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THE IMPORTANCE OF THE LIBRARY
IN A
PUBLIC HIGH SCHOOL

Lucy Ware Connell

THE IMPORTANCE OF THE LIBRARY
IN A
PUBLIC HIGH SCHOOL

A Paper
Presented To
The Faculty of the Department
of English
Eastern Illinois University

In Partial Fulfillment
Of The Requirements For The Degree
Master Of Science in Education

By
Lucy Ware Connell

July, 1960

PREFACE

The writer of this paper is especially interested in her chosen profession and has been endeavoring to improve her ability so that she may indeed make a better librarian. Since her professional training was in a library service school twenty plus years ago, her observations of the changing needs as the world has changed has become apparent to her.

High school libraries have existed for over fifty years, but actually have been given a sudden impetus within the last ten years. The traditional goals were adequate for their contemporary use, but new goals have taken place in the present 1960.

The writer was present at an American Library Association meeting in Milwaukee in 1940, when a speaker had portrayed the typical librarian as a whispering, mousey, drab person with a perpetual habit of hushing people. Librarians immediately took umbrage at his remark and thereafter became gaily dressed, removed the "Silent" signs from over their desks and became warm-hearted vibrant human beings!

Their training began to broaden in scope and their services began to be appreciated. Then followed a new era for librarians in various specializations; the librarians began to be paid salaries commensurate with their training and ability. No longer were they a "hidden asset" but began to grow in appreciation and leadership.

After being a public librarian; a hospital librarian; a technical librarian; the writer turned to school librarian. School librarianship

is much more interesting. Working with young people keeps one alert and is very satisfying to the soul! There is a sense of being needed and of filling that need which gives one a lifted feeling. Since all of the writer's work following graduation from college had been spent in library training or work using that training, she was happy to begin to develop the teaching phase at this teachers' institution.

This paper will endeavor to show the facts which she has learned in the educational training besides the academic courses which she has pursued concurrently with practice teaching. Naturally she chose her specialization and the study which would benefit her in her research material. From all the periodical articles which she read, it seems, from their present point of view, she has, to use a trite expression, put the cart before the horse. The new 1960 standards claim that a librarian should be a teacher first; and then, a librarian! However, librarians are proud to belong to such a learned profession.

After completing training in both library work and teaching, the writer should be able to work more effectively in a high school library in a public school.

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INTRODUCTION

The work of a librarian is very hazily defined in the mind of the average layman. Although he has a clear conception of the professional work of a doctor, a lawyer, or a college professor, the layman still does not have a true picture of the many facets of the professional work of a librarian. So many times it is thought of as a position similar to that of a combination janitor, clerk, and public servant. The average person thinks of a public librarian as a person who sits up high on a stool and stamps books due and sends out post cards to tell the patron when his books are overdue. As one little four-year-old boy told the writer, "Well, I could do that!" The stamp pad and date-due process could no doubt be done by a four-year-old. But does this four-year-old know how much time and preparation had been spent before the librarian had the opportunity to sit upon that high stool and stamp the date-due in his mother's library books? Does the average layman have an idea of the background and preparation which was necessary before a school librarian was hired to act as a high school librarian? How many know that in actual preparation the school librarian must have every requirement filled that is required of a teacher plus special library training? Goals are set by state boards of education and are very specifically defined. This paper will endeavor to make clear the position of the librarian and to clarify her relationship to the importance of the total school program.

CHAPTER I

BRIEF HISTORY OF SCHOOL LIBRARIES IN SECONDARY SCHOOLS

The idea of a school library is not new. The first library source for children was in a school in Salisbury, Connecticut, in 1803. De Witt Clinton, governor of New York, sponsored bills in the legislature as early as 1839 which finally passed in 1843, establishing a library in each high school. Horace Mann, the father of the first teachers' college, was a staunch friend of the school library. Mann's influence on school libraries has had a tremendous implication in the educational trends in the United States.

Another great leader who had outstanding influence in library history was Melvil Dewey, the originator of the Dewey Decimal System of Classification. In 1876, when he was a young man of twenty-five, he founded the American Library Association, and the modern library movement was in full swing with the publication of the first issue of the Library Journal. Melvil Dewey stressed the importance of library service for children and youth in the first issue of the Journal published September 30, 1876. (See Appendix A for a facsimile of his paper on "The Library Profession.")¹ In 1907, another important publication of the library profession made its advent, A.L.A. Bulletin. (See Appendix

¹Melvil Dewey, "The Library Profession," Colliers Encyclopedia, Leaflet.

B for a facsimile of Fifty-Year Anniversary of American Library Association Bulletin.)²

It was in 1892 that Dewey, as head of Columbia School of Library Science, investigated the passing of a law that required that the school library have space in the school building. The law also required reference books and professional books for teachers. This speaheaded similar laws in various other states which were passed and paved the way for the modern school library.³

At the University of Chicago in 1900, John Dewey was making an important contribution to the educational reform insisting that the child was the center of the school. It was in 1900 that the first library school graduate was put in charge of the laboratory school at the University of Chicago. Many other school librarians began to work during the next few years. However, changes work very slowly.

