
The Changing Nature of School Library Collections

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TEN YEARS AGO a student searching through the card catalog in his school library could expect to find books, pamphlets and periodicals listed for his assigned and personal quests. Today in a rapidly growing number of school libraries he would find indexed on cards or printout a larger number of books and pamphlets, and in addition, films, slides, filmstrips, discs, tapes, periodicals on microfilm, programmed learning texts, and remote access retrieval listings. Choosing from the materials available, he could decide to look, listen or read, or perhaps do all three. His chances for learning would seem to have improved.

To give all students the tools they need for learning must be the shared responsibility of all workers in the changing curriculum: the administrator, the supervisor, the researcher, the classroom teacher, as well as the librarian and media specialist. Indeed, as the Committee for Economic Development points out, "The task of improving education is the business of everyone—everyone who is concerned about the future."¹

To find the right materials for the right child at the right time is not a new goal for librarians, but the means of achieving it have changed and expanded and, for the first time, give more realistic promise of fulfillment.

In a changing world, the explosion of knowledge, bursting school populations, new insights into the learning process, and phenomenal technological advances have combined to demand new curriculum patterns in the school. The upgrading of instruction following the launching of Sputnik; new concepts in the teaching of languages, the sciences and the social sciences; and the spread of the humanities movement, have all required significant, new, and additional instruc-

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tional materials for their development. The growth of team-teaching, flexible scheduling, and the strong emphasis on independent and individualized study have made essential the modern school media center, so ably interpreted by the Joint Committee of the American Association of School Librarians and the Department of Audio-visual Instruction of the National Education Association in the new *Standards for School Media Programs*.²

Federal funds made many of the media programs and materials development possible. The passage of the Elementary and Secondary Education Act in April 1965, was a landmark in education, and has accelerated the development of instructional materials centers faster than any other agency.

To undergird this urgent effort to build the right environment for learning, the modern school needs an instructional materials center for its base of operation whether it is called a library audio-visual complex, a library-media center, or a learning resources area.

The concept of the school library as a center for all types of materials, still in the debating stage when the American Association of School Librarians issued its confirming statement in 1956, is now generally accepted. Not only do the new *Standards for School Media Programs* give complete and compelling guidelines for the selection and acquisition of print and non-print materials, but the regional and state standards for school accreditation, traditionally behind the national standards, are now including the multi-media approach in their criteria. The opening paragraph of the criterion for library, audio-visual, and instructional materials in the North Central Association's 1968-69 policy statement shows the change in materials expected of the modern school library center:

A coordinated instructional media program shall be organized so as to make accessible in any location a wide range of media to teachers and students. In addition to receiving, storing, retrieving, and displaying information in all forms both in a center and at other locations, equipment and personnel shall be available for the production of a wide range of media for students and faculty. The program shall be developed in such a way as to support instruction through appropriate facilities and professionally and technically prepared staff.³

Under the closing heading of "Exemplary or Optimal Conditions," this statement showing recognition of the changing nature of the school library's materials is given:

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Careful study is made of advances in electronic learning devices and appropriate efforts are made to incorporate them for use in the library facility. A modern information retrieval system should be an important objective of the faculty and administration.⁴

In the years since their passage, several states have incorporated into their own state standards the American Library Association's 1960 *Standards for School Library Programs*⁵ which advocate the provision of printed and audio-visual resources necessary for effective teaching and learning.

Under the ESEA Title II program many states have revised their library standards to include a multi-media approach. Jones and Moses, program specialists in the school library section of the Office of Education, state: "It is evident that State standards show an increased emphasis on the school library as a center for many types of materials, both printed and audio-visual."⁶ They cite new standards developed in California, Oregon and Indiana which provide guidelines for the provision and use of a wide variety of instructional materials.

A report of the ESEA Title II program indicates that the states continued to give priority to school library resources over textbooks and other instructional materials. The amount expended for school library resources in 1967 was \$83.8 million, or about 92 percent of the entire amount: \$20.2 million, or 21 percent was spent for audio-visual materials, a gain of 2 percent over the amount spent in 1966.^{7,8} This seems to indicate significant state and local interest and effort in developing school media programs where a full range of materials is organized and made available for teachers and students.

