work area provided.<sup>42</sup>

From 1957 through 1960, much progress was evident in library development as noted in the Biennial Report of Superintendent of Public Instruction June 30, 1959. For the 1957-1958 school year, sixty-seven schools reported centralized libraries. For the 1958-1959 school year, seventy-five were reported.

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<sup>41</sup>Kentucky. Department of Education, "Library Service for Kentucky Schools," Educational Bulletin 25(April 1957), pp. 255-263.

<sup>42</sup>Kentucky. Department of Education, "Library Service for Kentucky Schools," Educational Bulletin 29(June 1961), pp. 596-598.

These years saw Kentucky State Board of Education appropriations increase also: \$209,864.39 for elementary library books and \$56,393.84 for audio-visual materials. Population was on the increase. The increase in appropriations, however, averaged only \$.47 per child.<sup>43</sup> The 1959-1960 financial report showed that \$360,276.49 was spent for elementary library books and \$144,083.34 spent for audio-visual materials. This increase in spending raised the per pupil rate slightly to \$.57. The 1959-1960 school year showed 103 qualified librarians serving 147 elementary schools. The number for 1960-1961 increased to 136 serving 198 elementary schools. The increase in the number of librarians was largely attributed to accreditation standards that became effective for elementary schools.<sup>44</sup> The Biennial Report of the Superintendent of Public Instruction 1962-1963 reported an increase in per pupil spending to \$.92 per student. The number of elementary librarians rose to 214.<sup>45</sup> The Biennial Report of the Superintendent of Public Instruction 1963-1964 indicated the number of elementary librarians had increased to 248. The report for 1964-1965 revealed that there were 281 elementary librarians. In 1965-1966 there were 437

<sup>43</sup>Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction, 30 June 1959, pp. 1042-1044, 1147.

<sup>44</sup>Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction, 30 June 1961, pp. 1068-1069, 1181.

<sup>45</sup>Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction, 30 June 1963, pp. 79-80.

elementary librarians.<sup>46</sup> Development of school library programs in Kentucky was outstanding during the biennium 1965-1967. In the first ten years after the passing of the Minimum Foundation Program, the number of elementary librarians increased to 488. They served 631 schools. By the end of 1967, 61.4 percent of the elementary schools had the services of a qualified librarian.<sup>47</sup>

The United States Congress provided help for the schools of the nation by appropriating federal funds. Title III of the National Defense Education Act of 1964 provided monies for school libraries on a matching fund basis. Kentucky received her share. Title I of the Elementary and Secondary Education Act provided funds for strengthening educational programs for children in low-income families. Title II of the Act provided for school resources, textbooks and other instructional materials for both children and teachers. It made additional materials and equipment available for school libraries. Titles I and II of the Elementary and Secondary Act made possible grants to schools without matching funds. Title III, N.D.E.A. was different; it provided funds to local school districts on a matching basis for most subject areas of the curriculum, as well as the library. These Acts of Congress, as stated in the

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<sup>46</sup>Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction, 30 June 1963, p. 69.

<sup>47</sup>Ibid., pp. 69-70.

Educational Bulletin of August 1967, provided more aid to public schools of Kentucky and were the largest source of monies the elementary school libraries had received.<sup>48</sup>

Kentucky School Library Standards were revised in 1965 and approved by the State Board of Education. These standards emphasized the concept of the library as an instructional materials center, and served as a guide for the development of sound library programs. The minimum appropriation for elementary schools was increased from \$1.25 to \$1.50 per pupil. A minimum appropriation of \$0.50 to \$1.00 was included for audio visual or non-print materials. The appropriation was still far from national standards; but coupled with funds available from the federal programs, the collections began to show appreciable gains in quantity and quality of materials available.<sup>49</sup>

The Superintendent of Public Instruction made the following statements about the school library program for the 1967-1969 biennium:

During the 1967-69 biennium the school library program in Kentucky has taken on a new look. This change was the result of an emphasis on the school library as a media center which included all types of print and non-print materials. Today the school

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<sup>48</sup>Kentucky. Department of Education, "Library Services for Kentucky Schools," Educational Bulletin 35 (August 1967), p. 11.