The National Education Association and its affiliations assisted in the development of school library work. In 1914, the School Libraries Section of the American Library Association was organized under the name of the American Association of School Librarians, and has wielded a powerful influence in promoting school library service.

Melvil Dewey set up his librarianship ideals on premise that all the highly educated librarians would be men (Victorian idea), but in the early years of the twentieth century, good unmarried women began to take up this career. The writer's own childhood ideal was the public

²American Library Association, LI (January, 1957), p. 13.

³"Libraries," Encyclopedia Britannica, XIV (1955), p. 24.

librarian, Miss Rebecca Hesser, who had such a sweet smile for little children when she guided them to the Mother West Wind books. It was then that the writer decided that when she grew up she would become a librarian like Miss Hesser.

For sometime the public libraries had strong children's departments, and they co-operated fully with the schools that did not have books. In 1918, during the First World War, when people began to conserve and share with others, the libraries of the cities began to help with the schools in a system of co-operation. The mother of the writer has spent many an evening from seven to nine with the writer and her sister at the Cattermole Memorial Public Library while they used the reference books in the reference room to prepare their history lessons for the following day, since the writer's father's set of Encyclopedia Britannica was out-of-date. Teachers in those days required the latest material and rightly so!

About 1925 there began to be special courses offered in library schools for School Librarianship. The trend in California, where the writer attended a library school in 1933, was to promote strong elementary school libraries. Educators then and now believe that it is in those early formative years when children can be taught to read and appreciate books if the children are exposed to plenty of picture books and reading materials at that time. The emphasis had been placed on higher education, and many high schools had begun to have quite large collections of reference books and supplementary books to augment the teachers' classroom collections.

Educators began to change their philosophy and see that a library

should be a materials center. Not just books and periodicals to meet a classroom assignment should be present, but all kinds of supplementary materials, such as maps, globes, films, filmstrips, and recordings. The school library was considered as a laboratory of learning which should have adequate quantities of all these materials to supplement textbook learning. Recent emphasis in education upon reading, mastery of subject matter, individualized instruction, independent learning, and other practices which have as their goal the development of each pupil to his maximum potential, have brought about an increased awareness of the need for adequate library service both at the elementary and secondary school levels.

CHAPTER II

A CONCEPT OF THE CURRICULUM - THE IDEAL SITUATION IN THE SCHOOL LIBRARY

The general definition of curriculum comprises all the opportunities for learning which the school provides for young people to meet their varying needs. The common responsibility of all school personnel, under whatever title they operate, is to see that the school program in its entirety is of maximum benefit to the students and to the supporting society.

The curriculum is the sum total of the school's efforts to influence learning, whether in the classroom, in the library, on the athletic field, or out of school. Whether the efforts result in the learning experiences which the teachers desire depends on the individual student's interaction with the situations arranged. Whether the experiences correlate or conflict with those that students have outside the school must also be studied for each individual. The significant conclusion for the teacher is that everything he does to stimulate and direct pupils' experience and subsequent learning must be considered in curriculum planning.

Since the writer's school associations have been limited to a brief period of seven years, everything which she has learned in her curriculum development course has been of genuine interest. That includes the lectures, the contributed experiences of fellow students and the class discussions. The writer's experience began as a librarian in a high

school of 520 students so opportunities for observations of classroom procedure have been very limited. Being a librarian in a public high school is a full-time position.

According to Smith, Stanley and Shores, a desirable curriculum is one that reflects a consistent cultural point of view and attempts to achieve a mutual adjustment of cultural elements in terms of a common orientation. An undesirable curriculum, on the other hand, is one that accentuates the maladjustment of cultural elements by stressing those traditional ideals, knowledges, sentiments, and skills no longer relevant to social realities.⁴ The curriculum must be planned to include a breadth of experience and to develop a high degree of flexibility. The growth of population in urban centers, the shifting of occupations and employment opportunities change our social class structure and have a direct effect upon our educational system. The educational program needs to be conservative and progressive. The task is to design an educational program that will help to create the following:

Common social goals, which lend meaning to individual efforts and achievement.

A new frame of acceptance - an adequate social and moral orientation.

A new conception of human nature based upon modern psychological and sociological knowledge and embracing new insights into personal and social actions and accomplishments.

New patterns of thinking - inter-related courses.

New methods and techniques of dealing with social conflicts--methods that release creative energy rather than repress.⁵

⁴ B. Othanel Smith, William O. Stanley, and J. Harlan Shores, Fundamentals of Curriculum Development (New York: World Book Company, 1957), p. 19.

⁵ Ibid., p. 95.