The table of categories in the report gives the following breakdown of the number of materials acquired in the categories listed under school library resources:⁸

<i>Categories of Materials</i>	<i>Number</i>	<i>Cost</i>
SCHOOL LIBRARY RESOURCES	21,522,782	\$83,813,850
Books	17,917,392	61,536,291
Periodicals	204,469	938,769
Other Printed Materials	489,933	1,098,078
Audiovisual Materials	2,910,983	20,240,712
Motion Pictures	62,393	
Filmstrips	1,016,104	
Recordings	383,487	
Slides and Transparencies	580,758	
Programed Instruction Materials	60,831	
Maps, Charts, etc.	345,914	

In 1967 and 1968, thirty states made special purpose grants to provide instructional programs for the use of children and teachers in special or exemplary instructional programs. As a result it is estimated that in 1967 more than two hundred special grants were funded with expenditures for materials totaling an estimated \$6.6 million.⁹ The state catalogs describing the projects funded by these grants indicate many interesting and creative programs involving a variety of instructional resources. They should have an impact on schools for years to come. Even the projects that failed to be funded gained from self-evaluation. This was also found to be the experience of the applicants for participation in the Knapp School Libraries Demonstration Project.

Attractive cover designs on the publications describing the Special Purpose Projects developed by Ohio and New York carry the symbols of all the tools of learning. The Ohio brochure indicates a multi-media collection of materials for each plan, and the involvement of the librarian in the planning staff. A bibliography of materials used was made available to other school districts. Any participant in a demonstration program knows that the traditional library bibliography remains in great demand.

The change is the demand for bibliographies that include non-print as well as printed materials. In the Knapp School Libraries Project, lists of audio-visual materials were always eagerly received by visitors. The need for the inclusion of materials in all the media is slowly being reflected in the library publications. The 1968 publication of the National Association of Independent Schools' *4000 Books for Secondary School Libraries*¹⁰ included for the first time 250 non-book items, including recordings, sources for art reproduction, filmstrips and slides. The University of Southern California and McGraw-Hill are planning a revised version of the *Educational Media Index*, which could give helpful subject listings for non-print media.

The past decade has seen an increasing use of microfilm in school libraries. Hundreds of schools have already bought microfilm equipment. Goodwin and Murphy, authors of a new curriculum service bulletin of *The New York Times*, state that within the next five or ten years "all school libraries deserving the name"¹¹ will be using microfilm.

In the past and present probably the greatest service offered by microfilm for school libraries has been to store and preserve periodicals and newspapers. Erbes reports that Reavis High School Library, one of the pioneers to use extensive micro-filming of periodicals, after

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thirteen years accepts such use as "a way of life."¹² Besides the advantages of saving space and the avoidance of loss and mutilation of magazines, students learn the operation of another library tool which will prove useful in college or later life.

Pearson and Marchak in their introduction to *Focus on the News*, a University Microfilms' social studies guide, point out that this student generation faces fields of learning more extensive than any generation before has ever faced.¹³ With the new emphasis on inquiry and independent study in all the curriculum areas, students need source materials more than ever. In addition to duplication of such material made possible by paperbacks, now libraries can secure out-of-print primary sources from the firms producing microfilms.

Along with the importance of the planned reference use of periodicals on microfilm, there is a wealth of knowledge and experience to be learned by the student who does some browsing on his own. Perhaps the student who wrote on a history quiz that Lincoln's body was flown back to Springfield would have had a different idea if he had viewed the funeral cortege on a reel of *Harper's Weekly* or *The New York Times*. A more perceptive student doing a research paper on the era of corruption observed that the Thomas Nast cartoons he secured from the reader-printer made the real impact for his project.

An interesting microfilm project was developed at Shaker High School in Latham, New York, where some eleventh grade social studies teachers and students viewed thirty-three reels of microfilm of Early American periodicals originally published between 1791 and 1850 to find selections pertinent for a high school curriculum. The school librarian observed that the emphasis on independent study has made microfilmed periodicals essential as primary source materials. A history teacher in the project said, "The day may be soon upon us when high school history will utilize only a guided outline in the classroom and microfilm or facsimile reprints of books and periodicals in the library. Then my students will be close to living history, not just reading about it."

Four of New York State's Title II "Lamp" Projects (Library and Multimedia Projects) had the development of microfilm collections of periodicals for their objective.¹⁴ The Irondequoit Central School District No. 3 plan purposes: "to develop a five year microfilm collection of periodicals to support individual research projects in American studies, world religions, contemporary literature, and comparative government on the senior high school level."¹⁵

Chittenango Central Schools gave as its objective: "To develop an

expanded microfilm collection of selected periodicals and original source materials for use by secondary students utilizing the conceptual approach to the social studies." ¹⁶

Microfilm seems to be used extensively in schools with the individualized learning approach such as Wyomissing High School in Pennsylvania and Nova High School in Florida. The Palo Alto Senior High School Library discovered that the microfilmed materials "appealed to the low range student who enjoyed studying something other than a textbook, and to the high range student who thrilled at using original source material." ¹⁷ The writer has observed this same sense of satisfaction which students with varying abilities derive from the use of microfilm and other technological devices.