<sup>49</sup>Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction, 1965-1967, pp. 69-70.

library houses not only books and other printed materials but also audiovisual materials such as films, filmstrips, tape and disc recordings, transparencies, slides, maps, charts, globes, programmed materials, models and other items which are used in the instructional program. As a result of recent educational trends such as flexible or modular scheduling, team teaching, independent study, and ungraded programs, the school library has emerged as the center for individualized learning. This concept has affected the size of facilities, quantity and quality of available materials, types of services rendered, and the number of personnel needed to implement the expanded role of the school library program.<sup>50</sup>

To further support the expanded role of the school library program, Standards for School Media Programs, published in 1969 by the American Library Association and the National Education Association, outlined the philosophy of the school library as a center for all media.<sup>51</sup> Kentucky Standards for School Libraries also recommended that the school library become a center for all types of media.<sup>52</sup>

Kentucky Educational Television network, which began production in 1968, brought about dramatic demands for materials and services from the school library to support its role as a

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<sup>50</sup>Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction, 1967-1969, pp. 55-57.

<sup>51</sup>American Library Association, Standards for School Media Programs. (Chicago: American Library Association, April, 1969) p. ix.

<sup>52</sup>Kentucky. Department of Education. Standards for Kentucky School Libraries. 8 December 1965, Preface.

teaching medium.<sup>53</sup> According to the Superintendent of Public Instruction, in order to meet the challenge of new trends in the teaching program, the role of the school librarian was expanded to that of a person who directs the instructional media center and actively participates in planning for instruction.<sup>54</sup>

The Superintendent of Public Instruction made the following summary of the library development in the 1970-1971 biennium:

. . . During the 1970-71 biennium the library has become a media center for the school, housing all forms of media resources. Furthermore, the media center's program, with its resources and environment, provide a broad spectrum of learning opportunities for large and small groups of students as well as for individual students. In addition, the media staff and/or librarian has become a supportive arm to classroom teaching in achieving the goals and promoting the philosophy of the instructional program. In turn, the teachers find, through a functional media program, the resources, rich in depth and quantity and varied in format, that they need to meet the demands of innovative instructional methods of teaching.<sup>55</sup>

On December 12, 1973, the Kentucky State Board of Education approved Media Guidelines for School Media Programs in Kentucky.<sup>56</sup> These guidelines were the latest that the media centers in Kentucky could use to help them

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<sup>53</sup>Dorothy Smith, "Don't push the Panic Button--Help is on the Way!" Kentucky School Journal (December 1967): 18-20.

<sup>54</sup>Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction, 1967-1969, pp. 55-57.

<sup>55</sup>Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction 1 July 1971, pp. 35-37.

<sup>56</sup>Kentucky. Department of Education, Media Guidelines for School Media Programs in Kentucky. January 1974, p. 1.

make the transition from the traditional school library to the broader concept of the school media center.

The Superintendent of Public Instruction reported, for the biennium 1971-1973, a great increase in the amount and kind of material available for instructional purposes. The role of the school library/media center continued to change and grow in response to its needs. Certain generalizations regarding characteristics of modern elementary school library/media programs found in Kentucky were identified as follows by the Superintendent of Public Instruction:

They are unified programs, providing printed and audiovisual materials.

The emphasis is on learning and learners.

There is much concern for making the materials and equipment easily accessible to children and teachers.

There is a continuing emphasis on the importance of reading for children.

There is a growing recognition of the importance of involving teachers and children in building a collection of media to insure that it is appropriate in a given situation and to encourage its fullest use.<sup>57</sup>

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<sup>57</sup>Kentucky. Department of Education, Biennial Report of Superintendent of Public Instruction 1971-1973, p. 92-93.