According to the administrative manual put out by Pana Unit School District No. 8, the philosophy is,

Every child should be given the opportunity for continuous development suited to his own interests, needs, and abilities. Education should:

- (1) provide for
 - (a) a mastery of fundamental skills, and
 - (b) a knowledge of the World and its life;
- (2) develop in the child
 - (a) the belief in the uniqueness and worth of the individual,
 - (b) respect for and understanding of, the processes of democratic government,
 - (c) the ability to form socially desirable habits and attitudes,
 - (d) the ability to settle problems between individuals and groups by peaceful, reasonable methods, and
- (3) equip the child to think critically that he may adjust and contribute to change, which is essential to progress in a democratic society.

The administrators are alert, well-informed, conscientious young men. They are working diligently to give the community an educational program that will fit the pattern of its social structure and culture. The writer's acquaintance with the community has only been one of five years, so her observations are fresh and unbiased. The students in the high school are sons and daughters of farmers, coal mine workers, greenhouse workers, railroaders, business men, and a few professional men. The percentage of high school graduates who go on to college is quite low, about 12% of last year's class.

The community is proud that Pana schools are members of the North Central Association and work to maintain these standards of excellence which are required. The evaluation of an educational program should be made in terms of the curriculum and courses of study, pupil activities,

the library, guidance, instruction, and outcomes--according to N. C. A.,

- (A) Curriculum. The Curriculum should be chiefly concerned with the orientation, guidance, instruction, and participation of youth in those significant areas of living for which education should supplement the work of other social institutions.

Constant adaptation and development of the curriculum should be a cooperative enterprise engaging all staff members, carried on under competent leadership, and using all available resources. Carefully conducted and supervised experimentation for curriculum development is desirable.

- (C) Library Service. The library is easily accessible to pupils, adequate in size, and attractive in appearance.

Adequate provisions for the school library should include the following:

- (1) a well-educated, efficient librarian;
- (2) books and periodicals to supply the needs for reference, research, and cultural and inspirational reading;
- (3) provision for keeping all materials fully catalogued and well organized;
- (4) a budget which provides adequately for the maintenance and improvement of the library;
- (5) encouragement of pupils in the development of the habit of reading and enjoying books and periodicals of good quality and real value;
- (6) continuous and systematic use of the library by teachers.⁶

The Librarian. In schools with an enrollment of 500 or more pupils, the librarian is a full-time librarian. The librarian meets the requirements of a teacher plus 24 semester hours of library science.⁷

The work in library science includes such courses as the following: school library organization and administration, cataloging and classification, book selection and acquisition with emphasis on the reading and needs of adolescents, reference material, and general bibliography.⁸

The library should serve as a general source of information and a materials center. The keynote is service. The value of the library cannot be overstressed. It might be said that a school is composed of four

⁶Policies, Regulations, and Criteria for the Approval of Secondary Schools. The North Central Association of Colleges and Secondary Schools, 1949-1950. pp. 14-15.

⁷Ibid., p. 10.

⁸Ibid., p. 9.

mutually dependent elements - pupils, teacher, library, and community.⁹

The school library can be an invaluable resource for learners. Here can be found adequate general reference books, current periodicals, a collection of books to give information on a wide variety of topics and to serve the great range of interest among learners. Teachers and librarians need to do a great deal of co-operative planning to ensure the selection of materials which will serve the instructional needs of all learning groups. Planning the effective use of the library must be a co-operative procedure between the English teachers and the librarian, between the history teachers and the librarian. The most modern trend is more co-operation between the librarian and all other teachers.

An Example of an Ideal Situation in a School Library

It has been the writer's pleasure to attend seven out of the ten spring conferences for school librarians which are held each spring in the state of Illinois. Usually about four hundred of the leading school librarians are present to share their progress and ideals and their working experiences with others. The writer's pleasure has been each time to come away with renewed confidence that she is measuring up as well as she can with the budget and materials and administration that she works with. But there is much to be desired to come within a reasonable successful goal in the present set-up. Margaret Nicholson, librarian at Evanston Township Library and Blanche Janecek of the University of Chicago Laboratory High School have both given very

⁹Samueal Everett, The Community School (New York: D. Appleton-Century, 1938), p. 190.

inspiring speeches and demonstrations of their perfect set-ups.

In Decatur Spring Conference of 1954, Miss Janecek brought several of her students who put on an extemporaneous panel discussion at a luncheon. They were, of course, students who had attended the laboratory school for many years. They showed a great deal of poise and wide working knowledge of their subject. Miss Janecek described her library as the pulse of the school. The philosophy of the school is the philosophy of the school library. School library practices must be in accord with the nature and characteristics of the school population, community, curriculum, administration and teaching personnel. Some of the techniques and ideas that she used can be effectively used in any school.

The program of the high-school library of the Laboratory School of the University of Chicago designates the library as a study center, a materials and service agency, a co-ordinating agency for the curriculum, and a curricular and social-guidance center. Library materials include trade-books, textbooks, paper-back books, periodicals, pamphlets, and college catalogues.

