

EVALUATION OF THE ELEMENTARY SCHOOL LIBRARIES  
IN THE BRISTOW, OKLAHOMA, SCHOOLS

By

LOUISE FARHA ROBERDS

"

Bachelor of Science  
Oklahoma State University  
Stillwater, Oklahoma  
1938

Master of Science  
Oklahoma State University  
Stillwater, Oklahoma  
1941

Submitted to the Faculty of the Graduate School of  
the Oklahoma State University  
in partial fulfillment of the requirements  
for the degree of  
EDUCATION SPECIALIST  
May, 1965

OKLAHOMA  
STATE UNIVERSITY  
LIBRARY

MAY 31 1965

EVALUATION OF THE ELEMENTARY SCHOOL LIBRARIES  
IN THE BRISTOW, OKLAHOMA, SCHOOLS

Thesis Approved:

*Idea T. Smith*

Thesis Adviser

*Virginia L. Marsden*

*Deen Thomas*

*J. M. Boyce*

Dean of the Graduate School

To  
My Husband, Loren,  
and

Our Children

Lance, Lynne, Lane, Lu, and Lee

Their love, understanding, and encouragement  
have made graduate study and this writing a reality.

## PREFACE

The writer has long been interested in the library program of the elementary school. Her work as a high school and college library assistant gave her an early interest in the problem. This interest has been quickened in recent years because of her work as curriculum coordinator for the elementary schools in a small school system. It has been further deepened by the increasing amount of professional literature, related to elementary libraries, which has appeared in recent years.

The writer is indebted to many people, who have served in different capacities, for their contributions to this investigation. She is especially grateful to Dr. Ida T. Smith, Professor of Education, for the inspiration, guidance, and encouragement which made the study possible.

The writer is also deeply appreciative of the help and interest of Mrs. Della Thomas, Assistant Professor of Library Science, in all phases of the writer's program. Her sincere thanks goes to Mrs. Virginia Marsden, Assistant Professor of Education, for her interest in the writer's professional growth as well as for her help in certain stages of this investigation. Thanks is also due Miss Dora Wolfe and Miss Ola Lee, librarians of the elementary school libraries in Bristow,

Oklahoma, for their cooperation and for their contributions.

The writer is grateful to her associates, to the consultant group, and to the jury members for their cooperation and suggestions without which the study could not have been completed.

The writer is also grateful to Mr. Harold Sims, Superintendent of the Bristow, Oklahoma, Public Schools; to Miss Linnie Wood, Principal of the elementary schools in Bristow; and to the elementary faculty of the Bristow schools for their helpful suggestions and continued interest throughout the study and for their willingness to participate in it.

## TABLE OF CONTENTS

Chapter	Page
I. THE PROBLEM . . . . .	1
Introduction . . . . .	1
The Community . . . . .	2
The Bristow Elementary School Program . . . . .	3
History of the Elementary School Library . . . . .	3
The Problem of the Study . . . . .	4
Purposes of the Study . . . . .	5
Hypotheses of the Study . . . . .	5
The Need for the Study . . . . .	5
Basic Assumptions of the Study . . . . .	6
Scope of the Study . . . . .	7
Limitations of the Study . . . . .	7
Sources of Data . . . . .	7
Definition of Terms . . . . .	8
Procedures of the Study . . . . .	9
Summary . . . . .	10
II. REVIEW OF LITERATURE RELATED TO THE ELEMENTARY SCHOOL LIBRARY . . . . .	11
Introduction . . . . .	11
Place and Function of the Elementary School Library . . . . .	13
Housing the Elementary School Library . . . . .	18
Budgetary Allowances . . . . .	25
Staff and Library Personnel of Elementary School Libraries . . . . .	27
Organization and Administration of the Elementary School Library . . . . .	33
Content of the Library for Teachers and Children . . . . .	39
Instructional Program of the Elementary School Library . . . . .	42
Library Service for Teachers and Pupils . . . . .	47
Library Guidance . . . . .	50
Summary . . . . .	56

Chapter	Page
III. DEVELOPMENT OF THE CHECK LISTS . . . . .	60
Introduction . . . . .	60
Preparation of the Tentative Check List. . . . .	60
Results of the First Trial Check List. . . . .	62
General Comments of the Respondents . . . . .	62
Examples of Suggested Practices and Procedures . . . . .	63
Use of the Second Form of the Check List . . . . .	66
The Evaluation Instrument. . . . .	76
Summary . . . . .	82
IV. EVALUATION OF THE ELEMENTARY SCHOOL LIBRARIES AT BRISTOW, OKLAHOMA . . . . .	84
Introduction . . . . .	84
Weaknesses of the Study . . . . .	85
Results of the Use of the Check List as an Evaluation Instrument . . . . .	86
Examples of Exemplifying Practices or Procedures in the Bristow Schools. . . . .	98
Comments Made by Bristow Teachers . . . . .	101
Summary . . . . .	103
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. . . . .	104
SELECTED BIBLIOGRAPHY . . . . .	109
APPENDIXES . . . . .	116
A. Original Check List. . . . .	116
B. First Revised Check List . . . . .	132
C. Evaluation Instrument. . . . .	141
D. Status of Oklahoma School Libraries Compared With U.S. Office of Education. . . . .	155