CHAPTER IV

## CHAPTER IV

### EXAMPLE OF A 1975 ELEMENTARY SCHOOL MEDIA CENTER

#### Chronological Development

To show the evolvement of a traditional elementary school library into a media center, the media center of Kenwood, an elementary school in Jefferson County, Kentucky, was used as an example. The Kenwood Elementary School, built to relieve Auburndale Elementary School, was officially opened in September of 1955 with 545 students in grades 1-6.<sup>1</sup> The librarian was a full-time sixth grade teacher. On the opening day of Kenwood Elementary School, the library had twenty books that had been purchased by the Parent Teacher Association. The librarian, with volunteer help, came on Sunday before the opening of school on Monday to catalog the twenty books and put them on the shelf. The shelving, tables, and chairs were purchased by the Parent Teacher Association. The library consisted of one classroom and office space for the librarian.<sup>2</sup> At the end of the school year 1955-1956, the library had 176 books; all were purchased by the P.T.A. or

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<sup>1</sup>Interview with F. K. Beeler, Principal of Kenwood Elementary School, Louisville, Kentucky, 7 June 1976.

<sup>2</sup>Interview with Mabel Borders, Librarian Kenwood Elementary 1955-1967, Louisville, Kentucky, 9 June 1976.

donated by the community. The 1956-1957 school year found the librarian still serving as a sixth-grade teacher. During that school term the P.T.A. purchased 185 books and the Board of Education purchased seven.<sup>3</sup> During the school year of 1957-1958, the library continued to grow from the support given it by the P.T.A. and the mothers of the first grade children. The number of books increased to 749. The P.T.A. volunteer help continued to build needed shelving and added a magazine rack.<sup>4</sup> The school year 1958-1959 saw the library grow to 900 books.<sup>5</sup> The next school year saw an increase to 1247.<sup>6</sup> The 1960-1961 school year brought about a big boost to the library at Kenwood because the librarian was relieved of her sixth-grade class. Her mornings were devoted to teaching special reading and the afternoons were devoted to the library. The P.T.A. purchased 202 new books; the Jefferson County Board of Education purchased 214; however, the largest addition was 341 books purchased with N.D.E.A. money. This brought the number of volumes to 2071.<sup>7</sup> The impact for greater spending for books

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<sup>3</sup>Mrs. Jack Ginn, "Kenwood Elementary School P.T.A. Library Committee Report for 1955-1957," Louisville, Kentucky, 1957. (Typewritten.)

<sup>4</sup>Mrs. Charles Allison, "Kenwood Elementary School P.T.A. Library Committee Report 8 May 1958," Louisville, Kentucky, 1958. (Typewritten.)

<sup>5</sup>Mrs. W. C. Sigler, "Kenwood Elementary School P.T.A. Library Committee Report 14 May 1959," Louisville, Kentucky, 1959. (Typewritten.)

<sup>6</sup>Kenwood Elementary School Library Accession Record 1955-1967. (Handwritten.)

<sup>7</sup>Ann Doyle, "Kenwood Elementary School P.T.A. Library Committee Report 1960-1961," Louisville, Kentucky, 1961, (Handwritten.)

can be noted for the school year 1961-1962 with a total of 2697 volumes at the end of the school year.<sup>8</sup> The librarian in 1962-1963 quit teaching and added duties of another school library.<sup>9</sup> The Kenwood library continued to grow with the help from P.T.A., Mothers' Club, N.D.E.A., and the Jefferson County Board of Education monies.<sup>10</sup> The number of volumes climbed to 4902 at the end of the school year 1965-1966.<sup>11</sup> The school year 1966-1967 brought about additional money from E.S.E.A. Title II and the number of books increased to 7034.<sup>12</sup> Central Library Processing had begun in Jefferson County; therefore, the books came cataloged and readied for the shelves.<sup>13</sup>

The school year 1967-1968 brought a great boost to the Kenwood Elementary School library. The school was evaluated by the Southern Association and the Committee

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<sup>8</sup>Mrs. Connie Flowers, Jr., "Kenwood Elementary School P.T.A. Library Committee Report, 1961-1962," Louisville, Kentucky, 1962. (Typewritten.)