Since the library is the study center of the school, all students in the high school, pre-freshman through senior years (twelve to seventeen years of age) are scheduled to the library for one class period or more each day. The pre-freshman year combines the commonly known seventh-and-eighth-grade programs in one year. Five hundred students are enrolled in the school, and ninety, the full accommodation of the room, are scheduled to the library per class period. Thus, all students are exposed to the library for a period of five years. Two profession-

ally trained librarians work with each scheduled group, each librarian being responsible for helping approximately forty to fifty students per period. The library staff consists of three professionally trained persons and twelve paid student assistants. Each student assistant works approximately ten hours per week, before, during, and after school hours. The librarian is the only member of the high-school faculty who is able to observe at first hand the physical, emotional, social and academic development of students during their entire high-school life.

There are several aids other than the daily contact with the students which help the librarian in knowing her clientele. At the beginning of the school year, every teacher receives from the Records Office a confidential report, giving personal data for each new and returning student. These data include the number of years the student has attended the school, his birth date, intelligence quotient, and scores on tests administered at the end of the preceding school year or scores on placement tests. A folder of pertinent information concerning each student is on file in the Records Office, and this file can be consulted by any teacher. Close contact with the home-room advisers with bi-weekly meetings helps the librarian learn about each student.

The librarian has the opportunity to know her patrons well and can provide better guidance and motivation because of this fund of information.

Since many of the students can be considered gifted, it is important that they be exposed regularly to the facilities of a library and learn that using the resources of a library is an important part of study. Studying involves much besides the use of one or more textbooks. The type of teaching done at the Laboratory School requires students to

make extensive use of reference material, whether they be books, paperback books, periodicals, or pamphlets. Everything in the library, including the librarian, is a reference tool.

The library collection gives body and substance to the curriculum and thus stimulates interest and enthusiasm. Countless times, students come into the library eager to explore a subject or to get a particular book mentioned in class by a teacher familiar with the library resources. The resources cover varied subject areas, including education, mathematics, social studies, English, art, music, science, home economics, and shop.

The library is available for use on the first day of the school year in autumn through the last day of the school year in spring. Since the library is used for scheduled study, some routines must be followed. Every student is assigned a seat, and the necessary student accounting is taken care of at the beginning and during the class period. At the beginning of the school year, each student receives a copy of the library regulations. An atmosphere of quiet is desired in the library -- an atmosphere conducive to reading, research, and individual study. The co-operation of each library user is necessary if this objective is to be maintained. Conference-room facilities are available for students who need to work together. All library materials circulate, including encyclopedias and specialized reference books, and students check out their own materials. This procedure has resulted in a minimum loss of library materials. Library instruction is given by the teachers in freshman English and by all other teachers when need arises for the use of specific reference tools. The librarians complement or implement

this instruction with individual help in the library.

Availability and accessibility of materials and services are the keys to effective use of the library's resources by students and teachers. Young adults want to use a library independently. When students are intellectually capable, materials must be organized to meet their demands.

The card catalogue must be an accurate, up-to-date index to the book collection. To make possible the maximum use of all books, the catalogue must include complete subject cross-indexing. Analyses of the contents of books of short stories, essays, dramas, collective biographies, and other non-fiction books are necessary. Students can locate all types of materials written by or about an author or subject in one place in the card catalogue. Cataloguing for cataloguing's sake is useless, but, when carried out with a background of information concerning the curriculum, the clientele, and the principles of learning, the whole process is one of the most professionally and technically important tasks performed by the librarian. No new title may be added to the library collection unless catalogue cards are added to the card catalogue at the same time. If the two processes are not carried out simultaneously, independent use of the card catalogue is futile.

All index tools, such as Biography Index, Essay and General Literature Index, Granger's Index to Poetry, must be checked against library possessions. Whatever the materials are (periodical, pamphlets, college catalogues, books, or paperback books), it is imperative that the organization be so precise that students can spend the minimum of

librarian for every three hundred students. It will probably require fifteen more years to approach such ideals.

The New 1960 Standards

The last few years have been notable in the annals of education. Committees of important persons from the educational organizations and from the professional library organizations have worked for over seven years to bring out a new set of standards for all-school programs. This publication was printed in February, 1960 by the American Library Association. It is the most important thing that has happened to librarians in the last fifteen years. It is a blueprint to follow for library service in elementary and secondary schools.

The 1960 standards state a qualitative level to seek to achieve as well as a quantitative level. The strength of the application will depend upon the librarians applying them. The qualitative standards briefly describe the principles, policies, and practices that shape a library program. They apply to all schools, and variations among schools will be ones of degree rather than of direction. On the whole, most librarians do not give enough leadership to administrators and they are urged to offer their services and to stop being so co-operative with crowded study hall situations. It is up to the librarians to make concrete suggestions to the administrators. They should point out how much they need more clerical help.

CHAPTER III

THE ROLE OF THE LIBRARIAN

The responsibility of the school library is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

To place principle above personal opinion and reason about prejudice in the selection of materials of the highest quality in order to assure comprehensive collections appropriate for the users of the library.¹¹

These sound like excellent ideals for the school librarian to follow, and Mr. Nickell had set them out very clearly, with the help of Mildred Nickel, the Illinois supervisor of school libraries. It is one of the library supervisor's duties to visit all the new school libraries.

