

A SURVEY OF PUBLIC SCHOOL LIBRARY  
RESOURCES IN ARKANSAS

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The purpose of this study was an examination of elementary- and secondary-school libraries in Arkansas to determine the adequacy of their resources as compared with the 1960 and the 1969 national school library standards. The findings served as a base for establishing goals and recommendations for improved school library programs in Arkansas.

A questionnaire composed of six parts--(1) general information about the school library; (2) library personnel; (3) facilities; (4) materials; (5) organization and administration; and (6) expenditures--was devised to measure school library resources. The quantitative tables in both the 1960 and the 1969 national school library standards were used as a guide for preparing the questions.

The questionnaire was sent to 775 elementary- and secondary-school libraries in Arkansas. Five hundred and nineteen returns from 175 elementary- and 344 secondary-school libraries were received, and 514 of these returns, representing 66.1 per cent of the total, were usable. The data were tabulated, interpreted, and compared with the quantitative tables in the 1960 and the 1969 national school library standards.

The analysis of the data revealed that in terms of library personnel, facilities, materials, and expenditures none of the libraries meet the 1969 national school library standards.

Twenty-eight per cent of the centralized elementary-school libraries and nine per cent of the secondary-school libraries meet the 1960 standards for personnel. Fifteen per cent of the elementary- and 7.6 per cent of the secondary-school libraries meet the 1960 standards for the size of the book collection. Eight per cent of the elementary-school libraries meet the 1960 standards for the size of the periodical collection. None of the secondary-school libraries meet the 1960 standards for periodicals. Thirty-eight per cent of the elementary-school libraries and 58 per cent of the secondary-school libraries meet the 1960 standards for annual expenditures.

The study concludes that although national school library standards have been purposefully planned to be higher than state and regional standards, Arkansas school libraries are progressing much too slowly to bridge the gap between existing school libraries and the national school library standards. Among the recommendations to improve school library programs were (1) additional support from local school administrators including a minimum local funding increase to six per cent of the average per-pupil operational costs for integrated media center operations; (2) additional education and professionalism of school librarians; (3) support from the State Department of Education including in-service programs and regional media centers; and (4) improved curricula for educating school librarians in Arkansas.

A SURVEY OF PUBLIC SCHOOL LIBRARY  
RESOURCES IN ARKANSAS

DISSERTATION

Presented to the Graduate Council of the  
North Texas State University in Partial  
Fulfillment of the Requirements

For the Degree of

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By

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## CHAPTER I

### INTRODUCTION

New Trends in secondary-school education--including individualized instruction, independent study, programmed learning, education for the gifted, the multitrack curriculum, advanced placement, ungraded classrooms, and flexible scheduling--have focused new attention on school library resources. Therefore, it appears that an assessment of school library facilities and resources should be of immediate concern to educators. They must be able to ascertain whether school libraries contain adequate resources to meet contemporary educational needs.

Librarians and administrators need to make continuous evaluations of school libraries in order to maintain the quality education stressed by today's educators. In order to make a meaningful assessment of the adequacy of school library resources, standards must be available to serve as a measure of resources. National standards have played an important role in school library development since the first ones were issued in 1918, for they answer the administrator's questions concerning how large the library should be; how many books, periodicals, and audiovisual resources should be in the library; how much one librarian can manage without additional

assistance; how much money should be included in the library budget; and a number of similar questions. "Standards for school libraries are important instruments for checking the effectiveness of the library in the total school program."<sup>1</sup>

As contemporary changes in the patterns of teaching and learning moved more rapidly through the public schools, instructional resources became more sophisticated and plentiful. This development caused school libraries to extend their services and make available non-book materials as well as the more conventional library resources familiar to librarians.

In 1966, the Department of Audiovisual Instruction of the National Education Association released its standards for school media programs. They indicated that the media program could be combined with the library, but at that time no definite plans were made for including audiovisual and library materials under one administration.<sup>2</sup> In the spring of 1969, the American Association of School Librarians of the American Library Association and the Department of Audiovisual Instruction of the National Education Association combined to publish a set of standards entitled, Standards for School

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<sup>1</sup>Nora E. Beust, "Introduction to the Study of School Library Standards," School Library Association of California Bulletin, XXIV (May, 1953), II.

<sup>2</sup>National Education Association, Department of Audiovisual Instruction, Quantitative Standards for Audiovisual Personnel, Equipment and Materials in Elementary, Secondary, and Higher Education, (Washington, 1966).

Media Programs,<sup>3</sup> which for the first time combined the print and non-print materials under one central administration.

Viewed from modern educational philosophy, the library is a laboratory for research and study where students learn to work alone or in small groups under the guidance of the teacher and the librarian. The school library contributes to the growth and development of youth in independent thinking, in abilities to study effectively, and in desirable attitudes toward reading, toward other media of communication, and toward all learning and research.<sup>4</sup> This study will discover the extent to which learning resource centers in public-school libraries at the elementary and secondary levels in Arkansas are fulfilling their educational obligations to students and teachers.

#### Statement of the Problem

The problem of this study was a survey of public elementary- and secondary-school library resources in Arkansas.

#### Purpose of the Study

The purpose of this study was to acquire data on library resources in public elementary and secondary schools

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<sup>3</sup>American Association of School Librarians, and Department of Audiovisual Instruction, Standards for School Media Programs, (Chicago, 1969), p. ix.

<sup>4</sup>American Library Association, American Association of School Librarians, Standards for School Library Programs, (Chicago, 1960), p. 15.

in Arkansas to determine the extent to which they meet the national standards of 1960 and 1969.

#### Background and Significance of the Study

School libraries are largely a product of the twentieth century.<sup>5</sup> It is true that a few high school libraries existed in the latter part of the nineteenth century, but these were centralized collections of books maintained by any teacher who happened to be free at the moment. In the 1920's and 1930's, the emphasis in education shifted from the subject matter to the learner, and several factors contributed to the development of the secondary-school library. Gates lists three as being most influential:

Among the factors which have contributed strongly to the development of high school libraries are (1) college admission requirements; (2) the insistence on higher standards of secondary school library service by regional accrediting associations, national professional organizations, and state departments of education; and (3) studies which have underscored the very great necessity for quality library service in the secondary school program.<sup>6</sup>

The rapid movement for high school libraries began in the 1940's after World War II, and by the middle 1950's and throughout the 1960's, a new trend in school library service began and continued to gain in impetus. Even the name began

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<sup>5</sup>Tom J. Cole, "The Origin and Development of School Libraries," Peabody Journal of Education, XXXVII (September, 1959), 90.

<sup>6</sup>Jean Key Gates, Introduction to Librarianship, (New York, 1968), p. 223.

to change from that of a school library to a school resource or media center because it houses both book and non-book materials.

The very concept of the school library has grown in size and stature based upon the multiple use of materials. Books are still the basic tool, but pictures, tapes, recordings, films, filmstrips, maps, globes, even television are frequently found in the school library.<sup>7</sup>

The development of elementary-school libraries was slower than the progress made at the high school level. Around 1913, elementary schools began to establish collections in the classroom, largely because resources at their disposal were meager.<sup>8</sup> Each year since 1913, more school administrators have recognized the advantages of the centralized elementary-school library and have begun their organization, but the progress has been slow. A large factor in the development of centralized collections at the elementary level was the Elementary and Secondary Education Act of 1965, which enabled the expansion of all school libraries. "Nearly 62,000 elementary school libraries were expanded and over 3,500 centralized libraries were established in public elementary schools as a result of Title II."<sup>9</sup>

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<sup>7</sup>Elenora Alexander, "The Librarian's Multimedia Role," The Instructor, LXXIV (November, 1964), 55.

<sup>8</sup>"School Libraries in the United States: A Report Prepared for the National Advisory Commission on Libraries," ERIC, 1967. (ED 022 485), p. 6.

<sup>9</sup>Ibid., p. 6.



To insure that school libraries across the nation conform to a high degree of service, it was seen quite early that standards were necessary to guide administrators, teachers, and librarians who were engaged in building the initial school library. The North Central Association was the first accrediting agency to devise a set of standards to insure that its schools had libraries providing the materials and services necessary to meet educational goals for accreditation. In 1902, the North Central Association released its standards for schools which included a statement that library facilities should be adequate.<sup>10</sup> In 1918, additional standards were released, and these contained more detailed instructions for school libraries.<sup>11</sup>

State agencies and other regional accrediting agencies followed suit and issued their library standards, but each group had its own idea, and the meaning of adequate library service varied throughout the country. The American Library Association saw the need for uniformity and published its first national standards in 1945. Since then there have been two revisions, one in 1960 and another in 1969.<sup>12</sup>

The most recent standards were carefully prepared over a two-year period by a joint committee representing the

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<sup>10</sup>Gates, op. cit., pp. 224-225.

<sup>11</sup>Richard L. Darling, Survey of School Library Standards, (Washington, 1964), p. 2.

<sup>12</sup>American Association of School Librarians, and Department of Audiovisual Instruction, op. cit., p. ix.

American Association of School Librarians and the Department of Audiovisual Instruction, along with the cooperation of an advisory board consisting of representatives from twenty-eight professional and civic organizations. These two organizations have published a set of national school library standards designed to equalize educational opportunities in resources for all students whether in urban, suburban, or rural communities.

National school library standards provide for adequate library service now and in the future. Therefore, some effort needs to be taken to insure that these standards will not become just another book on the shelf. They should serve usefully as a qualitative and quantitative yardstick for measuring existing library resources and establishing a base for future school library improvements.

The literature discusses the standards and explains their need and purpose, but little has been written about measuring existing school library resources to see if they are currently meeting the national standards. Dissertation Abstracts reports ten studies concerned with measuring library resources by using the 1960 standards as their guide. Seven of these ten studies were concerned with evaluating centralized elementary-school libraries. Of the remaining three studies, two were concerned with high school libraries and the other with all levels.<sup>13</sup>

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<sup>13</sup>Dissertation Abstracts: The Humanities and Social Sciences, Vols. 21-30, (Ann Arbor, Michigan, 1961-1971).

In 1963, Marion Shiel selected a number of public secondary schools in Ohio and found that only 21 per cent of them met the 1960 national standards. Three years later, Margaret Lane sent a questionnaire to all public elementary- and secondary-school libraries in Oregon and found that a large per cent of the libraries failed to meet the standards. Robert Ward surveyed the elementary-school libraries in Louisiana in 1967 and found that only a few school libraries met the 1960 standards. The most recent study was conducted by George Huang in 1969 in Idaho. He also found that most school libraries failed to meet the standards.<sup>14</sup>

Since there has been no study of school library resources in Arkansas using the quantitative standards of 1960 and 1969, a study should be conducted to determine to what extent the library resources meet the national standards with respect to personnel, materials, facilities, expenditures, and organization and administration. Such a study was needed for the following reasons:

1. No state-wide study pertaining to public school libraries as compared to the 1960 and the 1969 national library standards has been made.
2. Studies have indicated that students who have access to the centralized library read more books, develop greater reading skills, and have greater discrimination in the selection of recreational reading than those students who have not had access to a centralized library.<sup>15</sup> Since the

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<sup>14</sup>Ibid., Vols. 21-30.

<sup>15</sup>Mary V. Gaver, Effectiveness of Centralized Library Services in Elementary Schools, (New Brunswick, 1963), p. xxvi.

standards contain provisions for the centralized approach, this study shows whether Arkansas school libraries are meeting these standards.

3. The study indicated the number of school libraries in Arkansas which conformed to the 1969 standards and became media centers.
4. This study can be valuable to institutions of higher education in Arkansas concerned with the recruiting and educating of school librarians.
5. Data from this study were used to establish goals for improved state-wide school library programs.
6. The study can interest administrators, teachers, and librarians in the other states and serve as an example for additional school library studies to be undertaken throughout the United States.

#### Definition of Terms

For the purpose of this study, the following definitions have been formulated.

Educational media specialist--A person with a master's degree in educational media with a specialization in one or more of the following areas (1) level of instruction, (2) areas of curriculum, (3) type of media, and (4) type of service.

Media--"Printed and audiovisual forms of communications and their accompanying technology."<sup>16</sup>

Media center--A library in a school where a full range of media is housed and serviced by media specialists.<sup>17</sup>

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<sup>16</sup>American Association of School Librarians, and Department of Audiovisual Instruction, op. cit., p. xv.

<sup>17</sup>Ibid., p. xv.

Resources--The complete array of library materials and personnel that are expected to be found in the modern media center.

School library standards--Qualitative and quantitative measures used for the basis for the development of school media centers. Standards are stated in terms of minimum levels below which a media center must not fall.

#### Limitations

The following limitations are included in this study: (1) public elementary- and secondary-school libraries in the state of Arkansas; (2) the school year 1970-71; and (3) the acquisition of data from the librarian in each school library.

#### Instrument Used in the Study

To insure an accurate assessment of the resources in Arkansas public-school libraries, a questionnaire was developed from the quantitative standards presented in both the 1960 and the 1969 national school library standards. Since the questionnaire was to be used in Arkansas, it was decided to use a panel composed of Arkansas school librarians to determine the validity of the instrument.

In the summer of 1971, five Arkansas school librarians with the master's degree in library science and a minimum of five years of experience in Arkansas public school libraries were chosen for the panel. Two of these librarians represented the elementary level, two were from the secondary, and one was an all-level school library coordinator.

This panel was given the original list of 107 questions based upon the standards and was asked to judge the adequacy of each question. An agreement by any three or more from the panel constituted the basis for that item to be included in the questionnaire. Several questions were removed from the list as being unnecessary, and some new items were included. When the panel had completed the task, eighty-eight questions remained.

A pilot study was used to refine the instrument. A list of the sixty elementary- and secondary-school librarians attending the 1968 and the 1969 Institute for School Librarians sponsored under the Higher Education Act and held at North Texas State University was obtained, and it was found that fifty-one of these librarians were employed in public-school libraries in fifteen different states.

They were sent a letter explaining the purpose of the study, their role in the development of the questionnaire, and a return post card to be used if they were willing to assist with the study. Some of the librarians were no longer employed in public schools, and several did not respond, but twenty-eight librarians indicated their willingness to assist.

Twenty of these school librarians returned the questionnaire before the date of the printing schedule. The librarians who participated in the pilot study asked that several questions be revised to make the meaning more clear. They also felt that five items should be eliminated. These

suggestions were incorporated into the final draft of the questionnaire before it was sent to the printer.

#### Procedure for Collecting Data

Arkansas has 885 public elementary and secondary schools accredited by the Arkansas Department of Education. All 409 of the secondary schools have centralized high school libraries, but only 333 of the 476 elementary schools have centralized libraries. Thirty per cent of Arkansas elementary schools do not have centralized library collections.

To insure that all of the 424 Arkansas school districts were included in the study, the Directory of Arkansas School Librarians<sup>18</sup> was cross-checked with the Arkansas Educational Directory.<sup>19</sup> All districts were found to be included in the list, and questionnaires were sent to librarians in 775 elementary and secondary schools. The 143 elementary schools without centralized libraries did not receive a copy of the questionnaire.

Three weeks after the first questionnaires were mailed a total of 455 questionnaires had been returned. A follow-up letter and another questionnaire were sent to the 320 schools failing to respond. Three additional weeks were allowed for return of the follow-up questionnaire. At the

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<sup>18</sup>Arkansas Library Commission, Arkansas Directory of School Librarians, (Little Rock, 1971).

<sup>19</sup>Arkansas State Department of Education, Arkansas Educational Directory, 1970-1971, (Little Rock, 1971).

end of this period, only 68 additional questionnaires were received, bringing the total returns to 519, which represented 66.2 per cent of the 775 schools on the mailing list.

Of the 519 questionnaires returned, two were completed by district library supervisors and could not be used. Two were returned blank, and some items on a number of the questionnaires were left blank. This caused a different total in the number of libraries reporting in some of the tables in Chapter III.

#### Procedure for Treating Data

It was originally planned to use the computer to process the entire questionnaire; however, many items could be tallied by hand more quickly and economically than they could be converted to machine-readable form and verified. The computer was abandoned, and the calculator was used for mathematical computations. The data were then listed in statistical tables and compared with the quantitative tables in the 1960 and the 1969 national school library standards.



CHAPTER II  
REVIEW OF THE RELATED LITERATURE

Development of National School  
Library Standards

The first national library standards evolved indirectly from a national survey of the teaching of high school English in the United States. In 1915, the National Council of Teachers of English completed a nation-wide survey of practices used in the teaching of English in high schools. Throughout the nation, one condition was apparent. High school libraries were unsatisfactory.<sup>1</sup> In fact, the school libraries were so unsatisfactory that the council recommended a complete investigation.<sup>2</sup>

In the same year at the annual meeting of the National Education Association in Oakland, California, the Department of Secondary Education formed a committee to investigate thoroughly the conditions in high school libraries.<sup>3</sup> The committee was also assigned the responsibility to make school library conditions known to administrators and to seek their

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<sup>1</sup>Frances L. Spain, "The Application of School Library Standards," The Library and General Education, (Chicago, 1943), 270.

<sup>2</sup>Ibid., p. 270.

<sup>3</sup>Norman Beswick, "The Certain Standards in Context: A Study of the American School Library Materials Centre Concept," Journal of Librarianship, II (July, 1970), 162.

cooperation and assistance in improving school library service at the secondary level.

The Department of Secondary Education sought Charles H. Johnston from the University of Illinois to head the committee; however, he had additional activities at the time and recommended that C.C. Certain from Cass Technical High School in Detroit, Michigan, head the committee.<sup>4</sup> The committee under the chairmanship of C.C. Certain spent the next three years collecting data to complete the study and presented their findings in a report to the annual meeting of the National Education Association in 1918.<sup>5</sup> C.C. Certain said that the report "represented actually a consensus of what in the minds of high school principals and librarians, the library should mean to the school."<sup>6</sup>

The report, which became known as the Certain Standards, was adopted as the official standards for high school library development by the National Education Association, the North Central Association, and the American Library Association and was published in 1920 by the American Library Association.<sup>7</sup>

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<sup>4</sup>Florence D. Cleary, "The School Library and the Changing Curriculum," Educational Leadership, XV (December, 1958), 177.

<sup>5</sup>Beswick, op. cit., p. 162.

<sup>6</sup>National Education Association, Department of Secondary Education, Standard Library Organization and Equipment for Secondary Schools of Different Sizes, (Washington, 1918).

<sup>7</sup>Spain, op. cit., p. 271.

These first national library standards, which were used with few modifications for more than twenty-five years, set up definite standards for junior and senior high schools of different sizes, and contained the necessary details to enable any school administrator to determine the library needs for his high school.<sup>8</sup>

The Certain Standards of 1918 provided the high school with (1) appropriate housing and equipment, (2) a professionally trained librarian, (3) scientific care and selection of books and other materials, and proper cataloging and classification of this material, (4) instruction in the use of books and libraries, (5) adequate annual appropriations for salaries, library maintenance, book purchases and re-binding, supplies and general up-keep, and (6) a state library supervisor.<sup>9</sup> These standards were entirely quantitative in terms of the number of volumes in the library based upon the school enrollment, the size of the library facility, the annual budget, and the amount of training for the librarian. These first standards also recommended audiovisual materials in the library and recommended that \$550 be spent for the initial collection.<sup>10</sup>

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<sup>8</sup>Beswick, op. cit., p. 162.

<sup>9</sup>National Education Association, Department of Secondary Education, op. cit., p. 6.

<sup>10</sup>Ibid., p. 12.

Criticism of these first national library standards quickly followed their publication. According to Williams, the standards basically presented two opposite points of view. Small schools could not meet the standards, and large schools surpassed them.<sup>11</sup> Fargo had two major criticisms of the Certain Standards. She found the qualifications listed for the librarian to be quite explicit; however, in succeeding pages of the standards were modifications of the librarian's requirements adjusted according to varying school enrollments. This, Fargo claimed, was a practice scarcely defensible from an educational point of view.<sup>12</sup> Fargo also found the standards to be quantitative rather than qualitative. They did not give satisfactory consideration to several fundamental problems related to the evaluation of the book collection, such as the need to determine the appropriateness of titles as related to the curriculum and the need to distinguish between reference books, supplementary texts, pleasure books, and others.<sup>13</sup>

Darling, in a retrospective evaluation of the standards, agreed with Fargo. "By the end of the 1920's, much dissatisfaction with these standards had developed. The chief

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<sup>11</sup>Mabel Williams, "Mr. Certain's Report Seen from Two Points of View," Library Journal, XLIII (September, 1918), 682.