<sup>9</sup>Interview with Mabel Borders, Librarian Kenwood Elementary School, 1955-1967, Louisville, Kentucky, 9 June 1976.

<sup>10</sup>Ibid.

<sup>11</sup>Kentucky. Department of Education, "Annual School Library Report for School Year 1966-1967," Kenwood Elementary School, Louisville, Kentucky.

<sup>12</sup>Kentucky. Department of Education, "Annual School Library Report for School Year 1967-1968," Kenwood Elementary School, Louisville, Kentucky.

<sup>13</sup>Interview with Mabel Borders, Librarian Kenwood Elementary School, 1955-1967, Louisville, Kentucky 9 June 1976.

recommended that there be a full-time librarian. The recommendation resulted in a full-time librarian being appointed for the Kenwood Elementary School for 1968-1969. The library also changed to a media center, and all audio-visual materials were brought to the library.<sup>14</sup> The requirement of ten books per child by the Southern Association brought about increased spending and the book collection grew to 12,434 by May, 1969.<sup>15</sup>

The media center continued to grow. At the recommendation of the principal, it was enlarged to twice its size during the school year 1970-1971.<sup>16</sup> The Parent Teacher Association continued to contribute to the improvement of the library; not by buying books, but by adding audio-visual equipment, by improving the physical features of the media center and by carpeting the floor in 1972.<sup>17</sup> At the end of the school year 1971-1972, there were 14,697 books.<sup>18</sup>

Kenwood followed the regular self-contained classroom plan of organization. In 1975 the school staff was composed of

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<sup>14</sup> Interview with F. K. Beeler, Principal Kenwood Elementary School, Louisville, Kentucky 7 June 1976.

<sup>15</sup> Kentucky. Department of Education, "Annual School Library Report for School Year 1968-1969," Kenwood Elementary School, Louisville, Kentucky.

<sup>16</sup> Interview with F. K. Beeler, Principal Kenwood Elementary School, Louisville, Kentucky 7 June 1976.

<sup>17</sup> Doris Barton, "Kenwood Elementary School P.T.A. Library Committee Report 1971-1972," Louisville, Kentucky, 1972. (Handwritten.)

<sup>18</sup> Kentucky. Department of Education, "Annual School Library Report for School Year 1971-1972," Kenwood Elementary School, Louisville, Kentucky.

a principal, a guidance counselor, nineteen classroom teachers, a media specialist, an instructional co-ordinator, a part-time vocal music teacher, a part-time instrumental music teacher, and a part-time speech specialist.<sup>19</sup>

#### Personnel

In 1975 Kenwood Elementary media center was served by one full-time media specialist who holds a Bachelor's degree with a major in elementary education and a minor in library science, a Master of Arts in Education with a library science minor, and Rank I with the major area in supervision. This Rank I classification, from the State Department of Education, included a Standard Elementary 1-8 teaching certificate and an Elementary Librarian Certificate. The media specialist had thirty-seven hours of library science and educational media courses in the degree programs.

The media specialist was directly responsible to the principal and indirectly was responsible to and aided by a Director of Media Services, a visiting librarian and a library supervisor. The media specialist worked with the elementary supervisor assigned to Kenwood Elementary School and other special area supervisors who are related to the different phases of the school program at Kenwood.<sup>20</sup>

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<sup>19</sup> Interview with F. K. Beeler, Principal of Kenwood Elementary School, Louisville, Kentucky, 3 September 1975.

<sup>20</sup> Interview with F. K. Beeler, Principal of Kenwood Elementary School, Louisville, Kentucky, 7 June 1976.