The description ¹⁸ of a regional career information center to be established in the San Diego County Department of Education has interesting possibilities for other libraries in building vocational information collections. Data on types of careers are reduced to microfilm cards, called viewscripts, for each job. These materials were developed for the youth who does not intend to go to college. Similar programs could be produced for the college-bound student.

The Apex Program (Area Program for Enrichment Exchange) in Los Angeles City School District included a most sophisticated collection of reference and source materials for students being trained in college-level procedures, a collection which is superior to many college collections.

The modern comprehensive school program presents both challenge and opportunity to the library-media specialists who need to explore all types of materials in order to implement a wide curriculum which attempts to meet all the needs of all the students regardless of background or abilities. The modern school librarian or media specialist, cannot function in isolation. This writer held her first large scale library-in-the-school exhibit in 1936. The purpose of the exhibit was "an attempt to show, in graphic form, the essential place of the library in the modern secondary school." ¹⁹ There were not any sophisticated electronic devices represented, but in the home economics exhibit it is noted there were stereoscope pictures and lantern slides of fiber production.

Today the librarian would be working with the teacher to produce a slide tape presentation, and hopefully looking forward to an electronic retrieval system of coordinated video and audio tapes. Today's school librarian will not only be using new media, but will be con-

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fronted with new subjects and new instructional approaches. Russian language, calculus, philosophy, African studies, Asian studies, Afro-American history, and humanities are new names in the course books, all requiring new materials. More than ever the librarian-media selector will need to get suggestions from the faculty and be alert to all selection aids and reviews. Ideally, in sizable schools the library staff itself will have staff members trained in the various disciplines who can work with these subject teachers.

The trend toward advanced placement, flexible scheduling and independent study have all accelerated the demands on the library. DAVI's *Highlights of Schools Using Educational Media* lists fifty-two schools with individualized instructional programs. They range from Anchorage, Alaska, where children are encouraged to check out equipment and materials including film strips, film loops, records, and books for their individual study,²⁰ to Oconomowoc, Wisconsin, where the Summit Elementary Schools run an innovative program in its multimedia center by "focusing attention upon individual differences and by using educational technology to meet individual needs."²¹

In 1968, Ohio's Title II Special Purpose Grants listed eleven Independent Study Projects more than it listed any other instructional approach. The Findlay City High School developed a special collection of independent study materials in language arts-social studies, mathematics-science, and vocational education, located in four resource centers which are satellites to the main high school library and A-V center. In a separate school building housing grades five and six, the Hudson Local School built a multi-media collection for independent and small group study projects in the fields of social, earth, and life sciences. The collection was housed in the school library and twenty-two teachers, a librarian, and an elementary education director were involved.

All the educators writing on independent study concede that good instructional materials are necessary. In *Independent Study: Bold New Venture*, Beggs says:

Rich resources are a must for good independent study program. Students must have a variety of materials available. Materials vary in point-of-view, depth reading difficulty, and emphasis.²²

Beggs goes on to say that some will be amazed to see the new use the library and audiovisual collection gets by both teachers and students. Teachers will make suggestions, sometimes demands, for adding

to the school's holdings. Beggs adds that some schools have established means whereby students in high school can make suggestions about additions which need to be made in the collection of the reading and visual materials. He also suggests that some independent study projects may find their way into the regular school collection, since a depth study of a topic by a student may be a valuable resource for others.

The last suggestions are fairly common practice in most school libraries. This librarian has received excellent suggestions for years from classes of one English teacher who contribute recommendations as part of their search for material. An independent study class in Asian studies had its best papers put on reserve in the library for other students to read. This same school maintains a special collection of authors who graduated from the school. One team-teaching class in American studies makes the small-group tapes they prepare available to the rest of the class.

In the University of Oregon Curriculum Bulletin, *Independent Study in Secondary Schools*, Garner states:

To effectively utilize their free independent study time, students must have access to individual guidance and well equipped study facilities. The assistance of teachers, counselors, and librarians is needed to organize study time and direct the learning of study skills. Adequate study materials available to students in the school's learning resource centers are necessary for the depth study and research required of independent study projects.