<sup>12</sup>Lucile F. Fargo, Preparation for Library Work, (New York, 1936), p. 51.

<sup>13</sup>Ibid., p. 208.

complaint was that since they were entirely quantitative they failed to take into account the quality of library service provided."<sup>14</sup>

It is understandable that these first library standards were quantitative if one takes into consideration the fact that the role and status of the school library was entirely different from that of today. However, the Certain Standards for the first time focused the attention of the school administrator on the library as a vital part of the educational program and gave him recommendations which were realistic, definite, and official.

The first national library standards were for high schools only, but as the trend toward centralized elementary-school library collections increased, it became apparent that guidelines in the form of standards would be valuable. A joint committee was formed from members of the Department of Elementary School Principals of the National Education Association and the School Library Division of the American Library Association, and C.C. Certain was again asked to serve as chairman.<sup>15</sup> The Certain Standards for elementary school libraries appeared first in 1925 in the yearbook of

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<sup>14</sup>Richard L. Darling, "School Library Standards of the Pacific Northwest," Elementary and Secondary School Libraries of the Northwest, (Seattle, 1960), p. 73.

<sup>15</sup>Azile Wofford, "School Library Evolution," Phi Delta Kappan, XXII (February, 1940), 285.

the Department of Elementary School Principals and were published by the American Library Association that same year.<sup>16</sup>

Certain's first national elementary-school library standards were similar to the ones for secondary schools. They were quantitative in nature and were determined by the enrollment of the school. Thus, the standards delineated the specific requirements necessary to organize and support the library by defining the library and its objectives; describing the book collection and library services to be rendered; recommending the training of the school librarian and the library supervisor; and stating annual allocations necessary for maintenance of the library.<sup>17</sup>

As the school library gained prominence in the total educational structure, library services began to develop in relationship to the program of the school. Educators, after several years of growing dissatisfaction with the limitations of the Certain Standards, realized that the addition of qualitative statements would make the standards more effective. School libraries could no longer be measured by quantitative standards alone.<sup>18</sup>

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<sup>16</sup>American Library Association, Joint Committee on Elementary School Standards, Elementary School Library Standards, (Chicago, 1925).

<sup>17</sup>Ibid., pp. 1-4.

<sup>18</sup>Nora E. Beust, School Library Standards, (Washington, 1954), pp. 1-2.

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In 1945, the Committee on Post-War Planning of the American Library Association considered the school library not as a separate entity, but as an integral part of the educational system. It combined both qualitative statements on school library goals and qualitative recommendations in the areas of personnel, facilities, equipment, book collections, and finances.<sup>19</sup>

More specifically, the 1945 school library standards applied equally to elementary and to secondary schools for the first time. These standards proposed the following minimums:

- A. An annual budget of \$300.00 for books and printed materials for schools with enrollments less than 200 and \$1.50 per pupil for schools with enrollments of 200 or more. Additional funds were to be added if audio-visual materials were handled by the library.
- B. One full-time librarian with a college year of library training to serve up to 500 pupils and one for each additional 500 pupils, also one clerical assistant to serve up to 1,000 pupils and one for each additional 1,000 pupils.<sup>20</sup>

The qualitative aspects of these standards recognized the individual differences in school districts and incorporated broad statements implying that school library service was the responsibility of the local school board. Qualitative explanations of the role of the library as an integral part

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<sup>19</sup>American Library Association, Committee on Post-War Planning, School Libraries for Today and Tomorrow, (Chicago, 1945).

<sup>20</sup>Ibid., pp. 23-34.

of the school, organization and administration of materials within the library, and services provided by the librarian.<sup>21</sup>

Although these were the first major revision of the national standards and the first standards for both the elementary- and the secondary-school library, N.L. Englehardt, president of the American Library Association, stated in the introduction that "it is recognized that the standards submitted herewith must be considered only tentative."<sup>22</sup> This statement was the first hint that the intervening time between standards was lessening.

Qualitative provisions based upon individual differences of local schools to provide for their library services did not prevent criticism of the new standards of 1945. Most concerned were elementary-school librarians, since elementary-school libraries were included in the standards. Because the development of secondary-school libraries was considerably more advanced, Fannin was concerned that the new standards were too high for elementary-school libraries and might even retard their development.<sup>23</sup> Hayes was critical of the numerical requirements for book collections because they failed

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<sup>21</sup>Ibid., pp. 37-38.

<sup>22</sup>Ibid., p. 2.

<sup>23</sup>Lois Fannin, "An Evaluation of One Elementary School Library System," School Executive, XLV (June, 1945), 55-56.



to recognize the need of the elementary-school library for extensive duplication of titles.<sup>24</sup>

The 1945 school library standards were definitely higher than ever before. This was particularly true of the personnel requirements recommending a fully-trained librarian for all schools of more than 200 enrollment. Darling stated that there are too few librarians who can meet the standards.<sup>25</sup> The standards were high and increased support for the school library. However, their major contribution was that the library was not considered as a separate entity, but as an integral part of the educational program it was organized to serve.<sup>26</sup>

In 1957, the American Association of School Librarians, a division of the American Library Association, formed a committee to provide a general plan for content and coverage revisions of the 1945 school library standards. The committee, first comprised of about forty participants and later increased in numbers to reach almost six hundred, used a variety of sources to formulate principles and policies for new school library standards.<sup>27</sup> The sources included data

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<sup>24</sup>Margaret Hayes, "Evaluating School Library Service," Library Trends, II (January, 1953), 372.

<sup>25</sup>Darling, op. cit., p. 79.

<sup>26</sup>Hayes, op. cit., p. 378.

<sup>27</sup>American Library Association, American Association of School Librarians, Standards for School Library Programs, (Chicago, 1960), pp. iv-vii.

from questionnaires and advice, suggestions, and criticisms obtained from consultants and specialists in the field.<sup>28</sup>

The 1960 standards were stated in both qualitative and quantitative terms and were designed to serve as guides in appraising existing libraries and in formulating immediate long-range goals for school library programs. The standards applied to both the elementary- and the secondary-school library and emphasized the definition and description of a functional school library program, its policies and practices, and in addition, the requisites in personnel, materials, budget, and facilities needed to implement such a program.<sup>29</sup>

The standards have been divided into three major divisions: (1) principles of policy that make the school library program an educational force within the school; (2) principles of organization and administration that make the school library an efficient tool; and (3) specifications in terms of quantities for the library staff, facilities, equipment, materials, and annual expenditures.<sup>30</sup> Certain facets of school library programs were stressed. For example, the importance of cooperation among teachers and librarians

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<sup>28</sup>Eleanor Ahlers, "How Will the New School Library Standards Affect High School Libraries?" Better Libraries Make Better Schools, (Hamden, Connecticut, 1962), p. 69.

<sup>29</sup>Ruth Ersted, "Standards for School Library Programs," Bulletin of the National Association of Secondary School Principals, XLIII (November, 1959), 5.

<sup>30</sup>American Library Association, American Association of School Librarians, op. cit., pp. 6-7.

was recognized by outlining in detail their working relationship toward meeting educational goals.

Some criticism was made of the 1960 standards concerning the high quantitative recommendations. It was felt that they could be only visionary, but Henne stated the numbers were necessary to support an active and effective library program.<sup>31</sup> In her overall evaluation of the standards she stated the following:

The new national standards for school libraries are helping to shape an environment conducive to excellence in school library programs. The importance of excellence in school programs has been pushed very much into the foreground. The standards are timely and useful, providing a planning guide desired by many schools. The phrase "toward excellence" is particularly appropriate for the standards, since their immediate goals are very good school library programs that, for numerable schools in this country, circumstances dictate must first be reached before achieving real excellence.<sup>32</sup>

From the conception of the first school library standards, there have been indications that favored the combination of audiovisual resources with the more traditional form of library materials. The Certain Standards suggested this in 1918, and Fargo expressed excellent reasons for combining the media as early as 1933.

Apparently there are excellent reasons for housing at least some visual aids in the library.

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<sup>31</sup>Frances Henne, "Toward Excellence in School Library Programs," New Definitions of School Library Service, (Chicago, 1960), 49.

<sup>32</sup>Ibid., p. 49.

Librarians make use of visual aids in giving reference service, and teachers find it a great convenience to send to the library for all available materials on a given subject whether it be in book or picture form.<sup>33</sup>

Two separate events occurred in 1966 which established the conditions for combining the media to form instructional materials centers in the schools. The Department of Audiovisual Instruction of the National Education Association published its Quantitative Standards for Audiovisual Personnel, Equipment and Materials in Elementary, Secondary, and Higher Education.<sup>34</sup> In that same year the board of directors of the American Library Association approved the report of the committee planning to revise the 1960 school library standards.<sup>35</sup> The standards currently in effect were published in 1969 by a joint committee representing the American Association of School Librarians and the Department of Audiovisual Instruction.<sup>36</sup>

Although only three years had passed since the Department of Audiovisual Instruction had released its standards

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<sup>33</sup>Lucile F. Fargo, The Library in the School, 3rd ed., (Chicago, 1933), p. 28.

<sup>34</sup>National Education Association, Department of Audiovisual Instruction, Quantitative Standards for Audiovisual Personnel, Equipment and Materials in Elementary, Secondary, and Higher Education, (Washington, 1966).

<sup>35</sup>Dorothy A. McGinnis, "American Association of School Librarians: Highlights of the Midwinter Meeting," American Library Association Bulletin, XL (March, 1966), 248.

<sup>36</sup>American Association of School Librarians, and Department of Audiovisual Instruction, op. cit.

and nine years since the American Association of School Librarian's publication, it was felt through requests of school administrators, audiovisual specialists, classroom teachers, curriculum specialists, and school librarians that significant social changes, educational developments, and technological innovations had made it imperative to present new statements of standards.<sup>37</sup> The joint committee on new standards decided upon two objectives: (1) to bring standards in line with the needs and requirements of today's educational goals, and (2) to coordinate standards for school library and audiovisual programs.<sup>38</sup>

The new standards of 1969 were divided into six areas: (1) the philosophy of the media program in the school; (2) staff requirements and services of the media center; (3) selection, accessibility and organization of materials within the center; (4) size of the center and resources and expenditures for continuing support; (5) facilities for the center; and (6) supplemental services at regional and state levels.<sup>39</sup> Each section contained statements for programs to aid individual schools in implementing their educational goals and instructional programs. The committee to develop new standards designed them to be multi-functional.

National standards have many functions beyond the immediate ones of providing guidelines for

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<sup>37</sup>Ibid., p. ix.    <sup>38</sup>Ibid., p. x.    <sup>39</sup>Ibid., p. x.

media programs of good quality and establishing criteria for the media services, resources, and facilities essential in the educational process. They act as a stimulus to correct the serious deficiencies now existing in too many of our schools by (1) assisting in the establishment of media centers where no service is available, or (2) accelerating the improvement of media service in those schools where optimum programs are defeated because of lack of sufficient staff and resources or because of other substandard conditions.<sup>40</sup>

Criticism and praise of the new school media standards preceded their actual publication. In 1968, Darling stated that

the new standards make several significant departures from previous ones. Unquestionably the most important is the recommendation that every school have one unified educational media center so that the full force of communication methods may be exerted for the improvement of learning through a single program.<sup>41</sup>

However, Darling saw the staffing standards as probably the most troublesome since only a handful of schools even came close to meeting the staffing requirements of the 1960 standards.<sup>42</sup> "A major effort to implement staffing standards may only aggravate an already worsening condition."<sup>43</sup> But in his conclusion Darling wrote:

The writers of the new standards for school library-media programs have developed guidelines which will assist schools in planning services

<sup>40</sup>Ibid., p. x.

<sup>41</sup>Richard L. Darling, "The New School Library Standards," Wilson Library Bulletin, LXII (February, 1968), 596.

<sup>42</sup>Ibid., p. 596.

<sup>43</sup>Ibid., p. 596.

which can contribute greatly to improved elementary and secondary education. They have taken into account the requirements of media oriented society. They have recommended collections and services appropriate to reformed curricula and to the insistent quest for excellence in the schools. Achievement of the levels recommended in the standards will help most schools toward first-rate educational programs.<sup>44</sup>

Elstein and Hartz were much more critical of the standards than Darling was. They felt that the new standards would be meaningless, since in so many states they were unattainable.<sup>45</sup> Elstein stated that

the funds required to meet the new ALA/NEA media standards are enormous. The most depressing aspect of the 1969 standards is that as "Standards" they declare that most schools are hopelessly sub-standard. The cost of establishing a center with the equipment now suggested would be prohibitive to many.<sup>46</sup>

An assistant superintendent for instruction asked this question and also provided the answer. "How do you budget to meet the new joint Standards? You don't."<sup>47</sup> A recent survey concluded that school districts need additional staff and still have an acute need for materials.<sup>48</sup>

<sup>44</sup>Ibid., p. 601.

<sup>45</sup>Herman Elstein and Frederic R. Hartz, "Professional Developments Reviewed: 1969 Standards for School Media Programs," Wilson Library Bulletin, LXIV (April, 1970), 865.

<sup>46</sup>Herman Elstein, "Standards, Selection, and the Media Center: Where Are We Now?" Audiovisual Instruction, XV (December, 1970), 35.

<sup>47</sup>Barry Norris, "Budgeting to Meet the New Standards," School Activities and the Library, (Chicago, 1970), 5.

<sup>48</sup>"Title II Survey Shows Small Library Impact," Library Journal, XCVI (May 15, 1971), 1758.

The committee that composed the 1969 standards were certainly aware of criticism. They stated in the preface that "although there is often a time lag between the appearance of national standards and their achievement on a wide scale, the standards are not visionary but firmly based on the very real educational needs of today."<sup>50</sup> Mason agreed with this point of view; however, he was critical of the combination of materials.

In consulting on high school library buildings, I have found, as a testament of Motherhood, the belief that all non-book materials, from instructional pickaxes to multimedia, must be in the library and intimately related to books. They generally are not, but everyone feels very uncomfortable if there are no movie auditorium, listening facilities, and a few other token moves in this direction in the library. As a matter of faith, they MUST be in the library. This credo is nailed into the school library standards in large terms, on the basis of which audiovisual specialists in high school systems are being replaced at present by head librarians, under whom the materials are being placed. It's sort of mad, but the main thrust is clear.<sup>51</sup>

Mason's feelings are shared by many members of the Association for Educational Communication and Technology, formerly the Department of Audiovisual Instruction of the National Education Association. At an annual meeting in

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<sup>50</sup>American Association of School Librarians, and the Department of Audiovisual Instruction, op. cit., p. xi.

<sup>51</sup>Ellsworth Mason, "Along the Academic Way," Library Journal, XCVI (May 15, 1971), 1672.



the Spring of 1971, the association accepted a resolution to repudiate the joint standards.<sup>52</sup>

The 1969 standards were needed. Almost ten years had passed since school library standards had been revised. The purpose of the 1969 standards was not to present quantitative recommendations beyond attainment but to keep the school library abreast of significant social changes, educational developments, and technological innovations.

#### Arkansas School Libraries and the Standards

School libraries in Arkansas did not develop as rapidly as those in other states. One of the first surveys of school libraries in Arkansas was prepared for the first volume of School Library Yearbook.<sup>53</sup> The results indicated that the state was in the infancy of school library development.

In a survey made of high school libraries in the state, twenty-five cities and towns had school libraries ranging in size from 900 to 8,000 volumes. Only six of these schools employed full-time librarians, two of them having A.B. degrees with one year library school training, the others being high school graduates with no professional training.<sup>54</sup>

<sup>52</sup>Evelyn Geller, "Librarians and AECT: Can They Ever Put Their Mouth Where the Money Is?" Library Journal, XCVI (May 15, 1971), 1772.

<sup>53</sup>American Library Association, School Library Yearbook, I (Chicago, 1927).

<sup>54</sup>"School Library Progress in 1926," School Library Yearbook, I (Chicago, 1927), 25.

Early state accrediting standards for public schools were mimeographed copies of statements of policies, regulations, and requirements for meeting state accreditation. Minimum requirements for school libraries were outlined in a brief statement. "The school shall have an adequate library and teaching equipment."<sup>55</sup>

Early requirements and regulations pertaining to certification of teachers were also issued in mimeographed copies at irregular intervals. However, it was 1951 before separate requirements were imposed for certification of school librarians. These regulations required six semester hours in library science for temporary certification and twelve semester hours for full certification.<sup>56</sup>

Revision in the two publications concerned with teacher certification and state school accreditation requirements were published at irregular intervals, and there were no annual publications of these documents. They remained the same until revisions were made, and then new copies were printed and distributed. In 1947, the Division of Instructional Services of the Arkansas State Department of

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<sup>55</sup>Arkansas State Department of Education, Policies, Regulations, and Criteria for Accrediting Arkansas Elementary and Secondary Schools, (Little Rock, 1925), p. 6.

<sup>56</sup>Arkansas State Department of Education, Regulations Governing the Certification of Teachers in Arkansas, (Little Rock, 1951), p. 8.

Education published new accrediting requirements. The foreword stated the following:

This bulletin presents the policies, regulations, and criteria for accrediting elementary and secondary schools of Arkansas, which represents the first significant changes in accreditation requirements for schools in Arkansas since 1931.<sup>57</sup>

The 1947 accrediting requirements placed emphasis upon the secondary-school library and included statements for both the library and the librarian. The library should be easily accessible, adequate in size, attractive, and adequately funded. The librarian should have a broad general education, a good understanding of the school's educational program, and some successful teaching experience.<sup>58</sup>

Elementary-school libraries did not receive equal attention in the 1947 accrediting requirements. In fact, only one brief sentence was used. Under the heading minimum requirements for elementary schools was the familiar statement that schools should have "adequate library and teaching equipment."<sup>59</sup>

It is interesting to note that the secondary-school accrediting requirements were the same as those used by the

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<sup>57</sup>Arkansas State Department of Education, Policies, Regulations, and Criteria for Accrediting Arkansas Elementary and Secondary Schools, (Little Rock, 1947), p. 1.

<sup>58</sup>Ibid., p. 21.

<sup>59</sup>Ibid., p. 29.

North Central Association until they were recently revised.<sup>60</sup> The lack of any emphasis given to the elementary-school library could possibly be attributed to the fact that the North Central Association does not accredit elementary schools.

Since 1947, there has been one major revision of school accrediting requirements and two revisions of teacher certification. In 1965, the elementary-school library was recognized as an integral part of the total educational program, and the state accrediting requirements made no distinction between school libraries at the elementary and the secondary levels. These latest requirements support the combination of both the book and non-book resources and contain statements concerning the location of the library, the equipment, the materials, the record system, and the goals for library programs.<sup>61</sup>

The first major revision of teacher certification requirements in Arkansas since 1947 was released in 1960, but library certification was changed very little. It now required, in addition to the bachelor's degree, fifteen semester hours of library science for full certification.<sup>62</sup>

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<sup>60</sup>"Policies, Regulations, and Criteria for the Approval of Secondary Schools," The North Central Association Quarterly, XXXIV (July, 1959), 127.

<sup>61</sup>Arkansas State Department of Education, Policies, Regulations, and Criteria for Accrediting Arkansas Elementary and Secondary Schools, (Little Rock, 1965), p. 20.

<sup>62</sup>Arkansas State Department of Education, Laws and Regulations Governing the Certification of Teachers, Administrators, and Supervisors, (Little Rock, 1960), p. 10.

The most recent certification requirements are to go into effect in 1972. They have recognized both the 1969 national school library standards and the 1970 North Central Association's criteria for accrediting high schools<sup>63</sup> and provide two different certificates for media personnel. The courses can be counted toward earning the bachelor's degree, or they can be at the graduate level. School librarians must complete eighteen semester hours in library science, three of which must include a course in the organization of the media center. The media specialist must complete fifteen semester hours in media, three of which must include a course in organization of the media center.<sup>64</sup>

Although the Arkansas Library Association began much earlier, it was 1945 before the Association began publishing its first professional journal for librarians, which from its first issue has been a quarterly publication.<sup>65</sup> Early issues were devoted mostly to the public library movement in Arkansas, for at the time there were fewer than twenty-five school librarians in the state who held membership in the association.<sup>66</sup>

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<sup>63</sup>"Policies and Criteria for the Approval of Secondary Schools," The North Central Association Quarterly, XLV (Summer, 1970), 183-184.