¹¹ Superintendent of Public Instruction, Educational Press Bulletin (Springfield, Illinois: March, 1956).

The fortunate encounter of the writer with Miss Nickel took place in September, 1952, soon after the dedication of the new Community High School. She has since proven a very good friend. From her surprise to find a fully qualified librarian in that part of the state; from her helpful suggestions to meet problems, the writer has profited. At that time the writer had to do all her cataloguing on a blind typewriter loaned from the commercial department. The typewriter had to be sent back each day during the fifth hour for use in the business department. A young social science teacher lent her his portable during that time each day so that her cataloguing duties were not curtailed. Fortunately she had one of the best and farseeing superintendents to work under. He understood that it was important to get a library set up in the new Community High School. It was a struggle to get all the classroom collections away from some of the teachers who had been used to books at their fingertips for many years. However, they did not have supervised study and the logical place for books was in the school library. Shades of Horace Mann!

In this first position of the writer, the library was a study-hall library combination with a teacher assigned to take care of the study hall while the librarian was free to organize the library. This was a real challenge and one which she liked. But human nature being what it is, some of the teachers who were assigned to extra duty of watching the study-hall did not think the librarian was busy enough. The men would take off to the furnace room to smoke, and the women would take anywhere from ten to twenty minutes hunting up their study-hall charts. In the meantime, the librarian was stuck with both the library and sixty-seven

pupils. After a few weeks of that, she began to learn fast. The school board in that particular community seemed to think that the librarian was not earning fully her \$3,200.00 per annum; so, after having several teachers resign to better positions, the superintendent looked at the transcripts of the remaining teachers to find what they could teach. The librarian's schedule for the second year there called for a library period first hour and eighth hour each day. The fourth hour the writer had an accelerated English class to teach and the seventh hour each day a retarded English class, besides an eighth grade home room of forty-two pupils for forty minutes. Then, of course, there were extra duties such as taking tickets at basketball games, sponsoring every party that the active eighth graders scheduled! There were extra expenses to pay out for professional organizations that were to keep the teacher a leader in her community. Besides her library affiliations and American Association of University Women, she now had to join National Education Association and the Illinois Education Association to keep abreast of all affairs both educational and in the library position.

Upon joining the Illinois Association of School Librarians, the writer received their publications which have been of inestimable value to her. The meetings which she attended were always beneficial to her, and it was from the speech of Dr. Willis, Superintendent of Schools in Chicago, that the seeds of this paper were planted in the writer's mind. Dr. Willis pointed out in November, 1953, that in connection with the great importance of school libraries it should be remembered that the most important single influence upon the library as a service center is the librarian.

Dr. Willis said that today the school librarian must be a master teacher, a counselor, and authority on all types of materials and their selection, and an administrator skilled in human relations. He said that the librarian shares with other faculty members, responsibility for curriculum improvement, enriched teaching, individualized instruction, and individual reading of students; she is a resource person serving on curriculum committees, working with teachers and groups of students to improve school programs; that she must have freedom to visit classrooms, to plan with teachers, to consult with student groups; and that an outgoing personality, zest for living, enthusiasm, and joy in working with all types of people are assets to be sought in the effective librarian.

The following statement of Dr. Willis's really impressed the writer: to employ a highly trained professional person with a knowledge and love of children and to squander her abilities on policing a study hall is travesty of the first order. He believes that it is poor economy to weight her down with clerical and mechanical work which could be done by an untrained person. Her services could be much more valuable in working with pupils, teachers, and supervisors in utilizing to the fullest extent the materials at hand.

The administrator expects the librarian to have a warm, friendly interest in every boy and girl and staff member. He expects the librarian to make people really feel welcome, to feel wanted in the school library. As has been stated before in the paper, a good librarian must be an outgoing friendly person in addition to being properly trained and experienced. Librarians must be sensitive to each teacher's strength and weaknesses and skillful in the use of library resources to help each staff

member to reach his highest teaching capability.

Certification of librarians has been clearly defined in all library periodicals. In the Appendix of this paper these certification rules have been stated.

CHAPTER IV

EVALUATION OF SCHOOL LIBRARIES' IMPORTANCE

While the writer has surveyed the opinions of some outstanding educators in recent articles written by them, she has simultaneously compared these ideals with the practical working conditions that she encounters each school day. The writer agrees substantially with the following administrator concerning weak points of librarians.

Dr. Jay E. Green, chairman of the Board of Examiners for the Board of Education, New York City, has this to say:

School librarians must be trained to teach. No matter how well they may know tools and materials, they must know how to teach children with all the implications of that expression. My impression, formed from viewing many candidates for the position of school librarian, is that the area of teaching skill is the area in which they are, by and large, weakest.

In the high school situation, the following teaching situations arise for the school librarian.