Trump maintains that independent study is the heart of the school program, and that the success of any educational program depends ultimately on the degree to which students develop skills and responsibility for their own learning.²³

Garner reiterates the now accepted concept of the library as the focal point of the modern "learning resource center" concept. "In the library or under its organization, there should be study materials for reading, viewing and listening."²³

Garner includes a discussion of resource centers with Cardinelli's list of general recommendations for the selection of books and other materials for a social studies learning resource center:

Approximately 100-200 reference books
Encyclopedias
Comprehensive world atlas
6-10 magazines espousing different points
of view

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Dictionaries
Pamphlet and clipping files
Facsimiles of famous documents
Pictures of historical nature
Portraits of national and world leaders
Supplementary texts
Biographical titles to supplement and
enrich the subject
Fiction titles related to the study
area to motivate students to
independent reading
Library catalog of materials in resource
center
Catalog of visual aids available from a
central depository
Films, filmstrips, and slides relating
to the study area
Recordings, tape and disc
Readers' Guide
Selection of materials to fit needs of
children of various abilities²⁴

Such a resource center as described above will need to be stocked and staffed. Garner indicates that faculty and library staff must work together:

If resource centers such as the one described above are to be effectively utilized there must be provision for independent study time within students' schedules. Also, teachers must make assignments and help students to decide upon projects which will require them to use the available resources. The traditional type of assignment will not meet independent study needs. Teachers must be trained to give assignments which will motivate students to use the resources and which will develop research skills. Here again the need for teacher-librarian cooperation is pointed out.²⁴

One example of close cooperation between a teacher and librarian in developing together the materials and their use for an Asian Studies course is described in the Knapp Project publication, *Realization*.²⁵ This independent study program offered college-bound seniors an opportunity to use a wide variety of sources. Together, the librarian and the teacher selected the essential materials including a basic, college-level collection of five hundred book titles, appropriate domestic and foreign periodicals, the Sandak slide collection on the arts

of Japan, and a complete run of the *Journal of Asian Studies* on microfilm. Tapes made from visiting lecturers who came in person or spoke by tele-lecture formed an interesting collection for present and future use. Students also developed many tapes of their own. Cooperative arrangements were made with colleges and universities in the area permitting the students to use their resources. The social studies teacher acknowledged, "My whole Project of Independent Study in Asian history could never have been the success that it was without the expert library assistance and materials."

The subject resource centers developed at the Oak Park and River Forest High School, described in the *Illinois Journal of Education*,²⁶ have provided the opportunity for students, librarians, and teachers to work together, and have given the impetus to independent study programs. The materials in all the resource centers include a substantial book collection of 800 to 1000 volumes, periodicals (seventeen for math and science, twelve for art and twenty plus for foreign languages, plus backfiles of four science titles on microfilm), pamphlets, tapes, 8 m.m. short concept films, slides, and art prints.

In the carrels of the mathematics and science resource center students may look at 8 m.m. short concept films for reinforcement of a principle presented in class; use the calculators for mathematics and science data; punch paper tapes on a teletypewriter for transmitting programs to the Illinois Institute of Technology's computer, or read a science-fiction paperback.

For three years these resource centers have given students opportunities for independent study, but the real breakthrough for individualized learning has come with the development of a random access retrieval system which gives the student "what he wants when he wants it."

In his 1968 report on the Oak Park and River Forest Random Access Information Center, Ted Johnson, director of the Title III Project, emphasizes the greater individualization of instruction and independent study made possible by the technology providing random access: "The choices available to the student are increased in quantity and kind. . . . Audio and visual materials are made at least as accessible as print material."²⁷ Johnson asserts that the work of librarians, teachers and students is made more interdependent than ever with a central automated distribution system.

Johnson states:

The library can become the focal point of the school's entire

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program of instruction if a total information and communication system is established.

The rationale of the retrieval system insists the new technologies of information handling and communication are now essential tools for a full program of library services. The days of the library as a book and pamphlet center passed some time ago. Today the library must serve listening and viewing as well as reading. The sights and sounds of human interchange are today as basic as the printed words. If the sights and sounds are to be handled effectively and efficiently by libraries, appropriate listening and viewing facilities must be designed and established. Automated electronic and mechanical retrieval systems can provide an unmatched convenience and flexibility in access to audio and visual materials.²⁷

This writer, working with the project described above, has seen students stimulated by audio tapes turn to reading. English teachers reported that freshmen showed more enthusiasm for their study of mythology after listening to the "World of Myths and Legends" on tapes. Seniors studying the craft of poetry find it interesting to listen to the poets themselves discuss their meter and rhythm. A student having trouble with radicals repeats the tape with the accompanying work sheet until he masters them, while the student in the carrel next to him listens to Molière's *Tartuffe* in preparation for her advanced placement French exam. A physical science student nearby doing an in-depth study of crystal structure listens to a tape, "Crystals: The Tetrahedron," with accompanying filmstrip made by a creative instructional materials designer on the project production staff.