<sup>64</sup>Arkansas State Department of Education, Laws and Regulations Governing the Certification of Teachers, Administrators, and Supervisors, (Little Rock, 1972), p. 16.

<sup>65</sup>Arkansas Library Commission, Arkansas Libraries, I (Spring, 1945).

<sup>66</sup>"Committee Reports," Arkansas Libraries, IV (Summer, 1947), 19.

Between 1945 and 1960, school libraries received very little attention in Arkansas Libraries. Other than brief announcements of membership in the school library division and school librarians receiving library degrees, there were only two brief articles in fifteen years pertaining to school libraries. The first one was in the first issue of the journal, and pointed out the new national school library standards of 1945.<sup>67</sup> The second article two years later reported the results of a county school library conference which discussed the role of audiovisual materials in the school library.<sup>68</sup>

The 1960 publication of the American Library Association's new school library standards renewed Arkansas school librarians' interests, and new articles soon appeared in Arkansas Libraries. A statewide committee composed of ten members representing educators and school librarians was appointed to study and implement the new standards.<sup>69</sup>

The committee received funds from Library Resources Incorporated which were used to investigate existing school library conditions and to help implement the new standards

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<sup>67</sup>"School Libraries Today and Tomorrow: Functions and Standards," Arkansas Libraries, I (Spring, 1945), 7.

<sup>68</sup>"School Library," Arkansas Libraries, IV (Summer, 1947), 28-30.

<sup>69</sup>Freddy Schader, "New Goals for School Librarians," Arkansas Libraries, XVI (April, 1960), 7.

through conferences and workshops.<sup>70</sup> The committee found that Arkansas had a total of 457 accredited high schools, 124 of which were members of the North Central Association, but only 36 per cent of these high schools had full-time librarians.<sup>71</sup> The committee also found that elementary-school library development had been very slow.<sup>72</sup> "When Standards for School Library Programs was published, there were five full-time elementary-school librarians in the state."<sup>73</sup> Moore studied elementary-school library development in Arkansas and found many schools with classroom collections.

Where are we today in elementary school libraries? Some schools have fairly adequate school libraries, but these libraries need improvement. Others have collections which could hardly be dignified by the term, library. On the whole, however, much progress has been made in the past few years, but there still remains much to be done.

Organization is sadly lacking. Very few schools have centralized libraries. Many schools depend altogether on the P.T.A. for all the money spent in the elementary library. This adds up to the fact that elementary school libraries have not been considered important.<sup>74</sup>

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<sup>70</sup>Freddy Schader, "School Library Development Project in Arkansas," Arkansas Libraries, XIX (July, 1962), 22.

<sup>71</sup>Anne S. Jackson, "The High School Library in Arkansas," Arkansas Libraries, XVI (April, 1960), 10-11.

<sup>72</sup>Freddy Schader, "The Elementary School Library in Arkansas," Arkansas Libraries, XVI (April, 1960), 17.

<sup>73</sup>Gladys Sachse, "Series of Regional Meetings Emphasize Elementary School Libraries," Arkansas Libraries, XXVII (Summer, 1969), 11.

<sup>74</sup>Bessie E. Moore, "Quest for Quality in Elementary School Libraries," Arkansas Libraries, XVI (April, 1960), 8-9.

The 1960 school library standards pointed out the need to improve school libraries at all levels in Arkansas. Very few elementary schools had centralized libraries, and fewer than 50 per cent of the secondary schools had full-time librarians. However, those chosen to study and implement the new standards in Arkansas faced the task with spirit and determination. "Never before had the standards been so high -- yet never before have the demands on schools been so great. The challenge is great, the responsibility is ours."<sup>75</sup>

The publication of the 1969 national school library standards did not receive mention in Arkansas Libraries, nor has there been any notice of a new committee to study and implement the new standards. Arkansas teacher certification requirements have changed to meet the new standards, and North Central Association accreditation for high schools recognizes the new standards, but Arkansas librarians have remained silent in their professional journal.

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<sup>75</sup>Jackson, op. cit., p. 13.



## CHAPTER III

### PRESENTATION AND ANALYSIS OF THE DATA

#### Arkansas Public Schools

The purpose of this study was to collect data on elementary- and secondary-school libraries in Arkansas and analyze the data in terms of personnel, facilities, materials, expenditures, and library organization. These data were then compared with the 1960 and the 1969 national school library standards to determine the percentage of Arkansas schools meeting the standards. Recommendations were then made to improve school library services and resources in Arkansas.

Arkansas has 885 state-accredited public schools, of which 476 are elementary schools and 409 are secondary schools. The division of schools into elementary and secondary schools is made at a variety of levels and is not uniform. Most of the schools in Arkansas towns with a population less than 3000 use the 6-6 division for levels of instruction. Larger towns use a variety of plans, including the 6-6, 6-3-3, 4-4-4, 8-4, 6-2-4, and the 5-3-4 plans of organization.

Since these dividing points are diverse and standards refer only to elementary and secondary schools, this study includes K-6 levels as elementary schools and 7-12 as secondary schools. Some middle schools had levels of instruction in

both categories. In these cases the level of the majority of grades determined their classification.

Table I summarizes the number and percentage of questionnaires mailed and the number received from both elementary and secondary schools. In some instances the high-school librarians

TABLE I  
NUMBER AND PERCENTAGE OF SCHOOL LIBRARIANS  
RESPONDING TO THE QUESTIONNAIRE

N=785

	Elementary		Secondary		Totals	
	No.	%	No.	%	No.	%
School librarians mailed questionnaire	333	100	452	100	785	100
School librarians responding	175	52.6	344	76.1	519	66.1
Usable returns	173	98.8	341	99.1	514	99

were also in charge of the elementary-school library, but since their primary responsibility was for the high-school library, they were included in this group. From the original list of 785 librarians, 519 returned the questionnaire. This represented a 66.1 per cent return. Five hundred and fourteen of these returns were usable.

Table II compares the total number of schools in Arkansas with the total number of returns. Although only 175 of the 476 elementary schools returned the questionnaire, this actually represents more than 36.9 per cent. Thirty per cent of the elementary schools in the state do not have centralized collections, and when these are subtracted, 333 schools remain

increasing the returns to 52.6 per cent of the elementary schools with centralized libraries.

TABLE II  
NUMBER AND PERCENTAGE OF SCHOOLS RESPONDING  
COMPARED WITH STATE TOTALS

N=885

	Elementary		Secondary		Totals	
	No.	%	No.	%	No.	%
Schools in Arkansas	476	100	409	100	885	100
Schools in study	175	36.9	344	84.1	519	58.7

The 1960 standards do not state specifically that the audiovisual materials should be placed in the library. The 1969 standards combine resources to form media centers, but not all Arkansas school libraries have placed both book and the non-book resources under one central administration. Table III shows the number and percentage of elementary-school

TABLE III  
ELEMENTARY-SCHOOL LIBRARIES HAVING RESPONSIBILITY  
FOR THE AUDIOVISUAL PROGRAM WITHIN THE SCHOOL

N=173

Enrollment	Have A-V Responsibility		Do Not Have A-V Responsibility		Total Number of Schools Reporting
	No.	%	No.	%	
750 - 999	13	54	11	46	24
500 - 749	31	49.3	32	50.7	63
250 - 499	34	68	16	32	50
100 - 249	18	50	18	50	36
Total	96	55.3	77	44.7	173

libraries with the responsibility for the audiovisual program. At the elementary level, 55.3 per cent of the libraries have combined resources.

Table IV presents an overview of the secondary schools in their attempt to follow the new standards and to combine all media. At the secondary level, 65.9 per cent have this joint responsibility.

TABLE IV  
SECONDARY-SCHOOL LIBRARIES HAVING RESPONSIBILITY  
FOR THE AUDIOVISUAL PROGRAM WITHIN THE SCHOOL

N=341

Enrollment	Have A-V Responsibility		Do Not Have A-V Responsibility		Total Number of Schools Reporting
	No.	%	No.	%	
1000-1249	12	66.6	6	33.4	18
750-999	29	56.8	22	43.2	51
500-749	56	75.6	18	24.4	74
250-499	92	69.6	40	30.4	132
100-249	36	54.5	30	45.5	66
Total	225	65.9	116	34.1	341

#### Library Personnel

Both the 1960 and the 1969 standards are specific in stating the number of librarians needed for schools with different sizes of enrollment. Tables five through sixteen present summaries of Arkansas school library personnel. All of the secondary schools are staffed with personnel who hold at least the bachelor's degree, and most of the staff are certified as school librarians. The number of certified elementary-school librarians is not as great. Table V illustrates

the number and percentage of schools with various types of library personnel. Almost 95 per cent of the secondary schools

TABLE V  
QUALIFICATIONS OF LIBRARY PERSONNEL  
N=514

School Libraries Administered by	Elementary Schools		Secondary Schools		Total Number of Schools Reporting	
	No.	%	No.	%	No.	% of 514
Fully certified librarians	113	65.3	322	94.6	445	86.7
Librarians lacking full certification	14	8.1	16	4.7	30	5.8
Principals or teachers	10	5.8	3	0.7	13	2.5
Clerical staffs	36	20.8	0	0	36	7.0

have fully certified librarians. Only 65 per cent of the elementary libraries are staffed with fully certified librarians, but almost 21 per cent of the libraries have clerks.

Table VI examines the degree backgrounds of Arkansas school librarians. All but 7 per cent hold a degree, but only 33.5 per cent have a degree with either a major or a minor in library science, and 46 of the 514 schools reporting have libraries staffed with librarians who have earned the master's degree in library science.

Table VII lists the number of semester hours in library science completed by Arkansas school librarians. The largest group of librarians, 46.1 per cent, have completed 15 to 18 semester hours. Ten per cent have had no library science

TABLE VI  
 DEGREES HELD BY SCHOOL LIBRARIANS  
 N=514

Degrees	Elementary School Librarians		Secondary School Librarians	
	No.	%	No.	%
None	36	7	0	0
B.S. or B.A. in another subject	24	4.6	19	3.7
B.S. or B.A. and library certification	59	11.4	127	24.7
B.S. or B.A. with a minor in library science	21	4.1	84	16.3
B.S. or B.A. with a major in library science	4	0.8	17	3.3
Master's degree in education and library certification	22	4.3	55	17
Master's degree in library science	7	1.3	36	7
Post-master's degree in library science	0	0	3	0.6
Total	173		341	

courses, and fewer than 5 per cent have had more than 42 semester hours in library science.

TABLE VII  
SEMESTER HOURS IN LIBRARY SCIENCE  
COMPLETED BY SCHOOL LIBRARIANS

N=514

Semester Hours	Elementary Librarians		Secondary Librarians	
	No.	%	No.	%
under 3	46	8.9	6	1.2
3 - 6	3	0.6	15	2.9
9 - 12	12	2.3	20	3.9
15 - 18	68	13.2	169	31.7
21 - 24	27	5.2	61	11.8
27 - 30	5	0.9	25	4.9
33 - 36	2	0.4	20	3.9
39 - 42	4	0.8	7	1.3
over 42	6	1.2	18	3.5

Because the 1969 standards advocate school media centers with combined resources, the number of semester hours in audiovisual education has become important. Forty-nine per

TABLE VIII  
SEMESTER HOURS IN AUDIOVISUAL EDUCATION  
COMPLETED BY SCHOOL LIBRARIANS

N=514

Semester Hours	Elementary Librarians		Secondary Librarians	
	No.	%	No.	%
under 3	90	52	163	47.6
3 - 6	75	43.4	158	46.3
9 - 12	8	4.6	19	5.6
15 - 18	0	0	1	0.2

cent of the Arkansas school librarians have no formal audiovisual education courses, and 94.5 per cent have earned fewer

than six semester hours in audiovisual education. Table VIII also illustrates that there is little difference between elementary- and secondary-school librarians in the number of semester hours completed in audiovisual education.

Table IX lists the institutions offering library science courses most frequently attended by Arkansas elementary- and secondary-school librarians. Four Arkansas colleges can be

TABLE IX  
COLLEGES ATTENDED BY ARKANSAS SCHOOL LIBRARIANS\*  
N=486

<u>Schools</u>	<u>Elementary Librarians</u>	<u>Secondary Librarians</u>	<u>Total Librarians</u>
Arkansas A.M. and N. College	7	6	13
Arkansas State University	25	41	66
Arkansas Technical College	6	14	20
East Texas State University	8	25	33
George Peabody College for Teachers	4	17	21
Henderson State College	11	45	56
Memphis State University	8	7	15
North Texas State University	9	9	18
Quachita Baptist University	10	12	22
Southern State College	12	18	30
State College of Arkansas	29	61	90
University of Arkansas	6	47	53
University of Arkansas at Little Rock	11	10	21
University of Mississippi	8	3	11
Others	19	26	45

\*Some librarians attended more than one college.



credited for training more than 50 per cent of the state librarians. State College of Arkansas heads the list with a total of 17.5 per cent; Arkansas State University educated 12.8 per cent; Henderson State College, 10.9 per cent; and the University of Arkansas, 10.3 per cent. No college or university in Arkansas offers a master's degree in library science.

Table X lists the ten library schools awarding the master's degree in library science to the 46 school librarians reporting.

TABLE X  
LIBRARY SCHOOLS AWARDING THE MASTER'S IN LIBRARY SCIENCE  
N=46

Schools	Elementary Librarians	Secondary Librarians	Total Librarians
East Texas State University	4	13	17
George Peabody College for Teachers	1	10	11
Indiana University	0	1	1
Louisiana State University	0	2	2
North Texas State University	1	4	5
Texas Woman's University	1	4	5
University of Minnesota	0	1	1
University of Mississippi	0	2	2
University of Oklahoma	0	1	1
University of Southern Mississippi	0	1	1

Seven of these library schools are accredited by the American Library Association and account for 56 per cent of the degrees. Eight of the ten library schools are located in states which border Arkansas and account for 95.6 per cent of the graduates.

Table XI summarizes the mean years of teaching experience prior to becoming a librarian and the mean number of years of experience of Arkansas elementary- and secondary-school librarians. Elementary-school librarians have 0.5 more years of teaching experience than secondary-school librarians, but secondary-school librarians have an average of 2.3 more mean years of library experience.

TABLE XI  
MEAN YEARS OF TEACHING AND LIBRARY EXPERIENCE  
N=512\*

<u>Level of Instruction</u>	<u>Mean Years of Teaching Experience Prior to becoming a Librarian</u>	<u>Mean Years of Experience as a School Librarian</u>	<u>Total Mean Years of School Experience</u>
Elementary Librarians N=165	8.5	5.1	13.6
Secondary Librarians N=337	8.0	7.4	15.4

\*Some librarians did not respond to this item.

Table XII illustrates the length of the librarian's contract. About two-thirds of school librarians--67.5 per cent--have a nine-month contract. Seven per cent of the librarians receive a contract for 10 1/2 months or longer.

TABLE XII  
 LENGTH OF THE LIBRARIAN'S CONTRACT  
 N=514

<u>Months</u>	<u>Elementary Librarians</u>	<u>Secondary Librarians</u>	<u>Total Librarians</u>
9 months	132	215	347
9 1/2 months	16	76	92
10 months	23	16	39
10 1/2 months	0	21	21
11 months	0	6	6
12 months	2	7	9

Table XIII lists the number of school librarians that have other duties in addition to administering the school

TABLE XIII  
 ADDITIONAL DUTIES PERFORMED BY SCHOOL LIBRARIANS  
 N=514

<u>Duties</u>	<u>Elementary Librarians</u>	<u>Secondary Librarians</u>	<u>Total Librarians</u>
None	79	97	176
Student supervision	37	43	80
Teach one or more classes	28	68	96
Study hall	8	75	83
Secretary	5	0	5
In charge of more than 1 library	14	27	41
School activities	0	28	28
Administration	0	2	2
Counseling	0	1	1
Two or more of the above duties	35	82	117

library. Sixty-six per cent of the librarians have at least one additional duty. Eighteen per cent of the school librarians teach at least one class each semester.

Table XIV concerns audiovisual skills of school librarians. Eighty-eight per cent stated that they knew how to operate basic equipment, but as the machines became more

TABLE XIV  
AUDIOVISUAL SKILLS OF SCHOOL LIBRARIANS  
N=514

<u>Tasks</u>	<u>Elementary Librarians</u>	<u>Secondary Librarians</u>	<u>Total Librarians</u>
Operate projectors	141	305	446
Operate sound tape recorders	143	321	464
Operate video equipment	33	29	62
Change projection lamps	107	262	369
Prepare transparencies	106	226	332
Mount pictures	82	171	253

complicated, fewer librarians knew the procedure. Forty-nine per cent knew basic techniques for mounting pictures, and ten per cent could operate video tape recorders and monitors.

Table XV lists the professional organizations and the number of school librarians who hold membership in these organizations. More school librarians belong to the Arkansas Education Association than to any other organization.

TABLE XV  
PROFESSIONAL MEMBERSHIPS HELD BY SCHOOL LIBRARIANS  
N=514

Professional Organizations	Elementary Librarians	Secondary Librarians	Total Librarians
Do not hold membership	22	37	59
American Library Association	12	25	37
Arkansas Education Association	139	220	359
Arkansas Library Association	78	216	294
National Education Association	51	29	80

Table XVI numbers all elementary- and secondary-school library personnel. Elementary libraries have more clerks and teachers' aids than secondary-school libraries. Secondary-school libraries employ 350 certified librarians, but only 127 elementary-school libraries have certified librarians.

The 1960 standards recommend one full-time librarian for each 300 students or major fraction thereof, and for libraries serving more than 900 students one librarian for each additional 400 students. In addition, one clerk is recommended for each 600 students or major fraction thereof. None of the elementary schools with enrollments over 500 meet the 1960 standards in terms of personnel. Forty-eight elementary schools with enrollments below 500 meet the standards. Twenty-eight per cent of Arkansas centralized elementary school libraries meet the personnel recommendations in the 1960 standards.

TABLE XVI

ELEMENTARY- AND SECONDARY-SCHOOL LIBRARY PERSONNEL

N=514

Enrollment	No. of Schools	Certified Librarians	Elementary Schools		Part-time Clerks	Student Assistants	Teacher Aids
			Audiovisual Specialists	Full-time Clerks			
750 - 999	24	23	2	1	9	83	13
500 - 749	50	45	0	5	17	132	3
250 - 499	63	36	1	22	3	74	3
100 - 249	36	23	1	8	1	68	1
Total	173	127	3	36	30	357	20
Secondary Schools							
1000-1249	18	25	1	12	1	438	0
750 - 999	51	54	0	7	4	309	3
500 - 749	74	76	2	16	7	576	6
250 - 499	132	132	2	9	10	644	10
100 - 249	66	63	0	5	3	267	0
Total	341	350	5	39	25	2234	19

None of the high school libraries serving more than 500 students meet the 1960 standards for personnel. Twenty-nine high school libraries with enrollments below 500 meet the standards. Nine per cent of Arkansas secondary-school libraries meet the personnel recommendations of the 1960 national school library standards.

The 1969 national school library standards recommend one full-time librarian for every 250 students or major fraction thereof, and two clerks for every full-time librarian. Four centralized elementary-school libraries serving fewer than 500 students meet the 1969 standards. Only 7 per cent of the centralized elementary-school libraries meet the personnel recommendations of the 1969 standards.

Five of the 341 secondary-school libraries reporting meet the 1969 standards for personnel. All 5 of these schools have enrollments below 250 students. Two per cent of Arkansas high school libraries meet the personnel recommendations of the 1969 standards.

#### Facilities

The quantitative recommendations of the 1960 standards state that school libraries should seat no less than 10 per cent of the enrollment. The 1969 national standards are detailed and are concerned with the library's location and environment, seating capacity, and space for a variety of student and librarian activities. One major part is the recommendation for the combination of all media under one administration.

Table XVII illustrates that 65.3 per cent of Arkansas elementary-school libraries have followed the recommendations

TABLE XVII  
NUMBER OF ELEMENTARY-SCHOOL LIBRARIES HAVING MEDIA CENTERS  
N=173

<u>Enrollment</u>	<u>Libraries with Media Centers</u>	<u>Libraries without Media Centers</u>
750 - 999 N=24	21	3
500 - 749 N=50	39	11
250 - 499 N=63	32	31
100 - 249 N=36	21	15
Total	113	60

of the 1969 standards and have become media centers. Most of these schools are in the 750-999 enrollment category.

Table XVIII summarizes the number of secondary-school libraries which have combined print and non-print media under one central administration. Seventy-two per cent of the secondary-school libraries have media centers.