1. The orientation period
2. The unit lesson
3. The integrated lesson
4. The workshop period
5. A bibliography lesson
6. The book talk session
7. Individual guidance
8. Planning assembly programs
9. Communication to the student body
10. Communication to the faculty
11. Communication to the parent

It seems to me that the role of the school librarian has changed drastically in the past fifteen years. The passive role, the 'bring them to me quietly' role, the book-checker function, are roles that are being denied. I

believe that school librarians today realize that fundamentally they are teachers of children, and furthermore, that they must dynamically reach out beyond the confines of the school library's walls to students, faculty, and community.¹²

The superintendent of public instruction in the state of Pennsylvania, in a recent article in Saturday Evening Post, said:

I am appalled that we think it right that a student spends forty minutes a day on English--and two hours on football....

There is a new high school in the central part of my state. It is a triumph of modern school design; it cost more than \$1,000,000. Naturally there is a fine library room in the main building. But on the day the school was dedicated the principal pleaded with parents to donate books needed to fill the empty shelves. And yet none thought it odd that \$60,000 had been spent to equip the football field with lights for night games.

That school is not unique...in other states across the nation there are many schools which don't come even close to the American Library Association standards of ten books per pupil. These same schools often have superb playing fields....Sports are important to our youngsters but lights for football are miserable substitutes for the books that stretch and strengthen their minds.

Today we may misuse the books we have....To me there is a pathetic note in the frequent question put to educators: Do our schools concentrate too much on science today? The answer to that is simple--and somewhat frightening. Right now science cannot dominate our education because it is going to take years--five, maybe ten--to train a corps of qualified instructors. Some people in Pennsylvania, for instance, take comfort that 50 per cent of our physics teachers have master's degrees. What they do not know is that only 10 per cent earned their advanced degrees in science. The others did it either in pupil guidance or school administration. Why, then, did they bother to get a master's? Because our state says a teacher with an advanced degree is entitled to higher pay. It doesn't matter in the least in what field the advanced work is done. Education never hurt anyone--least of all a teacher--but I would find it more comforting if all the physics teachers with masters had won their degrees in science.

¹²American Library Association Bulletin, LI (February, 1957),p. 84.

At the other end of the scale is a group of about a dozen or so Pennsylvania teachers who didn't take a single graduate course in college. So, what are they doing today? Teaching high school chemistry or physics. And because they were certified before special courses were required, they could be doing this if they had not even taken a science course in high school. Is it only in science that we lag? Consider our methods of teaching literature or history. We ask our children to memorize dates and battles. We are prisoners of horse-and-buggy education, in industry we use every technological discovery. In teaching we suspect all but the old ways. We still teach as if good books were so few that our only alternative was to make the students memorize, memorize, memorize.

This, of course, is absurd. Books are not intended to be used as mere exercises in memory. They hold the real treasures of life. Why don't more students take them out? Because we discourage them. We make reading a penalty. We insist that our pupils write book reviews, naming principal characters and important events in a format unchanged for 100 years. So our youngsters read the short, the concise, the easily remembered book. And teachers should be the last to criticize them. The challenging, the thought-provoking books are to be shunned because teachers want only dates and names.

Educators have done even worse. We have permitted our children to be graduated from our high schools basically inarticulate in our own language. They can neither write nor speak it well. It is no accident that a comedian can say there's no point in learning to speak English--because if you did, to whom would you speak it? We have shrugged off the importance of speech. Blandly we draft any teacher with a free period to teach the tongue of our forefathers--and of our future. We jam our youngsters into the English classrooms. In Pennsylvania schools, for example, our English sections are larger than any other courses. Seventy per cent of them are overcrowded. Some have 100 or more students....

It is high time we unhitch education from the horse-and-buggy past and let it live in this space age. It is the tradition to borrow only the best from the past and never yield our right to take the new.¹³

Therefore, from the research materials that the writer has read and perused for this paper, from the opinions expressed by leaders in education

¹³Dr. Charles H. Boehm, "What You Don't Know About Your Schools," Saturday Evening Post (May 14, 1960), p. 36.

from Chicago, New York City, Philadelphia, Portland, and Springfield, it is obvious that all are keenly aware of the growing need for quality education in these changing times. Moreover, all agree that one of the most important adjuncts of the modern school program is the library in the school. Some call it "an extended classroom," "a laboratory of learning," "a materials center," "the heart of the school," "the pulse of the school," "the hub of the wheel of learning," and many other appellations.