The only supportive staff members were volunteer mothers who served when asked by the media specialist. Kenwood Elementary School media center used volunteer student assistants from the fifth year students on the average of ten pupils per week for a total of thirty minutes each. The media center was served by Central Library Processing, which cataloged all materials before they reached Kenwood.<sup>21</sup>

#### Collection of Materials and Equipment

The media center was an integral part of the school and provided a variety of materials to meet the needs of the instructional program. The goal of the media center was to stimulate student growth in factual knowledge, critical reading, critical thinking, literary appreciation, and aesthetic appreciation. The media specialist strived to maintain an adequate and well-balanced book collection. The program of the media center endeavored to increase skills which would help the pupil in his use of the media center. The goal of the Kenwood media center was to assist in the growth and development of a well-rounded student by encouraging positive social attitudes and stimulating the intellect.<sup>22</sup>

Kenwood Elementary School media center used the book selection and reevaluation policy as stated in the

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<sup>21</sup>Ibid.

<sup>22</sup>Jefferson County Public Schools, "Self-Study Report-- Kenwood Elementary School," Louisville, Kentucky, April 1968, p. G-39. (Mimeographed.)

Key to Policies and Procedures for Librarians, a handbook adopted by the Jefferson County Board of Education. It was stated as follows:

Objectives:

The primary objective of the school materials center is to implement, enrich and support the educational program of the school.

The school materials center should contribute to the social, intellectual, cultural and spiritual development of the students.

Selection:

Materials for the school materials center should be selected by librarians in consultation with administrators, supervisors, faculty members, students and parents.

Reputable, unbiased, professionally prepared selection aids should be consulted as guides.

Criteria for selection:

Selection should consider the needs of the individual school based on a knowledge of the curriculum and on requests from administrators and teachers.

Consideration should be given to individual students based on a knowledge of elementary and secondary youths and on requests of parents and students.

Selection should provide for a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view.

The instructional materials should have high literary value.

Materials should have superior format.<sup>23</sup>

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<sup>23</sup>Jefferson County Public Schools, Key to Policies and Procedures for Librarians, (Louisville, Kentucky, 1969), p. 83. (Mimeographed.)



Information of the materials in Kenwood Media Center is indicated in Table 1 as taken from Annual Library Reports.

TABLE 1  
MATERIALS IN KENWOOD COLLECTION

|                    | 1962-1963* | 1966-1967          | 1970-1971           | 1974-1975          |
|--------------------|------------|--------------------|---------------------|--------------------|
| Types of Materials |            |                    |                     |                    |
| Books              | 3231       | 7034               | 13992               | 15032              |
| Magazines          | 10         | 33                 | 30                  | 32                 |
| Newspapers         | 1          | 1                  | 2                   | 2                  |
| Film Loops         |            |                    | 40                  | 40                 |
| Slides             |            | 5 sets<br>131 ind. | 5 sets<br>131 ind.  | 5 sets<br>131 ind. |
| Filmstrips         |            | 310                | 645                 | 1029               |
| Records            |            | 253                | 279                 | 327                |
| Art prints         |            |                    | 52                  | 52                 |
| Study prints       |            | 4 sets             | 10 sets             | 18 sets            |
| Charts             |            | 180                | 180                 | 180                |
| Models             |            | 3                  | 7                   | 7                  |
| Transparencies     |            | 5 sets             | 66 sets<br>149 ind. | 7 sets<br>149 ind. |
| Globes             |            | 33                 | 33                  | 33                 |
| Kits               |            | 1                  | 1                   | 1                  |
| Tape recordings    |            | 253                | 279                 | 327                |

SOURCE: Annual School Library Report, 1962-1972;  
Media Librarian's Report, 1975-1976.

\*Audio-visual material not kept in library.

The summary of equipment as listed in "Mastery Property Control Inventory" for Kenwood media center in 1975 is presented in Table 2.