Table XIX shows elementary-school library location and accessibility within the school and examines two features stressed in the 1969 standards. The elementary-school libraries rank high in location and accessibility. A majority have temperature control, but only one-fourth of the libraries are carpeted.



TABLE XVIII  
 NUMBER OF SECONDARY-SCHOOL LIBRARIES HAVING MEDIA CENTERS  
 N=341

<u>Enrollment</u>	<u>Libraries with Media Centers</u>	<u>Libraries without Media Centers</u>
1000-1249 N=18	17	1
750 - 999 N=51	43	8
500 - 749 N=74	51	23
250 - 499 N=132	94	38
100 - 249 N=66	40	26
Total	245	96

TABLE XIX  
 ELEMENTARY-SCHOOL LIBRARY ENVIRONMENT  
 N=173

<u>Enrollment</u>	<u>Centrally Located</u>	<u>Easily Accessible</u>	<u>Carpeted</u>	<u>Temperature Controlled</u>
750 - 999 N=24	21	23	10	14
500 - 749 N=50	41	50	7	29
250 - 499 N=63	46	58	16	34
100 - 249 N=36	35	36	10	25
Total	143	167	43	102

Table XX is concerned with secondary-school library environ-  
 ments.

school and are easily accessible to students and teachers. Most of these libraries also have year around temperature control, but only 14.9 per cent of the libraries are carpeted.

TABLE XX  
SECONDARY-SCHOOL LIBRARY ENVIRONMENT  
N=341

<u>Enrollment</u>	<u>Centrally Located</u>	<u>Easily Accessible</u>	<u>Carpeted</u>	<u>Temperature Controlled</u>
1000-1249 N=18	17	18	6	11
750 - 999 N=51	42	45	8	42
500 - 749 N=74	61	64	13	64
250 - 499 N=132	119	104	17	118
100 - 249 N=66	52	66	7	52
Total	291	297	51	287

Table XXI indicates the seating capacities of elementary-school libraries. The 1960 standards recommend seating space

TABLE XXI  
ELEMENTARY-SCHOOL LIBRARY SEATING CAPACITY  
N=173

<u>Enrollment</u>	<u>Study Carrels</u>	<u>Wired Study Carrels</u>	<u>Mean Seating Capacity</u>
750 - 999 N=24	8	3	39
500 - 749 N=50	10	8	23
250 - 499 N=63	10	6	18
100 - 249 N=36	3	3	17
Total	31	20	97

for at least 45 to 55 students in schools with 200-500 students, and 10 per cent of the enrollment in schools having 501 or more students. The 1969 standards recommend seating space for 15 per cent of the enrollment, but recommend that part of this space be for individual study and small-group viewing, and that additional space be provided for conference rooms and areas for group projects. None of the elementary-school libraries meet the 1960 or the 1969 standards for seating.

Table XXII summarizes secondary-school library seating capacities. All high-school libraries in the enrollment group 250-499 and in the 1000-1249 group meet the 1960 seating

TABLE XXII  
SECONDARY-SCHOOL LIBRARY SEATING CAPACITY  
N=341

<u>Enrollment</u>	<u>Study Carrels</u>	<u>Wired Study Carrels</u>	<u>Mean Seating Capacity</u>
1000-1249 N=18	13	3	115
750 - 999 N=51	13	6	68
500 - 749 N=74	24	11	69
250 - 499 N=132	43	16	61
100 - 249 N=66	4	1	21
Total	97	37	314

standards, and part of the libraries in the 500-749 enrollment category meet them. None of the high school libraries, however, meet the seating recommendations in the 1969 standards.

Table XXIII compares the number of elementary-school libraries meeting recommendations for facilities outlined in the 1969 standards. None of the libraries contain all of the facilities recommended in the 1969 standards.

TABLE XXIII  
ELEMENTARY-SCHOOL LIBRARY FACILITIES  
N=173

Facilities	Enrollment			
	100-249 N=36	250-499 N=63	500-749 N=50	750-999 N=24
Reading and browsing area	36	63	50	24
Small group viewing & listening station	8	15	9	2
Conference room(s)	9	4	4	7
Large room for group projects	8	17	16	3
Individual viewing and listening stations	13	15	11	3
Office space	18	17	32	12
Workroom	17	23	29	11
Laboratory for media production	0	8	6	2
Storage room for A-V equipment	19	28	25	18
Periodical storage for back issues	22	30	31	16
Professional materials center	21	31	29	17
Movable walls	0	3	3	1

Table XXIV compares secondary-school library facilities with the 1969 standards. All libraries have reading and browsing areas, and more than 50 per cent have workrooms for processing and space for periodical storage, but other areas are deficient.

TABLE XXIV

## SECONDARY-SCHOOL LIBRARY FACILITIES

N=341

Facilities	Enrollment				
	100-249 N=66	250-499 N=132	500-749 N=74	750-999 N=51	1000-1249 N=18
Reading and browsing area	66	132	74	51	18
Small group viewing and listening stations	1	21	14	41	8
Individual viewing and listening stations	0	23	20	9	10
Conference room(s)	11	56	37	18	7
Large room for group projects	6	20	13	8	3
Office space	13	92	58	34	16
Work room for processing	42	98	63	36	18
Laboratory for media production	2	15	6	9	0
Storage room for audio-visual equipment	38	90	55	33	7
Periodical storage for back issues	47	107	63	49	13
Professional materials center	24	52	45	23	12
Movable walls	0	0	0	0	0

## Library Materials

The 1960 standards recommend that school libraries contain collections for both students and teachers. The professional collection for teachers should contain a minimum of 200 separate book titles, at least 25 to 50 professional magazine titles, and other instructional resources based upon the individual needs of the school.

The quantitative aspects of the 1969 standards for the professional collection are essentially the same as the 1960 standards. However, qualitative emphasis is placed upon the type and variety of materials, and provisions are included for a convenient location affording privacy for teachers.

Table XXV illustrates the number of elementary-school libraries with professional collections and the facilities

TABLE XXV  
PROFESSIONAL COLLECTIONS IN ELEMENTARY-SCHOOL LIBRARIES  
N=173

Enrollment	Number with Professional Collections	Number without Professional Collections	Number Housed Separately
750 - 999 N=24	24	0	15
500 - 749 N=50	39	11	9
250 - 499 N=63	41	22	12
100 - 249 N=36	24	12	10
Total	128	45	46

for housing these materials. Seventy-three per cent of the elementary-school libraries have professional collections, but only 26.5 per cent of them are housed separately.

Table XXVI illustrates the number of secondary-school libraries with professional collections and facilities.

TABLE XXVI  
PROFESSIONAL COLLECTIONS IN SECONDARY-SCHOOL LIBRARIES  
N=341

<u>Enrollment</u>	<u>Number with Professional Collections</u>	<u>Number without Professional Collections</u>	<u>Number Housed Separately</u>
1000-1249 N=18	15	3	8
750 - 999 N=51	32	19	20
500 - 749 N=74	60	14	29
250 - 499 N=132	91	41	44
100 - 249 N=66	39	17	8
Total	237	94	109

Seventy per cent of these libraries contain collections for the faculty, and 32 per cent are housed separately.

Table XXVII summarizes the number of titles in the professional elementary-school library collection. Only two elementary-school libraries meet the 1960 and the 1969 standards regarding the size of the professional book collection. Only two per cent of the libraries meet the minimum recommendations in the 1969 standards.

TABLE XXVII  
 NUMBER OF BOOKS IN PROFESSIONAL COLLECTIONS  
 IN ELEMENTARY-SCHOOL LIBRARIES  
 N=173

Number of Volumes	Enrollment			
	100-249 N=36	250-499 N=63	500-749 N=50	750-999 N=24
200 - 250	0	1	0	1
150 - 199	0	1	3	0
100 - 149	0	2	7	3
50 - 99	4	6	10	10
1 - 49	20	31	19	10
0	12	22	11	0

Table XXVIII summarizes the number of titles in professional collections in secondary-school libraries. Nineteen

TABLE XXVIII  
 NUMBER OF BOOKS IN PROFESSIONAL COLLECTIONS  
 IN SECONDARY-SCHOOL LIBRARIES  
 N=341

Number of Volumes	Enrollment				
	100-249 N=66	250-499 N=132	500-749 N=74	750-999 N=51	1000-1249 N=18
200-250	0	10	3	3	3
150-199	0	6	7	1	0
100-149	7	7	8	6	4
50-99	22	29	22	8	7
1-49	20	39	20	14	1
0	17	41	14	19	3

school libraries have collections which meet the 1960 and the 1969 standards. This represents four per cent of the 341 school libraries reporting.



Table XXIX gives periodical holdings of professional collections in elementary-school libraries. Three elementary-school libraries meet the 1960 and the 1969 standards in terms

TABLE XXIX  
 PERIODICAL HOLDINGS IN THE PROFESSIONAL COLLECTION  
 IN ELEMENTARY-SCHOOL LIBRARIES  
 N=173

Number of Titles	Enrollment			
	100-249 N=36	250-499 N=63	500-749 N=50	750-999 N=24
20 - 25	2	0	1	0
15 - 19	0	0	1	0
10 - 14	4	12	3	4
5 - 9	11	10	18	15
1 - 4	7	19	16	5
0	12	22	11	0

of the size of the professional periodical collection. This number represents two per cent of the 173 school libraries reporting.

Table XXX lists the periodical holdings in the professional collection in secondary-school libraries. One secondary-school library meets the 1960 and the 1969 standards in terms of the size of the professional periodical collection. This number represents less than one per cent of the school libraries reporting.

TABLE XXX

PERIODICAL HOLDINGS IN THE PROFESSIONAL COLLECTION  
IN SECONDARY-SCHOOL LIBRARIES

N=341

Number of Titles	Enrollment				
	100-249 N=66	250-499 N=132	500-749 N=74	750-999 N=51	1000-1249 N=18
20-25	0	0	0	0	1
15-19	0	1	3	4	0
10-14	0	3	5	6	2
5-9	4	23	21	15	7
1-4	35	51	22	4	3
0	27	54	23	22	5

Table XXXI examines the growth of the professional periodical collection in elementary-school libraries during the 1970-71 school year. Seventy-two libraries did not

TABLE XXXI

GROWTH OF THE PROFESSIONAL PERIODICAL COLLECTION  
IN ELEMENTARY-SCHOOL LIBRARIES

N=152\*

Number of New Titles Added in 1970-71	Enrollment			
	100-249 N=31	250-499 N=56	500-749 N=44	750-999 N=21
10 - 15	0	0	0	0
5 - 9	2	4	0	1
1 - 4	11	26	22	13
0	18	26	22	6

\*Some libraries did not respond to this item.

increase the subscription list for periodicals to be added to the professional collection.

Table XXXII examines the growth of the professional periodical collection in secondary-school libraries during

TABLE XXXII  
GROWTH OF THE PROFESSIONAL PERIODICAL COLLECTION  
IN SECONDARY-SCHOOL LIBRARIES  
N=316\*

Number of New Titles Added in 1971-72	Enrollment				
	100-249 N=61	250-499 N=121	500-749 N=68	750-999 N=48	1000-1249 N=18
10 - 15	0	0	1	1	1
5 - 9	0	1	2	1	0
1 - 4	12	65	23	14	6
0	49	55	42	32	12

\*Some libraries did not respond to this item.

the 1970-71 school year. One hundred and ninety-five school libraries did not increase the professional periodical subscription list.

Table XXXIII gives the rate of growth of the professional book collection in elementary-school libraries during the 1970-71 school year. Sixty-four per cent of the elementary-school libraries increased their collections, and 15 per cent of the libraries added ten or more titles during the same year.

TABLE XXXIII

GROWTH OF THE PROFESSIONAL BOOK COLLECTION  
IN ELEMENTARY-SCHOOL LIBRARIES

N=152\*

Number of New Titles Added in 1970-71	Enrollment			
	100-249 N=31	250-499 N=56	500-749 N=44	750-999 N=21
25 - 29	0	0	0	1
20 - 24	0	2	1	2
15 - 19	0	0	0	3
10 - 14	2	1	6	5
5 - 9	3	9	12	6
1 - 4	10	21	11	2
0	16	23	14	1

\*Some libraries did not respond to this item.

Table XXXIV gives the rate of growth of the professional book collection in secondary-school libraries. Sixty-one per

TABLE XXXIV

GROWTH OF THE PROFESSIONAL BOOK COLLECTION  
IN SECONDARY-SCHOOL LIBRARIES

N=303\*

Number of New Titles Added in 1970-71	Enrollment				
	100-249 N=61	250-499 N=114	500-749 N=64	750-999 N=46	1000-1249 N=17
40 - 45	0	0	0	0	1
35 - 39	0	0	1	1	0
30 - 34	0	1	1	0	0
25 - 29	0	1	0	0	0
20 - 24	0	8	0	0	0
15 - 19	0	0	6	0	0
10 - 14	6	5	3	7	3
5 - 9	3	14	18	9	5
1 - 4	22	38	16	11	4
0	30	47	19	12	4

\*Some libraries did not respond to this item.

cent of these libraries increased the size of the professional collections in the 1970-71 school year, and 12.5 per cent of the libraries increased by ten or more new titles.

Table XXXV lists the sizes of elementary-school library book collections. The 1960 standards recommend a book collection of 6000 to 10,000 volumes in schools having 200 to 999 students and 10 books per student in schools having 1000 or more students. The 1969 standards recommend at least

TABLE XXXV  
ELEMENTARY-SCHOOL LIBRARY BOOK COLLECTIONS  
N=173

Number of Volumes	Enrollment			
	100-249 N=36	250-499 N=63	500-749 N=50	750-999 N=24
7500-7999	0	0	0	5
7000-7499	1	0	3	5
6500-6999	0	1	5	0
6000-6499	1	0	6	0
5500-5999	0	3	4	2
5000-5499	0	4	9	7
4500-4999	0	5	2	1
4000-4499	2	4	9	0
3500-3999	5	17	11	0
3000-3499	12	18	0	4
2500-2999	7	7	0	0
2000-2499	3	4	1	0
1500-1999	5	0	0	0

6000 to 10,000 titles or 20 volumes per student, whichever is greater. Twenty-seven elementary-school libraries representing 15 per cent of the libraries reporting, meet the 1960 standards. None of the elementary-school libraries meets the 1969 recommendations.

Table XXXVI lists the sizes of the secondary-school library book collections. None of the schools with fewer than 250 students meets the 1960 or the 1969 standards. Twenty-one secondary schools with fewer than 1000 students meet the 1960 recommendations of at least 6000 titles. The 1960

TABLE XXXVI  
SECONDARY-SCHOOL LIBRARY BOOK COLLECTIONS  
N=341

Number of Volumes in the Library	Enrollment				
	100-249 N=66	250-499 N=132	500-749 N=74	750-999 N=51	1000-1249 N=18
15000-15999	0	0	0	0	1
14000-14999	0	0	0	0	0
13000-13999	0	0	0	0	2
12000-12999	0	0	0	1	0
11000-11999	0	0	0	0	0
10000-10999	0	0	0	0	2
9000-9999	0	0	0	0	2
8000-8999	0	1	1	2	3
7000-7999	0	0	0	3	4
6000-6999	0	1	4	8	4
5000-5999	0	0	16	26	0
4000-4999	1	16	33	10	0
3000-3999	35	70	15	0	0
2000-2999	30	44	5	0	0

standards recommend ten volumes per student in schools with more than 1000 students. Five of the 18 schools reporting in this category meet the 1960 standards. Twenty-six secondary school libraries, representing 7.6 per cent of the 341 libraries reporting, meet the 1960 standards.

The 1969 standards recommend 6000 to 10,000 titles or two volumes per student, whichever is greater, in schools with

250 or more students. One secondary-school library has more than 15,000 volumes, but this school does not have 20 volumes per student. Therefore, none of the secondary-school libraries meets the 1969 standards for the size of the book collection.

Table XXXVII lists basic reference sources in elementary-school libraries. Neither the 1960 nor the 1969 school library standards provide minimum recommendations for the number of reference materials. These are considered as part of the regular book collection. However, both the 1960 and

TABLE XXXVII  
BASIC REFERENCE SOURCES IN ELEMENTARY-SCHOOL LIBRARIES  
N=173

<u>Enrollment</u>	<u>Atlases</u>	<u>Dictionaries</u>	<u>Globes</u>	<u>Indexes</u>
750 - 999 N=24	19	20	21	1
500 - 749 N=50	49	48	36	5
250 - 499 N=63	50	55	41	11
100 - 249 N=36	32	23	26	3

the 1969 standards state that basic reference sources including encyclopedias, dictionaries, globes, and similar materials should be made available. The 1960 standards recommend that encyclopedias be replaced every five years but do not specify the number required for different sized libraries. The 1969 standards recommend two globes for the media center but do not state in quantitative terms the number of atlases, dictionaries, and indexes recommended for school libraries.

Table XXXVIII summarizes basic reference sources in secondary-school libraries. Most of these libraries have

TABLE XXXVIII  
BASIC REFERENCE SOURCES IN SECONDARY-SCHOOL LIBRARIES  
N=341

<u>Enrollment</u>	<u>Atlases</u>	<u>Dictionaries</u>	<u>Globes</u>	<u>Indexes</u>
1000-1249 N=18	17	18	11	18
750 - 999 N=51	49	51	36	50
500 - 749 N=74	71	68	38	65
250 - 499 N=132	125	129	78	111
100 - 249 N=66	62	62	29	44
Total	324	328	192	288

atlases, dictionaries, and encyclopedias, but only 56 per cent of the libraries have globes.

Table XXXIX lists the number of periodical titles on the annual subscription list of elementary-school libraries. Both the 1960 and the 1969 standards are specific in their recommendations concerning the number of magazines for school libraries. The 1960 standards recommend 25 titles for elementary schools having grades K-6 and 50 titles for schools with grades K-8. The 1969 standards recommend 40 to 50 titles for elementary schools with grades K-6 and 50 to 75 titles for schools with grades K-8. Eight per cent of the elementary-school libraries meet the 1960 standards, but none of the libraries meets the 1969 quantitative standards for periodical titles.



TABLE XXXIX  
 ELEMENTARY-SCHOOL LIBRARY PERIODICAL HOLDINGS  
 N=173

Number of Titles on the Annual Subscription List	Enrollment			
	100-249 N=36	250-499 N=63	500-749 N=50	750-999 N=24
40 - 44	1	4	1	3
35 - 39	3	8	7	5
30 - 34	10	15	18	7
25 - 29	13	26	14	6
20 - 24	7	5	6	2
15 - 19	4	5	4	0

Table XL lists periodical holdings in secondary-school libraries. The 1960 standards recommend 70 titles for junior high schools and 120 titles for senior high schools, plus at

TABLE XL  
 SECONDARY-SCHOOL LIBRARY PERIODICAL HOLDINGS  
 N=341

Number of Titles on the Annual Subscription List	Enrollment				
	100-249 N=66	250-499 N=132	500-749 N=74	750-999 N=51	1000-1249 N=18
70 - 75	0	0	0	0	5
65 - 69	0	0	0	1	0
60 - 64	0	1	5	0	9
55 - 59	0	3	6	4	2
50 - 54	1	2	5	19	0
45 - 49	0	9	10	1	2
40 - 44	0	14	12	11	0
35 - 39	6	10	6	8	0
30 - 34	13	26	9	2	0
25 - 29	27	60	15	5	0
20 - 24	19	7	5	0	0

least five titles for the faculty. The 1969 standards recommend 100 to 125 titles for junior high schools and 125 to 175 titles for secondary schools. No secondary-school libraries meet the minimum 1960 standards or the 1969 standards.

Table XLI illustrates back files of periodicals in elementary-school libraries. One elementary-school library binds

TABLE XLI  
BACK ISSUES OF PERIODICALS IN ELEMENTARY-SCHOOL LIBRARIES  
N=173

<u>Enrollment</u>	<u>Bound Annually</u>	<u>Backfiled for 3 Years</u>	<u>Backfiled for 5 Years</u>
750 - 999 N=24	0	10	8
500 - 749 N=50	0	22	9
250 - 499 N=63	0	29	14
100 - 249 N=36	1	16	6
Total	1	77	37

annual volumes of periodicals, 77 libraries have some periodicals back filed for three years, and 37 libraries have back files for at least five years.

Table XLIII illustrates back issues of periodicals in secondary-school libraries. Fifty of these libraries bind some of their periodicals, 237 libraries have back files for at least three years, and 139 libraries maintain back files for at least five years. Sixty-nine per cent of the secondary-school libraries maintain back files of periodicals.