LIST OF TABLES

Table	Page
I. Respondents Participating in the Validation of the Check List . . . . .	67
II. Statements in the Check List Checked as Accepted or Rejected by the Jury . . . . .	68
III. Background Information on the Bristow Elementary School Libraries . . . . .	86
IV. Responses of Bristow Teachers to the Evaluative Check List . . . . .	88



## CHAPTER I

### THE PROBLEM

#### Introduction

Children must learn to read for themselves. The curriculum of any school must not merely teach children how to read, but, more significantly, it must furnish children something worthwhile to read in order that they may use their reading skills and abilities. The school must afford some opportunity for children to practice every day the art of reading which the classroom teacher is so diligently teaching in the reading period. Only through constant opportunities to read can children acquire skill in the art of reading.

The function of the school library is to furnish children with books and library materials to meet all their educational needs. The supply of books and library materials must include not only all essential reference materials to meet their needs in connection with their school work, but also good books to read for pleasure and for recreation.

Any program of instruction must be in accord with the underlying philosophy of the organization in which it is to function. The philosophy of the teachers in the Bristow schools as stated in their handbook is: "It is the duty of

the school to provide an educational program in which the individual child is helped to attain his maximum potentialities physically, mentally, emotionally, and socially through vital learning experiences. It should make him an independent thinker, able to adjust to life as he finds it because of his participation and growth in social living in the school."<sup>1</sup>

The evaluation of any program is always in order. The elementary school library program is no exception. Whatever form the evaluation of the elementary school library may take, and whomever it may involve, the primary objective is to determine how the elementary school library can be improved and what plans should be made to effect this improvement.

#### The Community

Bristow, Oklahoma, is a town of approximately five thousand persons and is the second largest town in Creek County. Bristow is located on United States Highway "66" and is easily accessible from Tulsa or Oklahoma City. In the 20's, Bristow was an oil boom town. Later it became an agricultural community. Now much of the area around the town is devoted to the production of livestock, primarily cattle. There is little wealth and little poverty in the area.

Although the city of Bristow has a population of only approximately 5,000, the school enrollment is 1,500 students.

---

<sup>1</sup>Bristow Public Schools Regulations and Policies (Bristow, Oklahoma, revised, 1961), p. 6.

The school district includes 136 square miles. About 33 per cent of the total school enrollment is composed of children who live in rural areas and who are brought to school by school buses or by private transportation. Most of the school population is of white American stock. There are few Negro and Indian pupils and only a few students whose parents were born in European countries.

#### The Bristow Elementary School Program

Bristow has two elementary schools. In each of the elementary schools, there is a centralized library, easily accessible to all rooms. Each library is administered by a professionally trained and well-qualified teacher-librarian.

The elementary schools have a modified platoon type organization. The first and second grades are self-contained classrooms. The third, fourth, fifth, and sixth grades are in two platoons of students which alternate in studying certain tool subjects in homerooms for one-half day. The other half day they are alternately engaged in activities or subjects in special rooms and on the playground. Special areas of the Bristow program are health and physical fitness, music and art, arithmetic, and library. Every child in grades 3 through 6 spends forty-five minutes each day in each of the "special" subjects.

#### History of the Bristow Elementary School Library

The elementary school libraries, as now operated, were

organized in 1935. Prior to that time, all library books and materials were kept in a central supply room and checked out by individual teachers for use in their own classrooms. For the first several years, after 1935, the libraries and the library program were handled by teachers who were interested in library work and who had some little formal library training. By 1940, a professional trained teacher-librarian with a teaching degree from the University of Oklahoma and a library science degree from University of Denver was placed in charge of Edison School Library. By 1941, the librarian at Washington School held both a teaching degree and a library science degree from the University of Oklahoma. Each of these librarians was an experienced teacher of elementary grades. These same two persons were still in charge of the libraries in the elementary buildings at the time of the study. The library program, as organized in Bristow, includes instruction in library skills, in literature, and in work-study reading. It also provides time for free reading for both information and pleasure.

#### The Problem of the Study

The problem of the present study is to evaluate the elementary school libraries at Bristow, Oklahoma, according to selected criteria for good elementary school libraries as found in professional literature.