TABLE 2

## EQUIPMENT AVAILABLE THROUGH KENWOOD MEDIA CENTER

| TYPE                 | NUMBER OF PIECES |
|----------------------|------------------|
| Projectors           |                  |
| 16 mm sound          | 2                |
| 2" x 2" slide        | 2                |
| Filmstrip/slide      | 8                |
| Sound filmstrip      | 1                |
| Viewers              | 8                |
| 10" x 10" overhead   | 24               |
| Opaque               | 1                |
| Film loop            | 1                |
| Projection carts     | 28               |
| Record players       | 30               |
| Listening stations   | 10               |
| Tape recorders       |                  |
| Cassette             | 22               |
| Reel-to-reel         | 3                |
| Television sets      | 25               |
| Projection screens   | 13               |
| Language master      | 1                |
| Typewriters          |                  |
| Regular              | 1                |
| Primary              | 1                |
| Radios               | 8                |
| Production equipment |                  |
| Dry mount press      | 1                |
| Transparency maker   | 1                |
| Copying machine      | 1                |
| Duplicating machines |                  |
| Ditto                | 2                |
| Mimeograph           | 2                |
| Paper cutters        | 2                |

SOURCE: Mastery Property Control Inventory--Kenwood Elementary, 21 August 1975.

### Appropriations

Kenwood Media Center was allocated \$3.00 per child for library materials in 1975. This came to a total of \$1470.00 for an enrollment of 490 pupils. The money was allocated as follows:

\$862.00--Books and Rebinding  
 \$225.00--Periodicals and Newspapers  
 \$ 33.00--Library Supplies  
 \$350.00--Audio-visual Materials.<sup>24</sup>

In 1974-1975, Kenwood Media Center was allocated \$352.59 through E.S.E.A. Title II funds and \$625.49 from the Parent Teacher Association for audio-visual equipment for the Kenwood Media Center.<sup>25</sup>

### Services

The objectives of the media center services was stated in the media center guide, "Your Media Center," as follows:

1. To reach and serve every child in school, average, gifted, slow, shy, and problem child.
2. To provide materials of all types and on all subjects at the various levels of pupil maturity represented in the school and covering a wide range of demands of the modern curriculum.
3. To provide an ample collection of materials to satisfy the independent reading interests of the child and to encourage him to broaden his interests.

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<sup>24</sup>Kentucky. Department of Education, "Media Librarian's Report for School Year, 1974-1975: Kenwood Elementary School," Louisville, Kentucky.

<sup>25</sup>Kentucky. Department of Education, "Media Librarian's Report for School Year, 1975-1976: Kenwood Elementary School," Louisville, Kentucky.

4. To furnish reading guidance as an effective means of developing in each child an awareness of the rich fare to be found in books.
5. To serve as one important facet in an overall guidance program.
6. To teach each child the necessary skills in the use of books and libraries so that he will be able to use reference and research materials.
7. To develop personal attributes of responsibility through the sharing of public property, the recognition of the rights of others, and the observance of democratic principles.
8. To supply teachers with materials needed in the instructional program and for their professional growth.
9. To serve as a stepping stone to the use of all community library resources.<sup>26</sup>

In addition the media center guide "Summary of Services" stated that the services of the media center attempted to do for the school what the public library does for the community. Its services were not limited to the four walls of the media center, but extended into the classroom. The media specialists functioned in four ways to meet the needs of students and school personnel: (1) worked with each teacher to provide materials to meet behavioral objectives outlined in the prescribed curriculum; (2) loaned materials for unlimited time to meet needs of individual students, (3) went into classrooms to keep students and teachers aware of new materials available as they were received; and (4) ordered audio-visual materials from the central office upon requests from teachers.<sup>27</sup>

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<sup>26</sup>Linda H. Perkins, "Your Media Center," Kenwood Elementary Media Center, Louisville, Kentucky. (Mimeographed.)

<sup>27</sup>Ibid.

### Organization of Center

All media in the media center were classified according to the Dewey Decimal System of classification. The media center was open forty-five minutes before school and fifteen minutes after school. Students were scheduled for thirty minutes a week during the regular school hours and were permitted to check out materials for home use. There were open periods each day for students to come for materials to read for pleasure.