TABLE XLII  
 BACK ISSUES OF PERIODICALS IN SECONDARY-SCHOOL LIBRARIES  
 N=341

Enrollment	Bound Annually	Backfiled for 3 Years	Backfiled for 5 Years
1000-1249 N=18	9	17	10
750 - 999 N=51	14	36	30
500 - 749 N=74	13	55	44
250 - 499 N=132	10	96	39
100 - 249 N=66	4	31	16
Total	50	235	139

The standards do not give quantitative recommendations for the number of back issues of periodicals for school libraries, but they emphasize that the school library is to be used for learning and research. Back issues of periodicals and indexes are necessary for research.

Table XLIII gives the number of newspapers on the annual subscription list in elementary-school libraries. Both the 1960 and the 1969 standards contain specific quantitative recommendations for newspapers. The 1960 standards recommend at least 3 to 6 newspapers for school libraries, and the 1969 standards recommend 3 to 6 newspapers for elementary-school libraries and 6 to 10 titles for secondary-school libraries. Nineteen per cent of the elementary-school libraries meet the 1960 and the 1969 standards for newspaper holdings.

TABLE XLIII  
 NUMBER OF NEWSPAPERS IN ELEMENTARY-SCHOOL LIBRARIES  
 N=173

Enrollment	Number of Newspapers					
	0	1	2	3	4	5
750 - 999 N=24	8	6	6	4	0	0
500 - 749 N=50	17	15	14	3	1	0
250 - 499 N=63	19	25	8	7	4	0
100 - 249 N=36	10	6	6	11	2	1
Total	54	52	34	25	7	1

Table XLIV gives the number of newspaper titles in secondary-school libraries. The 1960 standards recommend from 3 to 6 titles, and 55 per cent of the libraries reporting

TABLE XLIV  
 NUMBER OF NEWSPAPERS IN SECONDARY-SCHOOL LIBRARIES  
 N=341

Enrollment	Number of Newspapers						
	0	1	2	3	4	5	6
1000-1249 N=18	0	0	4	0	4	3	2
750 - 999 N=51	0	10	20	10	2	9	0
500 - 749 N=74	3	8	16	24	15	8	0
250 - 499 N=132	3	22	30	42	16	15	4
100 - 249 N=66	1	5	25	20	13	1	1
Total	7	45	95	96	50	41	7

meet these standards. The 1969 standards recommend 6 to 10 titles, and two per cent of the secondary-school libraries meet these standards.

Table XLV illustrates the growth of the elementary-school library book collection during the 1970-71 school year. Elementary-school libraries are below both the 1960 and the 1969

TABLE XLV  
GROWTH OF THE ELEMENTARY-SCHOOL LIBRARY BOOK COLLECTION  
N=148\*

Number of New Titles Added in 1970-71	Enrollment			
	100-249 N=28	250-499 N=55	500-749 N=42	750-999 N=23
700 - 799	1	1	3	3
600 - 699	0	4	2	5
500 - 599	0	9	4	2
400 - 499	3	8	11	5
300 - 399	10	16	9	5
200 - 299	3	11	8	2
100 - 199	7	6	5	1
1 - 99	4	0	0	0

\*Some libraries did not respond to this item.

standards in terms of the size of the book collection. Only 34 elementary-school libraries added more than 500 new titles during the school year reported.

Table XLVI illustrates the growth of secondary-school library book collections during the 1970-71 school year. Thirty-one secondary-school libraries added more than 1000 new titles during the 1970-71 school year. This number represents 10 per cent of the libraries reporting.

TABLE XLVI

GROWTH OF THE SECONDARY-SCHOOL LIBRARY BOOK COLLECTION  
N=285\*

Number of New Titles Added in 1970-71	Enrollment				
	100-249 N=54	250-499 N=111	500-749 N=60	750-999 N=44	1000-1249 N=16
2200 - 2399	0	0	2	0	3
2000 - 2199	0	1	3	1	1
1800 - 1999	0	0	0	0	0
1600 - 1799	0	0	0	0	2
1400 - 1599	0	1	4	1	0
1200 - 1399	0	1	2	2	0
1000 - 1199	0	0	1	3	3
800 - 999	0	6	7	7	0
600 - 799	2	11	6	11	6
400 - 599	6	18	5	16	1
200 - 399	15	34	24	3	0
100 - 199	31	39	6	0	0

\*Some libraries did not respond to this item.

Table XLVII shows the rate of growth of the elementary-school library periodical collection. One library added more

TABLE XLVII

GROWTH OF THE ELEMENTARY-SCHOOL LIBRARY  
PERIODICAL COLLECTION

N=156\*

Number of New Titles Added in 1970-71	Enrollment			
	100-249 N=30	250-499 N=58	500-749 N=44	750-999 N=24
10 - 15	0	0	0	1
5 - 9	8	3	7	6
1 - 4	15	29	19	15
0	7	26	18	2

\*Some libraries did not respond to this item.

than 10 new titles during the 1970-71 school year. Sixty-six per cent of the librarians increased periodical holdings during the same year.

Table XLVIII shows the growth of the periodical collection in secondary-school libraries. Two libraries added more than

TABLE XLVIII  
GROWTH OF THE SECONDARY-SCHOOL LIBRARY  
PERIODICAL COLLECTION

N=296\*

Number of New Titles Added in 1970-71	Enrollment				
	100-249 N=51	250-499 N=112	500-749 N=67	750-999 N=50	1000-1249 N=16
10 - 15	0	1	0	1	0
5 - 9	6	8	5	6	2
1 - 4	17	65	36	30	8
0	28	38	27	13	6

\*Some libraries did not respond to this item.

ten new titles during the 1970-71 school year. Sixty-one per cent of the secondary-school libraries increased periodical holdings during the same year.

The 1960 standards state that the library should have an extensive collection of pamphlets covering a wide range of subjects. The 1969 standards recommend pamphlets, documents, catalogs of colleges and technical schools, vocational information, clippings, and other materials appropriate to the curriculum and for other interests of students.

Table XLIX shows that 60 elementary-school libraries have vertical files. Thirty-five per cent of the schools have programs for building and weeding vertical file collections.

TABLE XLIX  
 VERTICAL FILE COLLECTIONS IN ELEMENTARY-SCHOOL LIBRARIES  
 N=173

Enrollment	Libraries with Vertical File Programs	Libraries without Vertical File Programs
750 - 999 N=24	9	15
500 - 749 N=50	16	34
250 - 499 N=63	21	42
100 - 249 N=36	14	22
Total	60	113

Table L shows the number of secondary-school libraries with vertical file collections. Fifty per cent of the

TABLE L  
 VERTICAL FILE COLLECTIONS IN SECONDARY-SCHOOL LIBRARIES  
 N=341

Enrollment	Libraries with Vertical File Programs	Libraries without Vertical File Programs
1000-1249 N=13	9	9
750 - 999 N=51	33	18
500 - 749 N=74	37	37
250 - 499 N=132	60	72
100 - 249 N=66	31	35
Total	171	170

secondary school libraries have programs for building and weeding vertical file collections.



Tables LI through LIV list audiovisual resources in elementary-school libraries. These tables do not reflect the total number of materials available to each school. They reveal only the materials which are under the administration of the school librarian in each school as recommended by the 1969 standards.

The 1960 standards state that audiovisual resources may be part of the school library or a separate center, but the standards specify that each school should have a sufficient number of all types of audiovisual materials for use in the classroom, in the library, and for home use. The 1969 standards recommend one center which combines both book and non-book resources and is administered by a person designated as head of the media center. These new standards contain quantitative statements concerning the number and type of resources needed for schools of different sizes. No elementary-school libraries, as illustrated in Tables LI through LIV, meet the quantitative recommendations for materials in the 1969 standards.

Tables LV through LVIX list audiovisual resources in secondary-school libraries. These tables indicate that the cost of materials is not the only criterion for building collections. Most of these libraries do not have video tape recordings, which are among the most expensive when accompanying equipment is included in the cost, but these libraries

also fail to have collections of posters, many of which are locally produced. None of the secondary-school libraries meets the 1969 standards for audiovisual resources.

Tables LX through LXIII list audiovisual equipment in elementary-school libraries. These tables indicate only the amount and type of equipment under the supervision of the school librarian and do not necessarily include the total amount of equipment in each school. No elementary-school libraries meet the recommendations of the 1969 standards.

Tables LIV through LXVIII list audiovisual equipment in secondary-school libraries. Record players and overhead projectors are found in greatest numbers, but there are not enough of these per teaching station to meet the recommendations of the 1969 standards. None of the secondary-school libraries meets the recommendations of the 1969 standards.

Table LXIX lists local production equipment in elementary school libraries. The equipment represents only the amount in the library and not the total for the school. The 1969 standards recommend that these resources be available in each building, but they do not specify how many of each should be available.

Table LXX lists local production equipment in secondary school libraries. None of the secondary-school libraries contains all of the equipment recommended in the 1969 standards.

TABLE LI  
 A-V RESOURCES IN ELEMENTARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 100-249 STUDENTS

N=36

A-V Materials	Number of Libraries with									
	0	1-49	50-99	100-149	150-199	200-249 Titles	250-299	300-349	350-399	400-499
Posters	25	11	0	0	0	0	0	0	0	0
Still Pictures	21	8	6	1	0	0	0	0	0	0
Filmstrips	12	11	5	2	1	4	1	0	0	0
Slides	29	6	1	0	0	0	0	0	0	0
Transparencies	14	4	5	2	1	0	0	0	0	0
8mm Loops	36	0	0	0	0	0	0	0	0	0
16mm Film	34	2	0	0	0	0	0	0	0	0
Disc Records	19	8	7	0	1	1	0	0	0	0
Tape Recordings	27	9	0	0	0	0	0	0	0	0
Cassette Rec.	20	13	3	1	0	0	0	0	0	0
Video Tape	36	0	0	0	0	0	0	0	0	0
Realia	36	0	0	0	0	0	0	0	0	0
Programmed Instr.	23	8	0	0	0	0	0	0	0	0

TABLE LII

A-V RESOURCES IN ELEMENTARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 250-499 STUDENTS

N=63

A-V Materials	Number of Libraries with									
	0	1-49	50-99	100-149	150-199	200-249 Titles	250-299	300-349	350-399	400-499
Posters	44	19	0	0	0	0	0	0	0	0
Still Pictures	36	27	0	0	0	0	0	0	0	0
Filmstrips	19	19	5	4	9	4	2	0	0	1
Slides	48	8	5	2	0	0	0	0	0	0
Transparencies	31	26	0	5	1	0	0	0	0	0
8mm Loops	59	4	0	0	0	0	0	0	0	0
16mm Film	62	1	0	0	0	0	0	0	0	0
Disc Records	27	15	6	5	6	2	1	0	1	0
Tape Recordings	50	13	0	0	0	0	0	0	0	0
Cassette Rec.	46	12	3	0	2	0	0	0	0	0
Video Tape	62	1	0	0	0	0	0	0	0	0
Realia	61	2	0	0	0	0	0	0	0	0
Programmed Instr.	51	12	0	0	0	0	0	0	0	0

TABLE LIII

A-V RESOURCES IN ELEMENTARY SCHOOL-LIBRARIES WITH AN ENROLLMENT OF 500-749 STUDENTS

N=50

A-V Materials	Number of Libraries with									
	0	1-49	50-99	100-149	150-199	200-249 Titles	250-299	300-349	350-399	400-499
Fosters	35	9	6	0	0	0	0	0	0	0
Still Pictures	23	19	3	2	2	1	0	0	0	0
Filmstrips	10	0	0	2	5	6	5	6	3	13
Slides	30	10	6	2	2	0	0	0	0	0
Transparencies	14	14	11	2	0	3	3	0	3	0
8mm Loops	47	3	0	0	0	0	0	0	0	0
16mm Film	47	3	0	0	0	0	0	0	0	0
Disc Records	17	5	0	6	9	3	4	4	1	0
Tape Recordings	30	16	4	0	0	0	0	0	0	0
Cassette Rec.	25	14	6	5	0	0	0	0	0	0
Video Tape	47	3	0	0	0	0	0	0	0	0
Realia	48	2	0	0	0	0	0	0	0	0
Programed Instr.	39	11	0	0	0	0	0	0	0	0

TABLE LIV  
 A-V RESOURCES IN ELEMENTARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 750-999 STUDENTS  
 N=24

A-V Materials	Number of Libraries with									
	0	1-49	50-99	100-149	150-199	200-249 Titles	250-299	300-399	400-499	500-599
Posters	12	6	4	0	2	0	0	0	0	0
Still Pictures	7	3	9	4	0	1	0	0	0	0
Filmstrips	0	0	1	0	0	2	0	0	8	11
Slides	10	0	4	1	3	3	0	0	1	0
Transparencies	4	6	2	2	5	3	2	0	0	0
8mm Loops	24	0	0	0	0	0	0	0	0	0
16mm Film	23	1	0	0	0	0	0	0	0	0
Disc Records	7	5	1	3	4	0	3	0	1	0
Tape Recordings	14	8	0	2	0	0	0	0	0	0
Cassette Rec.	15	5	2	2	0	0	0	0	0	0
Video Tape	23	1	0	0	0	0	0	0	0	0
Realia	23	1	0	0	0	0	0	0	0	0
Programed Instr.	22	2	0	0	0	0	0	0	0	0

TABLE LV  
 A-V RESOURCES IN SECONDARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 100-249 STUDENTS  
 N=58\*

A-V Materials	Number of Libraries with									
	0	1-49	50-99	100-149	150-199	200-249 Titles	250-299	300-349	350-399	400-499
Posters	54	4	0	0	0	0	0	0	0	0
Still Pictures	50	8	0	0	0	0	0	0	0	0
Filmstrips	15	16	17	4	5	0	0	0	0	1
Slides	45	10	3	0	0	0	0	0	0	0
Transparencies	49	8	1	0	0	0	0	0	0	0
Smr Loops	55	3	0	0	0	0	0	0	0	0
16mm Film	10	42	0	0	0	0	0	0	0	0
Disc Records	12	35	18	3	0	0	0	0	0	0
Tape Recordings	21	34	3	0	0	0	0	0	0	0
Cassette Rec.	32	26	0	0	0	0	0	0	0	0
Video Tape	57	1	0	0	0	0	0	0	0	0
Reelias	55	3	0	0	0	0	0	0	0	0
Programed Instr.	48	10	0	0	0	0	0	0	0	0

\*Some libraries did not respond to this item.

TABLE LVI

A-V RESOURCES IN SECONDARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 250-499 STUDENTS

N=114\*

A-V Materials	Number of Libraries with									
	0	1-49	50-99	100-149	150-199	200-249 Titles	250-299	300-349	350-399	400-499
Posters	68	41	4	1	0	0	0	0	0	0
Still Pictures	75	27	5	4	1	0	1	1	1	1
Filmstrips	12	20	25	19	6	5	5	12	12	12
Slices	64	32	8	8	1	1	0	0	0	0
Transparencies	39	56	5	4	5	0	3	0	0	0
8mm Loops	99	15	0	0	0	0	0	0	0	0
16mm Films	16	98	0	0	0	0	0	0	0	0
Disc Records	44	40	10	8	6	5	1	0	0	0
Tape Recordings	60	36	14	3	1	0	0	0	0	0
Cassette Rec.	75	30	6	3	0	0	0	0	0	0
Video Tape	119	5	0	0	0	0	0	0	0	0
Realia	102	12	0	0	0	0	0	0	0	0
Programed Instr.	94	20	0	0	0	0	0	0	0	0

\*Some libraries did not respond to this item.



TABLE LVII

A-V RESOURCES IN SECONDARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 500-749 STUDENTS

N=65\*

A-V Materials	Number of Libraries with									
	0	1-49	50-99	100-149	150-199	200-249	250-299	300-399	400-499	500-599
Posters	45	17	2	1	0	0	0	0	0	0
Still Pictures	37	11	6	8	0	3	0	0	0	0
Filmstrips	5	6	12	11	4	3	9	4	7	4
Slides	32	0	20	5	3	4	0	0	0	1
Transparencies	37	10	2	4	0	5	0	3	4	0
8mm Loops	55	10	0	0	0	0	0	0	0	0
16mm Film	53	7	0	0	0	0	0	0	0	0
Disc Records	26	6	13	8	9	3	0	0	0	0
Tape Recordings	41	20	3	1	0	0	0	0	0	0
Cassette Rec.	34	31	0	0	0	0	0	0	0	0
Video Tape	55	10	0	0	0	0	0	0	0	0
Realia	57	8	0	0	0	0	0	0	0	0
Programed Instr.	54	11	0	0	0	0	0	0	0	0

\*Some libraries did not respond to this item.

TABLE LVIII

A-V RESOURCES IN SECONDARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 750-999 STUDENTS  
N=45

A-V Materials	Number of Libraries with									
	0	1-49	50-99	100-149	150-199	200-249 Titles	250-299	300-399	400-499	500-599
Posters	13	10	2	0	1	0	0	0	0	0
Still Pictures	14	15	11	3	0	0	2	0	0	0
Filmstrips	9	0	13	1	2	3	1	4	7	5
Slides	17	11	3	7	0	0	2	0	3	2
Transparencies	9	24	8	1	1	0	0	0	2	0
8mm Loops	42	3	0	0	0	0	0	0	0	0
16mm Film	30	15	0	0	0	0	0	0	0	0
Disc Records	29	2	5	2	4	0	1	1	1	0
Tape Recordings	13	25	6	0	0	1	0	0	0	0
Cassette Rec.	28	14	2	1	0	0	0	0	0	0
Videc Tape	44	1	0	0	0	0	0	0	0	0
Realia	41	4	0	0	0	0	0	0	0	0
Programed Instr.	33	12	0	0	0	0	0	0	0	0

\*Some libraries did not respond to this item.