Obviously technology in itself cannot produce quality instructional programs. The media staff and the faculty working together must be able to select and sometimes produce the materials that will make significant programs for the student, programs worth his retrieval. The curriculum workers in the library and the classroom must be trained and oriented to recognize significant materials for learning both in print and non-print forms. Development of these needed skills and training should be part of their pre-service and in-service education.

It is heartening to read the proposed new standards of the American Association of Colleges for Teacher Education which incorporate the need for provision of technology in the prospective teacher's training:

4.2 The Materials and Instructional Media Center

Equipment and resource materials in support of teaching have been developed extensively and improved markedly. A program for

preparing teachers should make use of such equipment and materials in two important ways: prospective teachers should know how to make use of modern technologies in teaching, and modern technologies should be utilized in the teacher education program.²⁸

A materials laboratory or center should be maintained either as a part of the library or as a separate unit. In any case, it should be open to students as a laboratory of materials of instruction and should be directed by a faculty member well informed in the various instructional media and materials at different grade levels. This laboratory should include a wide array of books commonly used in elementary and secondary schools; various types of audiovisual aids such as maps, charts, pictures, filmstrips, and recordings; various types of materials used in evaluating learning; and curricular patterns, courses of study, and teaching units that are available.²⁹

Individual studies that have been made by Gaver, Witt, and Walker (See Additional References) all show that the majority of prospective teachers are not well prepared in the use of library and instructional materials.

Similar conclusions were reached in the three studies of McKinney, Schmitz, and Tucker (see Additional References) on the use of the library materials by secondary school science teachers. However, in these latter studies the school librarians themselves showed a lack of use of specialized selection aids.

Too many school librarians are not being instructed in the use of all types of materials. Library schools need to establish the same materials laboratories as proposed by the American Association of Colleges for Teacher Education. It should be helpful if the Library Education Division of the American Library Association would develop similar standards.

The many media and library institutes financed by Federal funds the past few years attest to the interest and need for help by librarians and teachers faced with the overwhelming array of instructional materials. During the summer of 1968 and the academic year of 1968-69 thirty-two institutes under the Higher Education Act of 1965 were or will be held dealing with some phase of media resources in schools ranging from Alaska to Guam.³⁰

In spite of all the ferment working for better education there is the sobering thought that the changes may not be coming fast enough. According to the Committee for Economic Development's report on *Innovation in Education*, "The future of the schools depends in large part on whether they can overcome in educational policy and practice

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what is frequently an extreme conservatism and a strong resistance to change." ³¹

A checklist (see Table 1) of specific "Changes in School Library

TABLE 1
*CHANGES IN SCHOOL LIBRARY COLLECTIONS:
A CHECKLIST*

	<i>Yes</i>	<i>No</i>
Increased strength in foreign language collections since NDEA and Advanced Placement programs.	50%	50%
Broadening of social studies collections following new courses and units; i.e., Asian studies; Africa; the American Negro—urban problems. Source materials and period accounts used more.	75	25
Greater variety and depth of titles to fit needs of independent study courses.	70	30
Build-up books in the arts and literature to satisfy needs for humanities courses.	79	21
Addition of materials for philosophy courses offered in some secondary schools.	50	50
Emphasis on science materials with constant updating for new developments.	92	8
Increasing use of paperbacks in all areas of library collections.	75	25
Greater sophistication of young readers requires more advanced reading materials. Elementary school pupils are reading titles formerly read in high school. High school students read many books formerly included in college courses.	92	8
Increase of professional materials for teachers investigating the new development in education.	42	58
Greater duplication of materials needed in schools with large enrollments to stock the various subject resource centers.	67	33
Increasing need to find suitable materials for the economically and culturally deprived at all grade levels.	75	25
Increased collections of vocational materials to meet the needs of noncollege bound students.	75	25
Increased magazine holdings—in regular format and on microfilm	78	22
Programmed learning texts supplied.	35	65
Increased use of pamphlets.	87	13
Increased holdings in all areas and types of material due to Federal funds.	75	25

Collections" was given to a random sampling of school librarians who checked statements applicable to their present programs. More than 75 percent of the responding librarians confirmed that they were implementing ten of the sixteen listed changes. Fifty to 92 percent checked fourteen of the sixteen changes listed. However, only 35 percent listed supplying programmed texts; 42 percent noted "increase of professional materials for teachers investigating the new development in education." The two items showing the clearest consensus were the "more advanced reading materials" and "emphasis on science materials with constant updating."