Classroom teachers could check out materials for classroom use for extended time periods. The circulation period for students was one week. The media center was never closed to students; however, there were no more than thirty-five students assigned to the media center at one time.

During the summer, a mother paid by P.T.A. kept the center open two afternoons a week for three hours. Students could purchase library cards and were allowed to have two books at a time. During the summer, students could view audio-visual materials in the center, but could not check them out.<sup>28</sup>

### Facilities

The Kenwood media center in 1974-1975 had two regular size classrooms in the shape of a L. The media specialist had an office that was also used for periodical storage,

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<sup>28</sup> Ibid.

vertical file, picture collections, programmed mathematics and language arts kits, records and all media supplies. It was used for production, since there was a typewriter and a dry mount press for mounting and laminating. The media center had two rooms for equipment storage with one located next to the reading room and the other located across the hall.<sup>29</sup>

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<sup>29</sup>Interview with F. K. Beeler, Principal of Kenwood Elementary School, Louisville, Kentucky, 7 June 1976.

CHAPTER V

## CHAPTER V

### SUMMARY

The purpose of this study was twofold: (1) to trace the chronological development of elementary libraries and elementary media centers in Kentucky, and (2) to describe a current example of a media center.

Elementary libraries in Kentucky have been slow in developing. Many factors seemed to contribute to this slow pace: lack of legislation that pertained directly to libraries, lack of state library supervision in early years, lack of qualified personnel, and lack of financial support. In 1933 a library supervisor was appointed in the Department of Education, whose main responsibility was to help in developing library services in Kentucky public schools. The State Board of Education passed requirements for certification for full-time librarians in 1937 to insure their being adequately trained.

The Minimum Foundation program, passed in 1955-1956, appropriated some funds for elementary libraries. The Federal government also provided continued support to Kentucky school libraries by appropriating money through the National Defense Education Act and the Elementary and Secondary Education Act. Some of these provided money on a matching funds basis while others were 100 percent grants.



The Southern Association standards for accreditation for elementary schools which were adopted in 1951 brought about increased spending for library books and required that a librarian serve the school full-time. This created a change in staffing, since most librarians had been serving more than one school or had been teaching part time.

In the 1960's, the concept of the traditional library of only printed materials had changed to a media center with a vast variety of audio-visual materials as well as printed materials. The title of the person in charge of the center became media specialist rather than librarian.

In 1975, the Kenwood Elementary library facility was a media center centrally located in the school to allow for easy access by both faculty and students. The media center had a seating capacity to accommodate a class for library instruction. There were a number of study carrels that could be used for quiet reading or individual use with audio-visual materials. A carpeted floor made the center a quiet place for work. There was a production room that was used by teachers for preparation of materials for classroom use. Teachers typed materials, copied materials or mounted materials for display purposes.

The media specialist at Kenwood Elementary School was in charge of the scheduling of the equipment and materials for both teacher and student use. All materials were classified by the Dewey Decimal system of classification. The media specialist worked with the principal to establish budget

requirements, to plan for plant needs, and to make schedules and policies concerning the use of the media center. The media specialist worked with the media center supervisors from the central office and State Department of Education supervisors to coordinate the media center programs.

The media specialist at Kenwood Elementary School assisted the teachers in planning curriculum enrichment programs. Collections of material were organized for classroom use on units of study. Workshops on new materials were conducted for faculty to familiarize them with available resources. The media specialist went to various classrooms to introduce materials, to teach study skills, to tell stories and to give book talks.

The media center person scheduled classes for library skills and each class came once a week. The sessions were divided into several blocks of time allowing the students to study library skills, to do pleasure reading, to explore audio-visual materials and to work on individual projects. The media center was available to students during the school day for independent study. The media center program was designed to enrich all phases of the educational process. It functioned not as a separate entity but as a vital instrument in the educative process.

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