TABLE LVIX

A-V RESOURCES IN SECONDARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 1000-1249 STUDENTS

N=18

A-V Materials	Number of Libraries with										
	0	1-49	50-99	100-149	150-199	200-249 Titles	250-299	300-399	400-499	500-599	
Posters	14	3	0	1	0	0	0	0	0	0	
Still Pictures	7	0	0	3	5	2	1	0	0	0	
Filmstrips	1	0	0	0	0	2	2	0	0	0	
Slides	2	7	3	1	2	3	0	0	0	0	
Transparencies	14	4	0	0	0	0	0	0	0	0	
8mm Loops	18	0	0	0	0	0	0	0	0	0	
16mm Film	16	0	0	0	0	0	0	0	0	0	
Disc Records	2	1	6	0	6	1	0	2	0	0	
Tape Recordings	7	8	3	0	0	0	0	0	0	0	
Cassette Rec.	13	5	0	0	0	0	0	0	0	0	
Video Tape	18	0	0	0	0	0	0	0	0	0	
Realia	17	1	0	0	0	0	0	0	0	0	
Programed Instr.	15	3	0	0	0	0	0	0	0	0	

TABLE LX

A-V EQUIPMENT IN ELEMENTARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 100-249 STUDENTS

N=36

A-V Equipment	0	1-3	4-6	7-9	Number of Libraries with				23-24	25-27	28-30
					10-12	13-15	16-18	19-21			
					Items of Equipment						
8mm Film Proj.	36	0	0	0	0	0	0	0	0	0	0
16mm Film Proj.	15	21	0	0	0	0	0	0	0	0	0
Filmstrip Proj.	10	16	10	0	0	0	0	0	0	0	0
Slide Proj.	16	16	4	0	0	0	0	0	0	0	0
Indiv. Preview.	15	21	0	0	0	0	0	0	0	0	0
Record Player	6	15	9	4	1	1	0	0	0	0	0
Tape Recorder	9	26	0	1	0	0	0	0	0	0	0
Cassette Rec.	20	16	0	0	0	0	0	0	0	0	0
Overhead Proj.	7	22	7	0	0	0	0	0	0	0	0
Opaque Proj.	18	18	0	0	0	0	0	0	0	0	0
Video Tape Rec.	36	0	0	0	0	0	0	0	0	0	0
TV Receiver	28	8	0	0	0	0	0	0	0	0	0
P. I. Machines	28	7	1	0	0	0	0	0	0	0	0
Microform Read.	36	0	0	0	0	0	0	0	0	0	0

TABLE LXI

A-V EQUIPMENT IN ELEMENTARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 250-499 STUDENTS

N=63

A-V Equipment	Number of Libraries with										
	0	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30
8mm Film Proj.	58	5	0	0	0	0	0	0	0	0	0
16mm Film Proj.	33	19	11	0	0	0	0	0	0	0	0
Filmstrip Proj.	25	18	10	0	0	0	0	0	0	0	0
Slide Proj.	36	20	7	0	0	0	0	0	0	0	0
Indiv. Preview.	36	25	2	0	0	0	0	0	0	0	0
Record Player	29	14	6	8	3	0	1	0	0	0	0
Tape Recorder	34	26	3	0	0	0	0	0	0	0	0
Cassette Rec.	36	20	5	0	0	0	0	0	0	0	0
Overhead Proj.	31	18	10	4	0	0	0	0	0	0	0
Opaque Proj.	41	21	1	0	0	0	0	0	0	0	0
Video Tape Rec.	61	2	0	0	0	0	0	0	0	0	0
TV Receiver	50	13	0	0	0	0	0	0	0	0	0
P.I. Machines	51	12	0	0	0	0	0	0	0	0	0
Microform Read.	62	1	0	0	0	0	0	0	0	0	0

TABLE LXII

A-V EQUIPMENT IN ELEMENTARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 500-749 STUDENTS

N=50

A-V Equipment	Number of Libraries with										
	0	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30
8mm Film Proj.	46	4	0	0	0	0	0	0	0	0	0
16mm Film Proj.	19	27	4	0	0	0	0	0	0	0	0
Filmstrip Proj.	16	6	20	6	0	0	0	0	0	0	0
Slide Proj.	20	16	11	3	0	0	0	0	0	0	0
Indiv. Preview.	25	20	5	0	0	0	0	0	0	0	0
Record Player	18	6	6	5	9	3	0	0	2	0	1
Tape Recorder	15	17	18	0	0	0	0	0	0	0	0
Cassette Rec.	24	10	12	4	0	0	0	0	0	0	0
Overhead Proj.	20	7	7	6	4	6	0	0	0	0	0
Opaque Proj.	24	26	0	0	0	0	0	0	0	0	0
Video Tape Rec.	47	3	0	0	0	0	0	0	0	0	0
TV Receiver	39	11	0	0	0	0	0	0	0	0	0
P. I. Machines	40	3	7	0	0	0	0	0	0	0	0
Microform Read.	50	0	0	0	0	0	0	0	0	0	0

TABLE LXIII

A-V EQUIPMENT IN ELEMENTARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 750-999 STUDENTS

N=24

A-V Equipment	Number of Libraries with										
	0	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30
8mm Film Proj.	24	0	0	0	0	0	0	0	0	0	0
16mm Film Proj.	8	13	3	0	0	0	0	0	0	0	0
Filmstrip Proj.	1	7	14	2	0	0	0	0	0	0	0
Slide Proj.	7	15	2	0	0	0	0	0	0	0	0
Indiv. Preview.	10	12	2	0	0	0	0	0	0	0	0
Record Player	9	0	5	2	1	2	0	0	0	2	1
Tape Recorder	6	16	2	0	0	0	0	0	0	0	0
Cassette Rec.	17	0	4	3	0	0	0	0	0	0	0
Overhead Proj.	6	5	9	2	2	0	0	0	0	0	0
Opaque Proj.	6	18	0	0	0	0	0	0	0	0	0
Video Tape Rec.	23	1	0	0	0	0	0	0	0	0	0
TV Pecciver	15	8	1	0	0	0	0	0	0	0	0
P.I. Machines	21	3	0	0	0	0	0	0	0	0	0
Microform Read.	24	0	0	0	0	0	0	0	0	0	0

TABLE LXIV  
A-V EQUIPMENT IN SECONDARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 100-249 STUDENTS  
N=58\*

A-V Equipment	Number of Libraries with										
	0	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30
8mm Film Proj.	53	5	0	0	0	0	0	0	0	0	0
16mm Film Proj.	19	35	4	0	0	0	0	0	0	0	0
Filmstrip Proj.	13	33	7	0	0	0	0	0	0	0	0
Slide Proj.	13	35	7	0	0	0	0	0	0	0	0
Indiv. Preview.	50	8	0	0	0	0	0	0	0	0	0
Record Player	9	40	8	1	0	0	0	0	0	0	0
Tape Recorder	16	42	0	0	0	0	0	0	0	0	0
Cassette Rec.	43	10	0	0	0	0	0	0	0	0	0
Overhead Proj.	13	44	1	0	0	0	0	0	0	0	0
Opaque Proj.	36	22	0	0	0	0	0	0	0	0	0
Videc Tape Rec.	57	1	0	0	0	0	0	0	0	0	0
TV Receiver	52	6	0	0	0	0	0	0	0	0	0
P.I. Machines	56	2	0	0	0	0	0	0	0	0	0
Microform Read.	58	0	0	0	0	0	0	0	0	0	0

\*Some libraries did not respond to this item.



TABLE LXV

A-V EQUIPMENT IN SECONDARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 250-499 STUDENTS

N=114\*

A-V Equipment	Number of Libraries with Items of Equipment										
	0	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30
8mm Film Proj.	85	29	0	0	0	0	0	0	0	0	0
16mm Film Proj.	20	74	12	1	0	0	0	0	0	0	0
Filmstrip Proj.	20	60	24	8	2	0	0	0	0	0	0
Slide Proj.	23	57	22	10	0	0	0	0	0	0	0
Indiv. Preview.	53	49	7	0	0	0	0	0	0	0	0
Record Player	21	53	25	7	8	0	0	0	0	0	0
Tape Recorder	24	72	16	0	2	0	0	0	0	0	0
Cassette Rec.	55	50	9	0	0	0	0	0	0	0	0
Overhead Proj.	27	29	25	17	9	8	0	0	0	0	0
Opaque Proj.	42	71	1	0	0	0	0	0	0	0	0
Videc Tape Rec.	109	5	0	0	0	0	0	0	0	0	0
TV Receiver	91	23	0	0	0	0	0	0	0	0	0
P.I. Machines	105	9	0	0	0	0	0	0	0	0	0
Microform Read.	107	7	0	0	0	0	0	0	0	0	0

\*Some libraries did not respond to this item.

TABLE LXVI  
 A-V EQUIPMENT IN SECONDARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 500-749 STUDENTS  
 N=65\*

A-V Equipment	Number of Libraries with Items of Equipment										
	0	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30
8mm Film Proj.	56	9	0	0	0	0	0	0	0	0	0
16mm Film Proj.	11	30	23	1	0	0	0	0	0	0	0
Filmstrip Proj.	12	30	20	3	0	0	0	0	0	0	0
Slide Proj.	11	33	17	3	0	0	0	0	0	0	0
Indiv. Preview.	33	23	8	0	1	0	0	0	0	0	0
Record Player	4	25	15	16	3	1	1	0	0	0	0
Tape Recorder	17	33	10	5	0	0	0	0	0	0	0
Cassette Rec.	37	26	2	0	0	0	0	0	0	0	0
Overhead Proj.	17	19	12	8	5	2	1	1	0	0	0
Obaque Proj.	30	35	0	0	0	0	0	0	0	0	0
Video Tape Rec.	60	5	0	0	0	0	0	0	0	0	0
TV Receiver	49	16	0	0	0	0	0	0	0	0	0
P.I. Machines	54	9	2	0	0	0	0	0	0	0	0
Microform Head.	63	2	0	0	0	0	0	0	0	0	0

\*Some libraries did not respond to this item.

TABLE LXVII  
 A-V EQUIPMENT IN SECONDARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 750-999 STUDENTS  
 N=45\*

A-V Equipment	Number of Libraries with										
	0	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30
Sound Film Proj.	39	6	0	0	0	0	0	0	0	0	0
16mm Film Proj.	17	13	3	2	0	0	0	0	0	0	0
Filmstrip Proj.	14	13	1	3	1	0	1	0	0	0	0
Slide Proj.	14	13	1	3	1	0	1	0	0	0	0
Incliv. Preview.	13	11	10	2	0	3	0	0	0	0	0
Record Player	13	11	11	6	3	1	0	0	0	0	0
Tape Recorder	13	20	7	0	0	0	0	0	0	0	0
Cassette Rec.	25	15	3	0	2	0	0	0	0	0	0
Overhead Proj.	27	0	5	8	0	10	3	2	0	0	0
Overhead Proj.	22	22	1	0	0	0	0	0	0	0	0
Video Tape Rec.	44	1	0	0	0	0	0	0	0	0	0
TV Receiver	33	12	0	0	0	0	0	0	0	0	0
P.I. Machines	33	7	0	0	0	0	0	0	0	0	0
Microform Read.	45	0	0	0	0	0	0	0	0	0	0

\*Some libraries did not respond to this item.

TABLE LXVIII

A-V EQUIPMENT IN SECONDARY-SCHOOL LIBRARIES WITH AN ENROLLMENT OF 1000-1249 STUDENTS

N=18

A-V Equipment	Number of Libraries with										
	0	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30
8mm Film Proj.	14	4	0	0	0	0	0	0	0	0	0
16mm Film Proj.	10	3	4	0	1	0	0	0	0	0	0
Filmstrip Proj.	6	2	1	5	3	0	1	0	0	0	0
Slide Proj.	6	2	1	5	3	0	1	0	0	0	0
Indiv. Preview.	15	2	0	1	0	0	0	0	0	0	0
Record Player	3	1	3	0	7	2	0	2	0	0	0
Tape Recorder	3	5	7	3	0	0	0	0	0	0	0
Cassette Rec.	13	4	1	0	0	0	0	0	0	0	0
Overhead Proj.	3	0	0	2	0	0	0	0	0	0	0
Opaque Proj.	7	10	1	0	5	6	0	0	0	0	0
Video Tape Rec.	18	0	0	0	0	0	0	0	0	0	0
TV Receiver	14	4	0	0	0	0	0	0	0	0	0
P.T. Machines	13	0	0	0	0	0	0	0	0	0	0
Microform Read.	18	0	0	0	0	0	0	0	0	0	0

TABLE LXIX

LOCAL PRODUCTION EQUIPMENT IN ELEMENTARY-SCHOOL LIBRARIES  
N=173

Type of Equipment	Enrollment			
	100-249 N=36	250-499 N=63	500-749 N=50	750-999 N=24
Dry mount press	9	3	16	8
Paper cutter	30	24	18	15
Transparency production equipment	19	12	16	7
8mm or 16mm camera	5	6	3	1
Darkroom equipment	0	0	0	0
Spirit duplicator	23	20	17	12
Primary typewriter	20	31	25	8
35mm still camera	1	2	4	1
Mechanical lettering set	6	16	7	2

TABLE LXX

LOCAL PRODUCTION EQUIPMENT IN SECONDARY-SCHOOL LIBRARIES  
N=341

Type of Equipment	Enrollment				
	100-249 N=66	250-499 N=132	500-749 N=74	750-999 N=51	1000-1249 N=18
Dry mount press	5	18	21	12	2
Paper cutter	36	30	61	30	15
Transparency production equipment	12	25	18	33	5
8mm or 16mm camera	7	18	12	8	1
Darkroom equipment	8	12	6	8	0
Spirit duplicator	20	55	25	26	4
Primary typewriter	21	54	30	27	11
35mm camera	6	3	6	4	0
Mechanical lettering set	13	12	10	18	6

Table LXXI gives the average number of 16mm films borrowed each year from the film library in the State Department of Education by elementary-school libraries. The 1969 standards recommend access to a minimum of 3000 titles supplemented by duplicates and rentals which must be quickly and easily

TABLE LXXI  
AVERAGE NUMBER OF 16mm FILMS BORROWED PER YEAR  
BY ELEMENTARY-SCHOOL LIBRARIES  
N=173

Number of Titles	Enrollment			
	100-249 N=36	250-499 N=63	500-749 N=50	750-999 N=24
350-399	0	5	6	7
300-349	1	11	2	3
250-299	0	0	1	0
200-249	3	3	6	1
150-199	0	3	6	0
100-149	5	5	13	2
75-99	1	1	0	0
50-74	5	3	0	0
25-49	2	0	0	0
1-24	1	0	0	0
0	18	32	16	11

accessible to students and teachers. The state film library contains approximately 2700 titles. Some elementary-school libraries do not have the responsibility for the audiovisual program in the school. This number is represented by the schools that did not borrow films.

Table LXXII gives the number of secondary-school libraries borrowing 16mm films. The 116 libraries that did not borrow films do not have responsibility for the school audiovisual program.

TABLE LXXII  
 AVERAGE NUMBER OF 16mm FILMS BORROWED PER YEAR  
 BY SECONDARY-SCHOOL LIBRARIES  
 N=341

Number of Titles	Enrollment				
	100-249 N=66	250-499 N=132	500-749 N=74	750-999 N=51	1000-1249 N=18
350-399	0	5	6	2	6
300-349	1	6	4	1	1
250-299	1	4	0	4	0
200-249	0	9	4	3	0
150-199	2	6	3	4	0
100-149	7	15	12	8	0
75-99	6	7	8	4	1
50-74	10	20	6	1	4
25-49	4	16	11	3	0
1-24	5	4	2	0	0
0	30	40	18	22	6

#### Library Expenditures

The amount of money recommended for annual library operations is outlined in both the 1960 and the 1969 standards. The 1960 standards recommend that schools with enrollments from 200 to 249 students spend from \$1000 to \$1500 per year on the library, and that schools with 250 or more students spend \$4.00 to \$6.00 per pupil. The audiovisual program should have not less than one per cent of the total per-pupil instructional cost. The 1969 standards recommend that not less than six per cent of the national average for per-pupil operational cost be used for integrated media center operations. This sum represents \$50.34 based on \$839 per pupil in average daily attendance, as reported by the Research Division of the National Education Association in the 1970-71 school year.

Table LXXIII illustrates the number of elementary-school librarians who participate with school administrators in

TABLE LXXIII  
PARTICIPATION OF ELEMENTARY-SCHOOL LIBRARIANS  
IN PLANNING THE BUDGET  
N=173

<u>Enrollment</u>	<u>Number that Help Plan the Budget</u>	<u>Number that Do Not Help Plan the Budget</u>
750 - 999 N=24	8	16
500 - 749 N=50	21	29
250 - 499 N=63	31	32
100 - 249 N=36	12	24
Total	72	101

planning library budgets. Forty-two per cent of the elementary-school librarians help plan the annual library budget.

Table LXXIV illustrates the number of secondary-school librarians who participate in planning library budgets. Forty-four per cent of the secondary-school librarians participate in planning library budgets.

Table LXXV lists the 1970-71 elementary-school library budgets. The 1960 standards recommend that schools with 200 to 249 students spend \$1000 to \$1500 per year on the library. Schools with 250-499 students should spend between \$1250 and \$2495, depending on the exact enrollment. Schools with 500-749 students should spend between \$2500 and \$3745. Schools with 750-1000 students should spend between \$3750 and \$5000.



TABLE LXXIV

PARTICIPATION OF SECONDARY-SCHOOL LIBRARIANS  
IN PLANNING THE BUDGET

N=341

<u>Enrollment</u>	<u>Number that Help Plan the Budget</u>	<u>Number that Do Not Help Plan the Budget</u>
1000-1249 N=18	9	9
750 - 999 N=51	24	27
500 - 749 N=74	37	37
250 - 499 N=132	52	80
100 - 249 N=66	28	38
Total	150	191

TABLE LXXV

## ELEMENTARY-SCHOOL LIBRARY BUDGETS FOR 1970-71

N-173

<u>Annual Library Budget</u>	<u>Enrollment</u>			
	<u>100-249 N-36</u>	<u>250-499 N-63</u>	<u>500-749 N-50</u>	<u>750-999 N-24</u>
\$7000-7999	0	0	0	1
6000-6999	0	0	0	0
5000-5999	0	0	1	1
4000-4999	0	0	1	0
3000-3999	0	4	5	6
2000-2999	5	16	20	9
1000-1999	7	31	20	7
500-999	8	9	3	0
100-499	18	4	0	0

The 1969 standards recommend that schools with 100-249 students should spend between \$6000 and \$12,450 on the school media center. Schools with 250-499 students should spend

between \$12,500 and \$24,250. Schools with 500-749 students should spend between \$25,000 and \$37,450. Schools with 750-1000 students should spend between \$37,500 and \$50,000.

Twenty-eight per cent of the elementary-school libraries meet the 1960 standards, but no library meets the 1969 standards.

Table LXXVI lists 1970-71 secondary-school library budgets. The annual library budget recommendation by the standards is the same for elementary and secondary schools. Thirty-two

TABLE LXXVI  
SECONDARY-SCHOOL LIBRARY BUDGETS FOR 1970-71  
N=341

Annual Library Budget	Enrollment				
	100-249 N=66	250-499 N=132	500-749 N=74	750-999 N=51	1000-1249 N=18
\$10000-10999	0	0	4	0	1
9000-9999	0	0	0	0	0
8000-8999	0	0	0	0	0
7000-7999	0	2	5	1	1
6000-6999	0	1	2	6	3
5000-5999	0	3	3	8	2
4000-4999	0	5	6	10	5
3000-3999	0	16	20	17	0
2000-2999	4	26	18	9	0
1000-1999	17	50	12	0	0
500-999	27	17	4	0	0
100-499	18	10	0	0	0

per cent of the secondary-school libraries meet the 1960 standards for annual library expenditures, but no secondary-school library meets the 1969 standards.

Table LXXVII summarizes elementary-school library expenditures for the 1970-71 school year.

recommend at least \$4.00 per pupil be spent on library operations, and the 1969 standards recommend \$40.80 per pupil for the library. These 1969 recommendations are based upon

TABLE LXXVII  
 ELEMENTARY-SCHOOL LIBRARY EXPENDITURES  
 FOR THE 1970-71 SCHOOL YEAR  
 N=173

Amount Per Pupil	Enrollment			
	100-249 N=36	250-499 N=63	500-749 N=50	750-999 N=24
\$8.00-8.99	0	2	0	0
7.00-7.99	0	3	2	1
6.00-6.99	3	3	1	0
5.00-5.99	2	6	9	1
4.00-4.99	5	6	10	12
3.00-3.99	10	18	10	2
2.00-2.99	10	20	15	8
\$1.00-1.99	6	5	3	0

six per cent of the national average for per-pupil operational costs during the 1968-69 school year. Six per cent of the 1970-71 per pupil operational costs is \$50.34. Thirty-eight per cent of the elementary school libraries meet the 1960 standards, but no library meets the 1969 standards.

Table LXXVIII summarizes secondary-school library expenditures for the 1970-71 school year. Fifty-eight per cent of these libraries meet the 1960 standards, but no library meets the 1969 recommendations for expenditures.

TABLE LXXVIII

SECONDARY-SCHOOL LIBRARY EXPENDITURES  
FOR THE 1970-71 SCHOOL YEAR

N=341

Amount Per Pupil	Enrollment				
	100-249 N=66	250-499 N=132	500-749 N=74	750-999 N=51	1000-1249 N=18
\$12.00-12.99	2	1	6	0	1
11.00-11.99	0	0	0	0	1
10.00-10.99	0	1	2	0	4
9.00-9.99	0	1	0	2	0
8.00-8.99	3	12	3	3	0
7.00-7.99	5	5	0	4	1
6.00-6.99	1	14	9	3	5
5.00-5.99	4	13	10	8	0
4.00-4.99	23	22	16	16	1
3.00-3.99	10	30	14	10	3
2.00-2.99	14	28	9	4	2
1.00-1.99	4	5	5	0	0

## Library Organization

Both the 1960 and the 1969 standards contain qualitative and quantitative statements concerning the organization of the school library. The 1960 standards recommend an organizational plan which permits the most efficient service to students. Facilities should be centralized and all resources should be classified and cataloged. The 1969 standards also recommend an arrangement which provides efficient service. In addition, the 1969 standards suggest an integrated collection of book and non-book resources whenever possible, and they also recommend centralized processing of materials to insure skilled service, to avoid duplication of efforts, and to allow maximum time for the professional staff to work directly with students and teachers.

Table LXXIX gives the number of elementary-school libraries that contain a copy of the 1969 national school library

TABLE LXXIX  
ELEMENTARY-SCHOOL LIBRARIES CONTAINING A COPY  
OF THE 1969 STANDARDS

N=173

<u>Enrollment</u>	<u>Number with the 1969 Standards</u>	<u>Number without the 1969 Standards</u>
750 - 999 N=24	13	11
500 - 749 N=50	30	20
250 - 499 N=63	20	43
100 - 249 N=36	13	23
Total	76	97

standards. Forty-four per cent of these elementary-school libraries contain a copy of the 1969 standards.