While the writer is inspired by all the illustrious history and the superb descriptions of ideal school libraries such as the University of Chicago's Laboratory School, she is aware of the practical application of each of these suggestions in her own particular position. Since the new senior high school was built, her work has been more than doubled without any help except that of students. There is a pupil population of four hundred and forty at the junior high school and three hundred and ninety at the senior high school. The new 1960 standards for librarians suggest a professionally trained librarian for each three hundred students! Especially in a junior high school the library should be kept open all the time, but in the present organization, it is open just two and one-half days each week. To give maximum service to both schools, two librarians should be hired. Some of the teachers, although they may have had library science before they acquired their degrees, do not want to give up any of their free periods or coffee breaks to spend time in the library. But they would like the library open all the time, and the writer has heard constant bewailings for two years from some teachers; possibly they are somewhat justified. The writer often

wonders where that professional etiquette has hidden itself that she learned about both in library school administration courses and in undergraduate college education courses. Some teachers think nothing of sending up long lists of magazines to be looked up after school, even at very busy times, which lists could have been sent in before school closed. Some people seem, sometimes, to get so used to seeing a drudge around that they pile work upon her and go blithely and happily on their ways! A fault that some administrators have is to send students who have been sent to the office out of classrooms to the library. This writer seriously objects to a high school library being used for a punishment chamber. Although teachers are often strict in their own classes when given a study hall to supervise, they sometimes gladly send all their recalcitrant students on library passes to the librarian to discipline so that these teachers can have their time free to read magazines, newspapers, or grade papers or make lesson plans.

This writer has never even had a mailbox with a name on it at the senior high school and anyone who so desires takes out magazines out of the box marked "Library." This gives one a particularly frustrated feeling when magazines are checked in and purchased for the students when the writer has to trace them all over a building where they have been carelessly left. Library books have had to be retrieved in the same way. The library has never been kept locked, and books stray without being checked out by both teachers and students. Several time-consuming locker searches have been necessary to recover books. These irritations are just a few of those that keep the writer from really enjoying her chosen profession. The majority of these could be straightened out by more teacher co-operation and by a stronger administration

in the future. During the writer's practice teaching, her critic teachers have assured her that the library is her classroom and she can enforce the rules.

This writer is hoping that the new standards of 1960 will be put into application and that a full-time librarian can be hired in the junior high school so that the writer can spend her time in service to the students. In such a program, more efficient work can be done and the students would benefit proportionately.

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APPENDIX

APPENDIX A

The Library Profession

By Melvil Dewey

"The time has come when a librarian may, without assumption, speak of his occupation as a profession. And, more, a better time has come-- perhaps we should say is coming, for it still has many fields to conquer. The best librarians are no longer men of merely negative virtues. They are positive, aggressive characters, standing in the front rank of the educators of their communities, side by side with the preachers and teachers. The people are more and more getting their incentives and ideas from the printed page. There are more readers and fewer listeners, and men who move and lead the world are using the press more and the platform less. It needs no argument to prove that reading matter can be distributed better and more cheaply through lending libraries than in any other way, and we shall assume, what few will presume to dispute that the largest influence over the people is the printed page, and that this influence may be wielded most surely and strongly through our libraries.

"From the first, libraries have commanded great respect, and much has been written of their priceless worth; but the opinion has been largely prevalent that a librarian was a keeper only, and had done his full duty if he preserved the books from loss, and to a reasonable extent from the worms. There have been noble exceptions to this rule, but still it is a modern idea that librarians should do more than this. It is not now enough that the books are cared for properly, are well arranged, are never lost. It is not enough if the librarian can readily produce any book asked for. It is not enough that he can, when asked, give advice as to the best books in his collection on any given subject. All these things are indispensable, but all these are not enough for our ideal. He must see that his library contains, as far as possible, the best books on the best subjects, regarding carefully the wants of his special community. Then, having the best books, he must create among his people, his pupils, a desire to read those books. He must put every facility in the way of readers, so that they shall be led on from good to better. He must teach them how, after studying their own wants, they may themselves select their reading wisely. Such a librarian will find enough who are ready to put themselves under his influence and direction, and, if competent and enthusiastic, he may soon largely shape the reading, and through it the thought, of his whole community.

"The time is come when we are not astonished to find the ablest business talents engaged in the management of a public library. Not that we have less scholarship, but that we have more life. The passive has become active, and we look for a throng of people going in and out of library doors as in the markets and the stores. There was a time when libraries were opened only at intervals, and visitors came occasionally,

as they come sometimes to a deserted castle or to a haunted house. Now many of our libraries are as accessible as our post-offices, and the number of new libraries founded has been so great that in an ordinary town we no longer ask, 'Have you a library?' but 'Where is your library?' as we might where is your school house, or your post-office, or your church?

"And so our leading educators have come to recognize the library as a sharing with the school the education of the people. The most that the schools can hope to do for the masses more than the schools are doing for them in many sections, is to teach them to read intelligently, to get ideas readily from the printed page. It may seem a strong statement, but many children leave the schools without this ability. They can repeat the words of the book, but this is simple pronunciation, as a beginner pronounces another language without getting any clear idea of the meaning. Could the schools really teach the masses to read, they would be going a great work. The children of the lower classes have to commence work at a very early age, and it is impossible to keep them in the schools long enough to educate them to any degree. The school teaches them to read; the library must supply them with reading which shall serve to educate, and so it is that we are forced to divide popular education into two parts of almost equal importance and deserving equal attention: the free school and the free library.

"It is in the interest of the modern library, and of those desiring to make its influence wider and greater, that this journal has been established. Its founders have an intense faith in the future of our libraries and believe that if the best methods can be applied by the best librarians, the public may soon be brought to recognize our claim that the free library ranks with the free school. We hold that there is no work reaching farther in its influence and deserving more honor than the work which a competent and earnest librarian can do for his community.