The audio-visual holdings reported reflected differences in the administrative pattern of the schools' instructional materials. Two reported: "No connection with the audio-visual department." (One of these is a new high school with the library and audio-visual departments in separate buildings.) Others reported cooperative arrangements. The categories of non-print materials most often reported by the librarians who were involved with A-V materials were:

Films	62%	Slides	45%
Filmstrips	54%	Pictures	42%
Tapes	54%	Prints	33%
Recordings	58%		

One librarian added "kits" to the list. Nine reported using school-produced materials—chiefly transparencies. Two reported using remote access retrieval systems. Another noted such a system in the planning.

Samples of some of the librarian's comments on their materials are as follows:

Tapes only kept in the building for juniors and seniors. (This in contrast to some elementary schools successfully using them in the lower grades.)

Material on American Negro and urban problems not needed—from a suburban school, and a rural one. (Not a valid assumption, particularly with our mobile population.)

Teachers of independent study courses use own materials. (Too limited a source.)

Use philosophy materials in science physics course using experimental reading approach starting with the Greek philosophers.

We do not use paperbacks—lack of space for such a collection. Will have in new library to a limited degree.

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Plan to have teachers' professional library in new four-floor library building.

Purchase widely for basic groups.

Need more vocational materials for the students who formerly quit at eighth grade level.

Microfilm used in senior high building only.

Programmed learning texts used sparingly because few are good. In this new school the young faculty is textbook oriented. Librarians have to go to the teachers with lists to try to involve teachers in ordering materials.

Use of new social studies collections demanded opening of subject branch library with full-time specialist.

Finding suitable materials for the economically and culturally deprived may be our greatest challenge.

In addition to the checklist of changes in school library collections, the same librarians were polled for their current practices in selecting materials and making them available. The questions and a summary of the consensus of the sample comments follow:

1. *How is a valid selection policy determined? When priorities have to be arrived at, is first priority given to materials which specifically undergird curriculum areas?*
2. *How are staff and students involved in selection?*

All agreed that first priority was given to materials which specifically undergird curriculum areas.

The AASL *Guidelines for Selection of School Library Materials*,³² revised 1967, is an excellent statement for librarians concerned with this aspect of selection.

3. *Is desirable material—regardless of format—given equal consideration or does one form have priority over another? Again: What determines the priority?*

The librarians were evenly divided on this priority. Half gave priority to books, with hardbacks first choice. The other half said, "desirability of material" regardless of format was given first consideration.

4. *What are valid practices in relation to duplicates?*

The librarians were divided equally on the practice of duplication. One-half felt usage dictated the number of copies. The other half felt no more than five or six copies should be ordered of any title.

5. *Have you found that students are needing more advanced and mature materials than in the past? What, if any, is their preference in format?*

The majority of the librarians felt students were using more advanced and mature materials than in past. Paperback format was given as the most popular.

The second annual bibliography of *University Press Books for Secondary School Libraries*³³ shows the trend of publishers to bring scholarly and well-written books to the attention of school librarians.

6. *What positive suggestions do you have for the improvement of various national lists prepared for school use?*

The need for all media coverage and up-to-date materials was most frequently mentioned.

7. *What are policies regarding interlibrary loans? Is each school's collection supposed to be self-sufficient?*

The consensus of opinion favored a basic collection with interlibrary loan for special needs.

Microfilm technology and facsimile transmission, although still in the expensive experimental stage with a few libraries, can eventually solve the frustrating problems of interlibrary cooperation. Librarians must be alert to the new possibilities of inter-communication, and prepare their materials for the time when they will be exchanging with other libraries—far and near. The copyright laws will have to be revised for the protection of education which is surely in the "public interest."

The sixties have brought us closer to the concept of the library as part of an instructional system responding to teacher and student needs and even creating needs within that system. The media programmers of tomorrow must stay in the vanguard of the workers in education who are still seeking and striving to build the environments that will quicken the minds and hearts of the youth of our nation.

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