Table LXXX gives the number of secondary-school libraries that contain a copy of the 1969 national school library standards. Fifty-three per cent of the secondary-school libraries contain a copy of the 1969 standards.

Table LXXXI lists the number of elementary-school libraries with integrated library collections. Thirty-five per cent of the elementary-school libraries have integrated collections.

TABLE LXXX

SECONDARY-SCHOOL LIBRARIES CONTAINING A COPY  
OF THE 1969 STANDARDS

N=341

<u>Enrollment</u>	<u>Number with the 1969 Standards</u>	<u>Number without the 1969 Standards</u>
1000-1249 N=18	13	5
750 - 999 N=51	30	21
500 - 749 N=74	41	33
250 - 499 N=132	68	64
100 - 249 N=66	30	36
<b>Total</b>	<b>182</b>	<b>159</b>

TABLE LXXXI

## ELEMENTARY-SCHOOL LIBRARIES WITH INTEGRATED COLLECTIONS

N=173

<u>Enrollment</u>	<u>Libraries with Integrated Collections</u>	<u>Libraries without Integrated Collections</u>
750 - 999 N=24	12	12
500 - 749 N=50	15	35
250 - 499 N=63	16	47
100 - 249 N=36	16	20
<b>Total</b>	<b>59</b>	<b>114</b>

Table LXXXII lists the number of secondary school libraries with integrated collections. All of the school libraries with more than 1000 students have integrated collections, and 30 per cent of all the libraries have integrated collections.

TABLE LXXXII  
 SECONDARY-SCHOOL LIBRARIES WITH INTEGRATED COLLECTIONS  
 N=341

<u>Enrollment</u>	<u>Libraries with Integrated Collections</u>	<u>Libraries without Integrated Collections</u>
1000-1249 N=18	18	0
750 - 999 N=51	17	34
500 - 749 N=74	14	60
250 - 499 N=132	35	97
100 - 249 N=66	15	51
Total	99	242

Table LXXXIII gives the number of elementary-school libraries that order and catalog audiovisual materials. Although

TABLE LXXXIII  
 ELEMENTARY-SCHOOL LIBRARIES THAT PROCESS  
 AUDIOVISUAL MATERIALS  
 N=173

<u>Enrollment</u>	<u>Libraries that Order Audiovisual Materials</u>	<u>Libraries that Catalog Audiovisual Materials</u>
750 - 999 N=24	23	23
500 - 749 N=50	36	35
250 - 499 N=63	31	31
100 - 249 N=36	16	19
Total	106	109

55 per cent of the elementary-school libraries have responsibility for the audiovisual program in the school, 60 per cent

of the libraries process these materials. Three additional libraries catalog audiovisual materials but do not have the responsibility for ordering these materials.

Table LXXXIV gives the number of secondary-school libraries that order and catalog audiovisual materials. Seventy

TABLE LXXXIV  
SECONDARY-SCHOOL LIBRARIES THAT PROCESS  
AUDIOVISUAL MATERIALS

N=341

<u>Enrollment</u>	<u>Libraries that Order Audiovisual Materials</u>	<u>Libraries that Catalog Audiovisual Materials</u>
1000-1249 N=18	14	15
750 - 999 N=51	39	39
500 - 749 N=74	55	53
250 - 499 N=132	96	92
100 - 249 N=66	35	39
Total	239	238

per cent of the secondary-school libraries process audiovisual materials, but only 66 per cent of these libraries have full responsibility for the audiovisual program in the school.

Table LXXXV lists the number of elementary-school libraries that participate in a program of centralized processing. Thirty-one per cent of the libraries use centralized processing.



TABLE LXXXV  
 ELEMENTARY-SCHOOL LIBRARIES WITH PROGRAMS  
 OF CENTRALIZED PROCESSING  
 N=173

Enrollment	Libraries with Centralized Processing	Libraries without Centralized Processing
750 - 999 N=24	12	12
500 - 749 N=50	13	37
250 - 499 N=63	17	46
100 - 249 N=36	12	24
Total	54	119

Table LXXXVI lists the number of secondary-school libraries that use central processing centers. Twenty-six

TABLE LXXXVI  
 SECONDARY-SCHOOL LIBRARIES WITH PROGRAMS  
 OF CENTRALIZED PROCESSING  
 N=341

Enrollment	Libraries with Centralized Processing	Libraries without Centralized Processing
1000-1249 N=18	3	15
750 - 999 N=51	6	45
500 - 749 N=74	17	57
250 - 499 N=132	41	91
100 - 249 N=66	24	42
Total	91	250

per cent of the secondary-school libraries use centralized processing.

School librarians were asked to evaluate their library in terms of the first, second, and third greatest needs for improvements. Tables LXXXVII and LXXXVIII summarize the list of improvements requested by elementary- and secondary-school librarians. The most frequently requested improvement was the need for more library personnel. Some of the librarians expressed their disapproval of the 1969 standards. Thirty-three per cent of the elementary- and 30 per cent of the secondary-school librarians reported a need for the separation of audiovisual materials from the library.

TABLE LXXXVII

SELF-EVALUATION OF GREATEST LIBRARY NEEDS BY ELEMENTARY-SCHOOL LIBRARIANS

N=173

Recommended Library Improvements	Enrollment											
	100-249 N=36			250-499 N=63			500-749 N=74					
	0	1	2	3	0	1	2	3	0	1	2	3
Centralized acquisitions	9	6	7	5	6	13	2	22	-	0	1	2
Centralized cataloging	7	3	2	2	4	16	0	13	6	20	13	2
Additional professional librarians	7	9	0	8	1	30	5	15	4	19	6	13
Additional Media specialist	9	8	0	10	6	14	13	16	8	9	5	15
Additional clerical help	4	9	8	7	6	12	11	25	6	9	11	16
Larger facilities	5	10	5	6	2	18	16	10	2	8	16	10
Larger budget	5	6	4	9	2	32	11	14	5	3	11	14
Modernization of existing facilities	6	11	6	3	5	24	10	9	6	15	10	9
Combination of book and non-book resources	11	8	8	6	12	10	13	13	12	12	13	13
Separation of book and non-book resources	10	13	4	5	10	26	9	13	10	26	9	13
More support from the administration	8	16	0	6	9	16	12	17	8	16	12	17
In-service training	11	5	3	7	7	15	20	5	7	15	20	5
More leadership from the state or regional education agency	8	3	4	4	11	10	7	22	8	17	7	13

Key: 3 - most needed area of improvement. 2 - second greatest area of improvement. 1 - third greatest area of improvement. 0 - adequate in this area. - - did not respond.

TABLE LXXXVII--Continued

Recommended Library Improvements	Enrollment					
	500-749 N=50			750-999 N=24		
	0	1	2	3	4	5
Centralized acquisitions	14	18	5	0	2	3
Centralized cataloging	11	21	8	0	0	13
Additional professional librarians	9	16	11	3	1	10
Additional Media Specialist	11	12	12	5	5	10
Additional clerical help	7	7	12	12	1	2
Larger facilities	9	1	20	5	3	1
Larger budget	2	0	23	9	10	0
Modernization of existing facilities	11	15	10	7	6	6
Combination of book and non-book resources	19	12	5	6	0	1
Separation of book and non-book resources	19	25	3	0	5	5
More support from the administration	10	20	4	7	5	3
In-service training	12	15	3	10	7	3
More leadership from the state or regional education agency	13	16	8	7	5	6

TABLE LXXXVIII

SELF-EVALUATION OF GREATEST LIBRARY NEEDS BY SECONDARY-SCHOOL LIBRARIANS

N=341

Recommended Library Improvements	Enrollment														
	100-249 N=66			250-499 N=132			500-749 N=74								
	-	0	1	2	3	-	0	1	2	3	-	0	1	2	3
Centralized acquisitions	8	22	0	11	25	22	54	11	10	35	-	26	11	9	3
Centralized cataloging	6	19	5	12	24	20	45	21	12	34	3	30	9	9	13
Additional professional librarians	13	15	15	6	17	30	31	30	15	26	9	22	10	12	21
Additional media specialists	12	14	13	13	14	25	23	25	22	37	0	14	28	15	10
Additional clerical help	10	6	22	15	13	16	24	43	24	25	6	19	19	21	9
Larger facilities	5	6	25	8	22	14	19	45	24	30	9	16	35	7	7
Larger budgets	3	1	38	8	16	13	14	51	30	24	1	5	40	16	12
Modernization of existing facilities	5	8	22	13	18	22	30	34	25	21	12	16	18	10	10
Combination of book and non-book resources	10	6	7	18	25	31	31	22	18	30	12	30	7	12	12
Separation of book and non-book resources	13	23	6	8	16	34	50	10	13	25	10	33	9	10	12
More support from the administration	8	20	10	10	18	22	60	15	7	28	0	30	9	9	25
In-service training	10	19	9	18	10	25	31	21	15	40	12	20	8	16	13
More leadership from the state or regional education agency	9	19	8	11	19	33	32	17	20	30	11	31	3	9	20

Key: 3 - most needed area of improvement. 2 - second greatest area of improvement. 1 - third Greatest area of improvement. 0 - adequate in this area. - - did not respond.

TABLE LXXXVIII--Continued

Recommended Library Improvements	Enrollment										
	750-999 N=51					1000-1249 N=18					
Centralized acquisitions	8	16	0	1	2	3	-	0	1	2	2
Centralized cataloging	7	16	16	3	5	19	6	0	5	2	5
Additional professional librarians	10	15	15	8	0	20	4	0	6	3	5
Additional media specialists	7	5	5	14	15	10	4	0	5	6	0
Additional clerical help	4	6	6	30	0	11	2	0	3	1	10
Larger facilities	2	14	14	19	8	8	0	1	8	6	6
Larger budget	4	8	8	20	11	9	0	1	10	7	0
Modernization of existing facilities	7	12	12	19	5	8	0	0	5	9	2
Combination of book and non-book resources	12	18	18	5	8	8	0	0	0	3	3
Separation of book and non-book resources	13	30	30	0	0	3	10	2	0	0	5
More support from the administration	6	20	20	7	3	15	7	1	5	0	5
In-service training	11	19	19	3	10	8	7	0	0	5	6
More leadership from the state or regional education agency	11	21	21	2	7	10	12	4	0	1	1

## CHAPTER IV

### SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS

The purpose of this study was an examination of elementary- and secondary-school libraries in Arkansas to determine the adequacy of resources as compared with the 1960 and the 1969 school library standards. Since no state-wide school library study had been conducted, the findings could serve as a base for establishing recommendations and goals for improved school library programs in Arkansas.

The data relating to elementary- and secondary-school library programs in Arkansas were collected through the use of an instrument containing 320 items in 82 questions. The questionnaire--which requested information on personnel, facilities, materials, expenditures, and library organization--was sent to 775 elementary- and secondary-school libraries in Arkansas. Five hundred and nineteen returns from 175 elementary- and 344 secondary-school libraries were received, and 514 of these returns, representing 66.1 per cent of the total, were usable. The data were tabulated, interpreted, and compared with the quantitative tables in the 1960 and the 1969 standards.

#### Summary of Findings

Based upon the analysis of the data from 514 elementary- and secondary-school libraries in Arkansas, the following

findings are presented in the same sequential arrangement as the tables in Chapter III.

1. All of the high schools have libraries, but not all elementary schools have centralized libraries. Seventy per cent of the 476 elementary schools have centralized school library programs.

2. The number of professional librarians and clerks is low. Sixty-five per cent of the elementary-school libraries and 95 per cent of the secondary-school libraries have fully certified librarians, but few of the school libraries meet the standards. Twenty-eight per cent of the centralized elementary-school libraries and nine per cent of the secondary-school libraries meet the recommendations for the number of professional librarians, but these libraries do not meet the recommendations for clerks. None of the libraries meets the 1969 standards for personnel.

3. The professional preparation of school librarians is not adequate to meet the recommendations for personnel in the 1969 standards. Although 84 per cent of the school librarians meet state certification requirements, only 8.9 per cent of the elementary and secondary schools have librarians with the master's degree in library science. Sixty-six per cent of the librarians have fewer than 21 semester hours in library science. Ninety-five per cent of the librarians have fewer than nine semester hours in audiovisual education.



4. The number of months the librarian works in the school library is inadequate to meet the needs of today's school library. Sixty-eight per cent of the school librarians are employed for nine months, and only one per cent are employed for twelve months.

5. Too many librarians have additional duties during the day that remove them from the library. Only 30 per cent of the school librarians work full time in the library. Nineteen per cent of the school librarians teach one or more classes. Sixteen per cent of the librarians have study-hall duty. Twenty-three per cent of the school librarians have two or more additional duties during the day that remove them from the duties of librarianship.

6. Many librarians lack professionalism. The number of school librarians holding membership in state and national professional library organizations is low. Fifty-eight per cent of the librarians are members of the Arkansas Library Association, and seven per cent are members of the American Association of School Librarians.

7. The number of full-time clerks is low. Only 14.6 per cent of the elementary- and secondary-school libraries employ full-time clerks to work in the library.

8. Sixty-six per cent of the centralized elementary-school libraries and 72 per cent of the secondary-school libraries have combined print and non-print materials to become multi-media centers.

9. Ninety per cent of the school libraries are adequate in the location and the accessibility of the library, but only 28 per cent of the libraries have year-around temperature control and carpeting.

10. Thirty-nine per cent of the school libraries meet the 1960 standards in the area of seating capacity, but none of the elementary-school libraries meets the 1969 standards.

11. School libraries do not provide the variety of facilities recommended in the 1969 standards. The standards recommend that libraries have individual and small-group viewing and listening stations, conference rooms, office space, work-rooms, media laboratories, storage space, and centers for professional collections. All of the libraries have some of these facilities, but none of the libraries has all of these facilities.

12. Seventy-three per cent of the elementary- and 70 per cent of the secondary-school libraries have professional collections, but only two per cent of the elementary- and four per cent of the secondary-school libraries meet the standards for the size of the professional collection.

13. The number of books in elementary- and secondary-school libraries is low. Fifteen per cent of the elementary- and 7.6 per cent of the secondary-school libraries meet the 1960 standards for the size of the book collection. None of the libraries meets the 1969 standards.

14. The number of periodicals in elementary- and secondary-school libraries is low. Eight per cent of the elementary-school libraries meet the 1960 standards. None of the secondary-school libraries meet the 1960 standards, and no school library meets the 1969 standards for the size of the periodical collection.

15. The rate of growth of the elementary- and secondary-school library collection is too slow to bridge the gap between present collections and the standards. Twenty-three per cent of the elementary-school libraries added 500 or more new titles during the 1970-71 school year. Seventeen per cent of the secondary-school libraries added 500 or more new titles during the same period. Sixteen per cent of the elementary-school libraries added five or more new periodical titles during the 1970-71 school year. Ten per cent of the secondary-school libraries added five or more new periodicals during the same period.

16. The number of elementary- and secondary-school libraries with organized programs for building and maintaining vertical files is low. Thirty-five per cent of the elementary-school libraries and 30 per cent of the secondary-school libraries have vertical file programs.

17. The amount of audiovisual equipment and materials is low when compared with the 1969 standards. None of the libraries meets the 1969 standards.

18. Elementary- and secondary-school libraries do not have access to the minimum number of 16mm film titles recommended in the 1969 standards. The state film library contains 2700 titles. Requests for titles are also low. Thirty-six per cent of the librarians requested more than 100 titles per year.

19. Annual elementary- and secondary-school library budgets are below the standards. Thirty-eight per cent of the elementary-school libraries and 58 per cent of the secondary-school libraries meet the 1960 standards, but all libraries are below the recommendations of the 1969 standards.

20. The majority of the school librarians do not participate in planning the library budget. Forty-one per cent of the elementary-school librarians and 44 per cent of the secondary-school librarians assist the administration in planning library budgets.

21. Most of the elementary- and secondary-school libraries do not integrate the audiovisual resources with the book collection. Thirty-four per cent of the elementary-school libraries and 29 per cent of the secondary-school libraries have integrated collections.

22. The number of school libraries with centralized processing is low. Seventy per cent of the elementary- and secondary-school libraries process materials locally.

23. Forty-four per cent of the elementary-school libraries and 53 per cent of the secondary-school libraries contain a copy of the 1969 standards.

24. One part of the questionnaire asked school librarians to evaluate their library and list their greatest needs for improvements.

A. Fifty per cent of the elementary- and secondary-school librarians reported a need for centralized processing.

B. Sixty-six per cent of the elementary-school librarians and 60 per cent of the secondary-school librarians reported a need for additional staff.

C. Fifty per cent of the elementary-school librarians and 70 per cent of the secondary-school librarians reported a need for better facilities.

D. Eighty-four per cent of the elementary-school librarians and 85 per cent of the secondary-school librarians reported a need for larger budgets.

E. Fifty per cent of the elementary-school librarians and 56 per cent of the secondary-school librarians reported a need for the combination of print and non-print materials, but 33 per cent of the elementary-school librarians and 36 per cent of the secondary-school librarians want more separation of these materials.

F. Forty-eight per cent of the elementary- and secondary-school librarians reported a need for more support from the administration.

G. Fifty-nine per cent of the elementary-school librarians and 54 per cent of the secondary-school librarians reported a need for in-service training.

H. Forty-six per cent of the elementary- and secondary-school librarians reported a need for more leadership from state and regional education agencies.

#### Recommendations

Based upon the findings obtained from the analysis and comparison of the data with the 1960 and the 1969 national school library standards, the following recommendations are offered:

1. Librarians, teachers, school board members, and administrators at the state, district, and local levels should increase their awareness of the role and importance of the school library in today's education of youth. School librarians, working through their professional organizations and in their local school districts, should assume leadership in promoting library awareness.

2. Librarians and administrators should work together to formulate immediate plans for the centralization of all school library collections into media centers.

3. Librarians should assist the administration with planning annual and long-range budgets to close the gap between existing facilities and collections and the 1960 and the 1969 standards.

Based upon the recommendations of the 1969 standards, school libraries serving from 100 to 249 students should have an annual budget for materials between \$5,334 and \$13,280, depending upon the exact enrollment. School libraries serving from 250 to 499 students should have an annual budget for materials between \$13,335 and \$26,616. School libraries serving from 500 to 749 students should have an annual budget for materials between \$26,670 and \$39,961. School libraries serving between 750 and 999 students should have an annual budget for materials between \$40,015 and \$53,286. School libraries serving between 1000 and 1249 students should have an annual budget for materials between \$53,340 and \$66,621. All schools should increase their average per-pupil expenditures for library materials to a minimum of \$53.34. This sum represents six per cent of the 1970-71 national average for per-pupil operational costs.

Additional funds are necessary for personnel. School libraries serving from 100 to 249 students should have one full-time librarian and two clerks. School libraries serving from 250 to 499 students should have two librarians and four clerks, depending upon the exact enrollment. School libraries serving between 500 and 749 students should have three librarians and six clerks. School libraries serving between 750 and 999 students should have four librarians and eight clerks. School libraries serving between 1000 and 1249 students should have five librarians and ten clerks.

4. Librarians should use recommended procedures for building library collections. Free and inexpensive materials should be obtained for vertical files. Books should be purchased from reputable jobbers offering maximum services and discounts. Periodicals should also be purchased through the services of a jobber. The subscriptions should be for twelve months and should be ordered on a "till-forbidden" basis to allow for maximum discounts.

5. All areas of library collections need expansion. More books are needed. School libraries serving fewer than 500 students need at least 6000 to 10,000 titles in the book collection. School libraries serving more than 500 students need 20 volumes per student. Elementary-school libraries serving grades K-6 need at least 40 to 50 periodical titles. Libraries serving grades K-8 need 50 to 75 titles. Secondary-school libraries need 125 to 175 titles. This represents an average increase of 25 titles for elementary-school libraries and 85 titles for secondary-school libraries. Vertical files should be organized and expanded. Additional non-print materials are needed. More filmstrips are needed. The standards recommend a basic collection of 500 to 1000 titles. This sum represents an average increase of 400 titles in school libraries. Additional equipment is needed, the specific amount depending upon the number of teaching stations per school. The professional collection in elementary- and secondary-school libraries should be expanded. The 1969 standards



recommend at least 250 titles for the professional collection. School libraries need an average of 195 new titles to meet this recommendation. Plans for immediate and long-range expansion of all library collections should be implemented.