"The time was when a library was very like a museum, and a librarian was a mouser in musty books, and visitors looked with curious eyes at ancient tomes and manuscripts. The time is when a library is a school, and the librarian is in the highest sense a teacher, and the visitor is a reader among his tools. Will any man deny to the high calling of such a librarianship the title of profession?"

"Reprinted from
The American Library Journal
Vol. I, No. 1--September 30, 1876"

APPENDIX B

Fifty Years Ago

Man-A-Month Volunteers
Melvil Dewey

Bulletin
March, 1907

"Every intelligent member has a distinct duty to the A. L. A. for 1907. Mr. Lane in our last number urged all to read our Bulletin and thus keep informed of what the A. L. A. has done, is doing and is going to do. That will give you faith; but faith without works is dead. We have lived, worked and hoped for thirty years, or a full generation. Now, larger and better things are just ahead....

"No on questions that modern librarianship has become a world movement. It has won its place as a profession. Its national, state and local associations, training school, state departments and commissions, liberal appropriations favoring legislation, unparalleled gifts and universal public commendation have placed it side by side with the public school system. In this wonderful work among all civilized nations America is the unquestioned leader, and her work has been mostly done by the A. L. A. Its record should command heartiest support not only of its members but of the public. When we dreamed great things and those of limited vision called us crazy, we have comforted ourselves with Longfellow's "Keramos," 'Divine insanity of noble minds that never falters or abates, but labors and endures and waits, till all that it foresees it finds, and what it can not find, creates'.....

"We have waited thirty years for our official Bulletin and for our own official home in national headquarters.

"Our membership has grown twenty-fold, and yet includes not more than one in a hundred who would be keenly interested in our work, could he see it with our eyes and understand its infinite usefulness. The present duty is to enroll as many as possible of this ninety and nine, for this is the field of largest promise...If half the men you secure are women, so much the better for cause to which woman has contributed much more than her half.

"Then at Ashville let the secretary read the names for honorable discharge of those who have found at least one each month willing to join in the splendid work which has made the A. L. A. famous and is destined to carry its banner to still higher peaks of achievement."

APPENDIX C

To equate semester hours with quarter hours, multiply semester hours by one and one-half.

Illinois Office of Superintendent of Public Instruction requirements for Certification of School Librarians.

Each school librarian must have a teacher's certificate; it can be any one of five certificates. These certificates are valid for four (4) years. Academic and professional courses must have the approval of the superintendent of public instruction in consultation with the state teacher certification board. Listed below are these five (5) certificates with minimum requirements in library science included:

1. Elementary School Certificate Requirements:
(Valid for kindergarten and grades.)
 - a. Bachelor's degree from recognized institution including 16 semester hours in professional education of which 5 must be in student teaching.
 - b. Minimum of 16 hours (semester) in library science.
2. Special Certificate:
(Valid for teaching and supervising special subjects.)
 - a. Basic requirements same as for elementary school certificate.
 - b. Thirty-two semester hours in library science.
3. High School Certificate:
(Valid for grades 6 to 12)
 - a. Basic requirements same as for elementary school certificate.
 - b. A major and minor from separate fields, of which library can be one.
 - c. A minimum of 16 semester hours of library science.

4. Elementary Supervisory Certificate:
(Valid for teaching and supervising below the 10th grade.)
 - a. Basic requirements same as for elementary school certificate.
 - b. Four years of experience in the kindergarten or on one or more of the first 9 grades.
 - c. Minimum of 16 semester hours of library science.

5. All Grades Supervisory Certificate:
(Valid for teaching and supervising all grades of the common schools.)
 - a. Master's degree in the field of education from a recognized institution including 20 semester hours of education.
 - b. Four years of teaching experience at the high school, elementary, or kindergarten level.
 - c. Ten semester hours of professional education at grade level in which experience has not been earned.
 - d. Minimum of 16 semester hours of library science.

"Adolescent Youth Are Like This"

"Physically, they,	Intellectually, they,	Emotionally, they,	Socially, they
*	*	*	*
Tire easily	Are likely to be confused	May worry about the future	Work well in groups
*	*	*	*

So They Need This

A rhythm of rest and activity	A philosophy of life	Understanding of their moods	Many active group learning situations
*	*	*	*

So They Need To Grow in These Ways

Personally: Refinement of speech	Socially: Making visitors feel comfortable and at ease
--	---

So They Need These Language Experiences

Listening: Getting informa- tion from radio, speeches, panel discussions, forums.	Speaking: Talking to small groups	Reading: Reading biographies and auto- biographies	Writing: Writing business and social letters
---	---	--	--

And These Skills Should Emerge

Selecting key statements from talk or discussion.	Modulation of voice to suit occasion.	Gauging speed of reading purpose, scann- ing, skimming.	Knowledge of forms for letters, themes, articles."
---	---	--	--