6. Regional processing centers should be established whenever possible to avoid duplication of efforts and to free librarians from routine behind-the-scenes duties, so they may spend more time with students and teachers.

7. The school librarian's contract should be increased to 12 months. Librarians need additional time before the library opens at the beginning of the school year and extra time after the library closes for the summer. Librarians should be on duty during the summer months to receive periodicals and other materials that are ordered as continuations. Binding can also be done during the summer when demand for materials is low. The librarians can also use the summer for planning, selecting and ordering new materials, cataloging and processing these materials, and taking inventory.

8. Librarians should be released from all extra school duties and devote their full time to library administration.

9. As new school library programs are being planned, the librarians should participate to see that new school libraries contain adequate facilities. Whenever possible, older facilities should be modernized.

10. School librarians should participate in in-service educational programs. Librarians must be familiar with the standards and new developments in school librarianship.

11. The institutions in Arkansas responsible for the recruitment and education of school librarians should examine the personnel needs and curricula for preparing school media specialists. Arkansas should have a library school which offers a master's degree in library science emphasizing school librarianship. Arkansas is the only state in the nation without a program leading to a master's degree in library science.

12. Members of the Arkansas Library Association should increase the quality of the organization, improve the methods of recruitment, and assume more leadership through professional publications.

13. Additional support is needed from the State Department of Education. Regional school library supervisors are needed. Quality in-service programs for both teachers and librarians should be improved and expanded. The Department should also work with local administrators to improve their support for local library programs.

14. The state's 16mm educational film library collection should be expanded. Three hundred more titles are needed to meet the standards, and duplicate titles are needed based upon the frequency of requests for each film.

15. The State Department of Education should explore the possibility of a centralized educational television network

that could be connected to each school via microwave transmission. Quality materials and programs could be coordinated with local curricula, and all students would have equal access to these resources.

16. Until adequate funds become available, librarians should exercise care to see that only quality materials of lasting value are added to the collection.

### Conclusions

National school library standards have been planned to be higher, quantitatively, than state and regional standards. This planning has been purposeful, because standards not only provide guidelines for building, improving, and maintaining quality media programs, but also act as a stimulus to correct any serious deficiency in school library programs.

Arkansas school libraries do not meet the quantitative recommendations of the 1969 standards. Frequently school libraries in a number of states experience a time lag between the appearance of national standards and their achievement. However, Arkansas has had eleven years to meet the 1960 standards. Nevertheless, only 15 per cent of the elementary- and eight per cent of the secondary-school libraries meet the 1960 standards for materials. Only 28 per cent of the elementary- and nine per cent of the secondary-school libraries meet the 1960 standards for personnel. Only one conclusion can be reached: Arkansas school libraries are progressing

too slowly to bridge the gap between existing libraries and the national library standards of 1960 and 1969.

Not only are school libraries inadequate, but there also appears to be a lack of professionalism among librarians. Only 58 per cent of the school librarians hold membership in the Arkansas Library Association. Only seven per cent of the librarians hold membership in the American Association of School Librarians. Only 52 per cent of the librarians have a copy of the 1969 standards in their libraries. In addition, only 43 per cent of the librarians help prepare library budgets, and 70 per cent have one or more extra duties that remove them from the school library during part of the day.

Institutions in Arkansas responsible for educating school librarians are inadequate. Arkansas is the only state that does not have a graduate program for librarians leading to the master's degree in library science. With the increasing costs of out-of-state tuition, more librarians must be educated in Arkansas.

The Arkansas Library Association is weak in its service to school libraries. Publication of articles by and for school librarians in Arkansas Libraries is almost nonexistent. Only one article about school libraries has appeared since 1962. Possibly this is one reason why only slightly more than half of the school librarians hold membership in the organization. The Arkansas Library Association should increase its effectiveness, especially in the area of recruitment of school librarians.

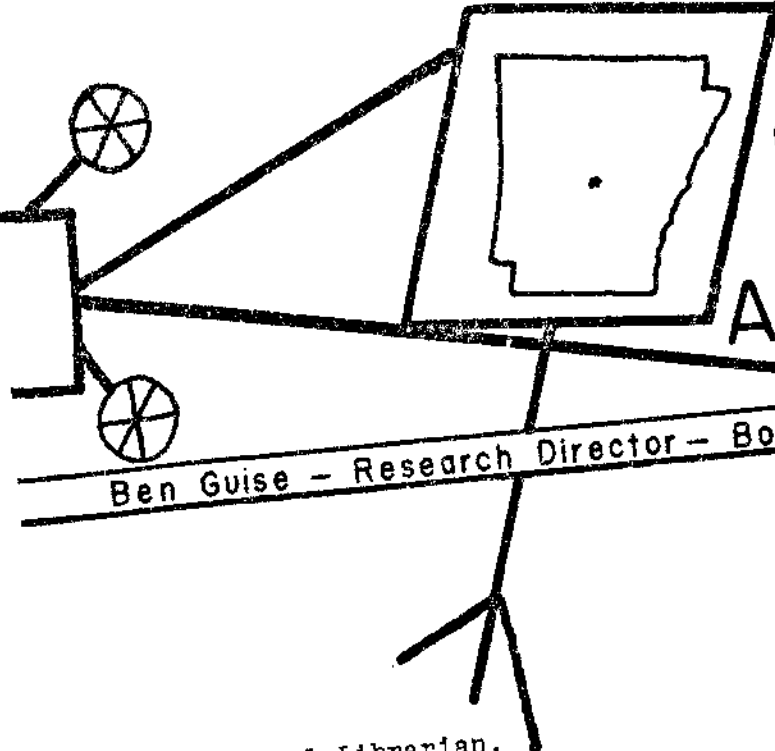
The legislature cannot provide adequate funds for school libraries in one session. Too many publicly-funded activities must share the limited resources of the state. However, this does not mean that school libraries must remain inadequate. Many improvements can be made without requiring large sums of additional funds.

Administrators should release librarians from additional duties. Administrators should allow the school librarian to assist with the library budget. Administrators should allocate six per cent of the school's per-pupil operational expenditures for library materials. Administrators should lengthen the librarian's contract. Administrators should authorize the combination of print and non-print materials to form media centers.

All librarians must become professional. They should take additional course work in library science. They should participate in in-service programs. They should read professional journals. They should make and implement long-range programs for building library collections. Librarians can start by obtaining a copy of the 1969 standards.

The State Department of Education should increase support for school libraries. Regional school library supervisors are needed. Librarians need the in-service education that could be provided by regional school library supervisors. Regional processing centers are needed. Regional audiovisual centers are needed to supplement local school library collections.

School libraries should be considered important in the total educational program and should receive adequate support from state and local administrators. State and local funds for school libraries should be increased. Immediate and long-range plans for improving school libraries should be implemented. Some progress in Arkansas school libraries has been made, but much remains to be done.



Center for the Study  
of  
Arkansas School Libraries

Ben Guise - Research Director - Box 1372 - Little Rock 72201

October 12, 1971

Dear School Librarian,

Although there are numerous demands on your time, will you take a few minutes for a task which may have significance in the improvement of school library programs in Arkansas?

Those of us who are in school libraries realize the importance of library service and its role in public education. The writer is conducting a study of school library resources in Arkansas, and by obtaining answers from a large number of school librarians to the questions submitted on the attached questionnaire, valuable information will be provided to serve as a base for improved library programs.

Will you cooperate in this investigation by completing the attached questionnaire at your earliest convenience and returning it. In return for your consideration of this questionnaire, the results will be made available to the school librarians in Arkansas.

No librarian, school, or school system will be identified in the results of this study, and it is not necessary to sign your name.

Sincerely,

*Ben Guise*

Ben Guise  
Research Director

# SCHOOL LIBRARY SURVEY

## DIRECTIONS:

This questionnaire has been developed with the assistance of a panel composed of elementary and secondary school librarians. The quantitative standards in the 1960 and the 1969 national school library standards were used as a basis for the formulation of the questions.

Most of the questions can be answered simply by circling either the word yes or no, but some of the questions ask for specific information on your library operations. Accuracy is very important, but in some cases exact data may not be available. In these cases, please make as accurate and realistic estimate as possible.

The questionnaire contains both the return address and postage. Please re-fold so that the address is on the outside and staple once in center at the bottom.

### I. General:

1. Position of person completing the questionnaire \_\_\_\_\_
2. Number of students served by the library \_\_\_\_\_
3. Grade levels served by the library \_\_\_\_\_
4. Does the school have a centralized library in a room(s) specifically designated as the library?      yes    no
5. Is the library administered by
  - a. a fully certified librarian?      yes    no
  - b. a librarian lacking full certification?      yes    no
  - c. the principal or a teacher?      yes    no
  - d. clerical or volunteer persons?      yes    no

14. Do you have additional duties such as teaching, study hall duty, or others?      yes    no
15. If yes, please specify. \_\_\_\_\_
16. Are you a member of professional organizations?      yes    no
17. If yes, please list the organizations. \_\_\_\_\_
18. Do you know how to
  - a. operate a 16mm motion picture projector?      yes    no
  - b. operate a sound tape recorder?      yes    no
  - c. interconnect a video camera, tape recorder, microphone, and monitor?      yes    no
  - d. change the lamp in an overhead, opaque, slide, and motion picture projector?      yes    no
  - e. prepare overhead transparencies manually and by machine?      yes    no
  - f. mount pictures by both the dry and wet process?      yes    no

### II. Personnel

6. How many years of experience have you had in school libraries as a professional librarian? \_\_\_\_\_
7. How many years of experience have you had as either a teacher or administrator prior to becoming a school librarian? \_\_\_\_\_
8. What degree(s) do you have with either a major or minor in library science? \_\_\_\_\_
9. How many semester or quarter hours have you completed in audiovisual education? \_\_\_\_\_  
sem. hours  
\_\_\_\_\_
10. How many semester or quarter hours have you completed in library science? \_\_\_\_\_  
sem. hours  
\_\_\_\_\_
11. Where did you receive library science education? \_\_\_\_\_
12. In addition to the head librarian, does your library have (how many)
  - a. additional full-time certified librarians?      yes    no      \_\_\_\_\_
  - b. audiovisual specialists?      yes    no      \_\_\_\_\_
  - c. full-time clerical assistants?      yes    no      \_\_\_\_\_
  - d. part-time clerical assistants?      yes    no      \_\_\_\_\_
  - e. student assistants?      yes    no      \_\_\_\_\_
  - f. others? (please specify)      yes    no      \_\_\_\_\_
13. For how many months is the library's contract? \_\_\_\_\_

### III. Facilities:

19. Does the library have (sq. ft.)
  - a. a reading and browsing area?      yes    no      \_\_\_\_\_
  - b. small group viewing and listening stations?      yes    no      \_\_\_\_\_
  - c. individual viewing and listening stations?      yes    no      \_\_\_\_\_
  - d. conference rooms?      yes    no      \_\_\_\_\_
  - e. large room for group projects and instruction in research?      yes    no      \_\_\_\_\_
  - f. office space for the professional staff?      yes    no      \_\_\_\_\_
  - g. workroom for processing?      yes    no      \_\_\_\_\_
  - h. laboratory for media production?      yes    no      \_\_\_\_\_
  - i. storage room for audiovisual equipment?      yes    no      \_\_\_\_\_
  - j. storage for back issues of periodicals?      yes    no      \_\_\_\_\_
  - k. center for professional materials for the faculty?      yes    no      \_\_\_\_\_
  - l. portable walls for expanding or reducing floor space?      yes    no      \_\_\_\_\_
  - m. others? (please specify)      yes    no      \_\_\_\_\_



20. Are the library and media center combined to form a school media center which houses and circulate both book and non-book materials?  yes  no
21. What is the seating capacity of the library? \_\_\_\_\_
22. How many individual study carrels are in the library? \_\_\_\_\_
23. Are some study carrels wired for electrical equipment?  yes  no
24. Is the library carpeted?  yes  no
25. Is it possible to control the room temperature in the library at a level between 70 and 75 degrees F.?  yes  no
26. Is the library
- a. centrally located?  yes  no
  - b. away from noise?  yes  no
  - c. easily accessible to students and teachers?  yes  no
- Materials:**
27. How many volumes, exclusive of bound periodicals, textbooks, microforms, and uncataloged paperbacks, are in your collection? \_\_\_\_\_
28. What per cent of your collection is fiction? \_\_\_\_\_
29. What per cent of your collection is more than
- a. five years old? \_\_\_\_\_
  - b. ten years old? \_\_\_\_\_
30. Are paperbacks purchased and circulated by the library?  yes  no
31. Does the library have at least three sets of encyclopedias?  yes  no
32. Is at least one set of encyclopedias less than five years old?  yes  no
33. Are any of the encyclopedias over ten years old?  yes  no
34. If your school is secondary, is one of your encyclopedias an adult one?  yes  no
35. Does the library have at least one recent edition of a major unabridged dictionary available in the reading room?  yes  no
36. Does the library have at least one recent edition of a major atlas available in the reading room?  yes  no
37. Does the library have at least one recently produced globe available in the reading room?  yes  no
38. Do you subscribe to the Reader's Guide to Periodical Literature or to the Abridged Reader's Guide?  yes  no
39. Do you subscribe to other periodical literature indexes?  yes  no
40. If yes, please list. \_\_\_\_\_
41. How many periodicals are
- a. bound annually? \_\_\_\_\_
  - b. backfiled for at least three years? \_\_\_\_\_
  - c. backfiled for at least five years? \_\_\_\_\_
42. How many newspapers are on the current subscription list? \_\_\_\_\_
43. Does the library contain microfilm, microcard, or microfiche? \_\_\_\_\_
44. Do you have an organized program for building and weeding a vertical file collection?  yes  no
45. Does the vertical file contain
- a. pictures?  yes  no
  - b. study prints?  yes  no
  - c. maps?  yes  no
  - d. vocational materials?  yes  no
  - e. local history?  yes  no
  - f. newspaper & periodical clippings?  yes  no
  - g. items of current interest?  yes  no
  - h. pamphlets?  yes  no

46. Does the library have a professional collection of books and periodicals for the faculty?  yes  no
47. Is this professional collection housed in a separate room?  yes  no
48. How many
- a. periodicals are in the professional collection? \_\_\_\_\_
  - b. books are in the professional collection? \_\_\_\_\_
49. How many new books were added to the professional collection last year? \_\_\_\_\_
50. How many new periodicals were added to the professional collection last year? \_\_\_\_\_
51. How many new books were added to the total collection last year? \_\_\_\_\_
52. How many new periodical titles are added to the collection per year? \_\_\_\_\_
53. Do you have a copy of Standards for School Media Programs in your library? \_\_\_\_\_

**NOTE:** In this section, please check only those items that are housed in the library as part of the regular collection. (This includes questions 54, 55, and 56.)

54. Does part of the library collection contain (how many titles)
- a. posters?  yes  no \_\_\_\_\_
  - b. still pictures?  yes  no \_\_\_\_\_
  - c. filmstrips?  yes  no \_\_\_\_\_
  - d. slides?  yes  no \_\_\_\_\_
  - e. transparencies?  yes  no \_\_\_\_\_
  - f. 8mm motion pictures in cartridges?  yes  no \_\_\_\_\_
  - g. 16mm motion pictures?  yes  no \_\_\_\_\_
  - h. disc recordings?  yes  no \_\_\_\_\_
  - i. tape recordings?  yes  no \_\_\_\_\_
  - j. cassette recordings?  yes  no \_\_\_\_\_
  - k. video tape recordings?  yes  no \_\_\_\_\_
  - l. realia?  yes  no \_\_\_\_\_
  - m. programmed instruction?  yes  no \_\_\_\_\_
55. Does the library regularly house
- a. 8mm film projectors?  yes  no \_\_\_\_\_
  - b. 16mm film projectors?  yes  no \_\_\_\_\_
  - c. filmstrip projectors?  yes  no \_\_\_\_\_
  - d. slide projectors?  yes  no \_\_\_\_\_
  - e. individual previewers?  yes  no \_\_\_\_\_
  - f. record players?  yes  no \_\_\_\_\_
  - g. tape recorders?  yes  no \_\_\_\_\_
  - h. cassette recorders?  yes  no \_\_\_\_\_
  - i. overhead projectors?  yes  no \_\_\_\_\_
  - j. opaque projectors?  yes  no \_\_\_\_\_
  - k. video tape recorders?  yes  no \_\_\_\_\_
  - l. television receivers?  yes  no \_\_\_\_\_
  - m. machines for programmed instruction?  yes  no \_\_\_\_\_
  - n. microform readers?  yes  no \_\_\_\_\_
56. Do library resources include
- a. dry mount press and tacking iron?  yes  no
  - b. paper cutter?  yes  no
  - c. transparency production equipment?  yes  no
  - d. 8mm or 16mm camera?  yes  no
  - e. darkroom equipment?  yes  no
  - f. spirit duplicator?  yes  no
  - g. ordinary typewriter?  yes  no
  - h. 35mm still camera?  yes  no
  - i. mechanical lettering devices?  yes  no

**V. Organization and Administration:**

57. Does the library have responsibility for individual services in the school?  yes  no

LITTLE ROCK, ARKANSAS 72201

P. O. BOX 1372

## CENTER FOR THE STUDY OF ARKANSAS SCHOOL LIBRARIES

58. Are those materials, primarily audio-visual in nature, housed in the library?    yes    no
59. Does the library acquisition audiovisual materials?    yes    no
60. Does the library catalog and classify audiovisual materials?    yes    no
61. Are catalog cards of audiovisual materials interfiled in the main card catalog?    yes    no
62. Do you use colored catalog cards for audiovisual materials?    yes    no
63. Do you use a media designation symbol as part of the call number for audiovisual materials?    yes    no
64. Whenever possible, are audiovisual materials integrated with the book collection?    yes    no
65. Do you use separate storage facilities for most audiovisual materials?    yes    no
66. Are audiovisual materials allowed to circulate?    yes    no
67. Do you participate in a program of
- a. centralized acquisitions?    yes    no
- b. centralized processing?    yes    no
68. Are most library materials ordered through book jobbers or wholesalers?    yes    no
69. Are the periodical subscriptions
- a. on a nine month basis?    yes    no
- b. on a twelve month basis?    yes    no
- c. ordered on a "till-forbidden" basis?    yes    no
- d. ordered through a jobber?    yes    no
70. Do you participate in preparation of the library budget?    yes    no
71. Is most cataloging done locally?    yes    no
72. Are most new books pre-processed?    yes    no
73. Do you borrow 16mm films from a film library?    yes    no
74. If yes, what is your source and how many titles are available? \_\_\_\_\_
75. Do you rent 16mm films?    yes    no
76. If yes, what is your source(s) and how many titles are available? \_\_\_\_\_
77. On the average, how many 16mm films do you rent and borrow per year? \_\_\_\_\_
- library program. Use a zero if your library is adequate in some of these areas.
- a. centralized acquisitions \_\_\_\_\_
- b. centralized cataloging \_\_\_\_\_
- c. additional professional librarians \_\_\_\_\_
- d. additional media specialists \_\_\_\_\_
- e. additional clerical help \_\_\_\_\_
- f. larger facilities \_\_\_\_\_
- g. larger budget \_\_\_\_\_
- h. modernization of existing facilities \_\_\_\_\_
- i. combination of book and non-book resources \_\_\_\_\_
- j. separation of book and non-book resources \_\_\_\_\_
- k. more support from the administration \_\_\_\_\_
- l. in-service training \_\_\_\_\_
- m. more leadership from the state or regional education agency \_\_\_\_\_
- n. others (please specify) \_\_\_\_\_
- VI. Expenditures:
78. For the 1970-71 school year, what amount was budgeted for
- a. the book collection? \_\_\_\_\_
- b. periodicals? \_\_\_\_\_
- c. encyclopedias and other expensive reference books? \_\_\_\_\_
- d. the professional collection? \_\_\_\_\_
- e. audiovisual materials? \_\_\_\_\_
- f. audiovisual machines? \_\_\_\_\_
- g. binding costs? \_\_\_\_\_
- h. library supplies? \_\_\_\_\_
- i. library equipment? \_\_\_\_\_
- j. others? (please specify) \_\_\_\_\_
79. What was the total per pupil local expenditure for operation of the library? (Please exclude salaries.) \_\_\_\_\_
80. Did you receive sources of revenue from other than state funds?    yes    no

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