### Purposes of the Study

The purposes of the study are to ascertain whether or not the elementary school libraries of the Bristow elementary schools meet criteria for good elementary school libraries and to make recommendations concerning continuation, modification, and development of the elementary school libraries in Bristow.

### Hypothesis of the Study

The hypothesis of the study is that the elementary school libraries of Bristow, Oklahoma, meet the basic criteria for good elementary school libraries.

### The Need for the Study

A properly staffed and adequately equipped library is essential if a modern elementary school is to meet the needs of its students. Since so much time, energy, and money are expended on the elementary school libraries, some means must be developed to aid in evaluating objectively such libraries. The library program in Bristow has been in existence since 1935 and many changes have been made as the program developed, but no formal evaluation has ever been made. There is lack of agreement among educators concerning the central library versus the classroom library.<sup>2</sup> There is no agreement among

---

<sup>2</sup>Jewel Gardiner and Leo B. Baisden, Administering Library Service in the Elementary School (Chicago: American Library Association, 1941), pp. 114-115.

educators and librarians as to the place and function of the elementary school library.<sup>3</sup> Librarians and some educators believe that library service for children in the elementary school is essential in a modern curriculum because it is through this department that the instructional program may be coordinated.<sup>4</sup> Few studies are available that describe existing library opportunities for students on the elementary level. The current study, therefore, would contribute to professional literature in the field.

#### Basic Assumptions of the Study

The study assumes that library science has an important place in both elementary and high school curricula. It further assumes that:

1. Library experiences constitute a vital part of an elementary program. Such experiences should lead to the development of those knowledges, skills, attitudes, and understandings necessary for children to use a library efficiently.
2. Criteria for a good elementary school library exist and can be found in educational literature. Such criteria can be formulated and arranged in a check list which can be used by teachers and librarians to evaluate their libraries.

---

<sup>3</sup>John Coulbourn, Administering the School Library (Minneapolis: Educational Publishers Inc., 1942), p. 7.

<sup>4</sup>Margaret Kessler Walraven and Alfred L. Hall-Guest, Teaching Through the Elementary School Library (Chicago: American Library Association, 1941), pp. 110-115.

### Scope of the Study

The study includes the organization and management of the elementary school library; the quarters, equipment, and budgetary allowances; the staff and library personnel; the content of the library for teachers and children; the instructional program in the library; service of the library to classroom teachers; and guidance through the elementary school library. The study is limited to the libraries of the two elementary schools in Bristow, Oklahoma, with a total enrollment of approximately 700 students, during the school year 1962-1963.

### Limitations of the Study

The writer recognizes that attempting to validate criteria by submitting tentative statements of criteria to respondents by use of a questionnaire has many weaknesses. The problem of developing statements of basic principles and of communicating the idea of the intended principle to a large number of teachers is difficult. Securing of common understanding in the use of certain terms is difficult to achieve. The study is also limited by the lack of research upon which to base criteria.

### Sources of Data

Data for the study were secured from the following sources: (1) a survey of all available educational litera-

ture and research relative to the elementary school libraries; (2) interviews and correspondence with elementary teachers, librarians, elementary principals, and elementary school teacher-librarians; (3) respondents who evaluated the questionnaire; (4) a study of the results of the validation of the questionnaire by one hundred elementary school people; and (5) the responses of the librarians and teachers of the Bristow elementary schools who evaluated their own libraries by the validated check list.

#### Definition of Terms

For the purposes of the study, certain terms need to be defined.

- Library program. Those library experiences provided for children that are, for the most part, organized and directed toward the attainment of library skills and knowledges.
- Central library. A relatively large collection of books housed in one room of a school for the use of the whole school, as contrasted with the smaller collections housed in individual classrooms.
- Classroom libraries. A semi-permanent or a temporary collection of books deposited in a classroom for use by instructors and students.
- Library science. The knowledge and skill by which printed or written records are recognized, collected, organized, and used.
- Library skills. Demonstrated competency in the use of the library.



## Procedures of the Study

A study of professional literature relating to elementary school libraries was made to find statements of basic principles for such a library and to compile descriptions of the characteristics of good elementary school libraries. An attempt was made to discover what attitudes, activities, methods, procedures, and techniques characterize a "good" elementary school library. The statements of principles and the descriptions of the characteristics of a good elementary school library were developed from the literature into statements of tentative principles and practices. The writer attempted to list an ample number of items but not to present an exhaustive list.

The tentative statements of principles and practices were submitted to a jury of professional educators and librarians, who were in summer school at Oklahoma State University in the summer of 1961, for their criticism and comments. These persons were asked to pass judgment upon the seven areas descriptive of elementary libraries and the general criteria by adding to, revising, or deleting from the items as stated. Each person was also asked to add any statements of principles or procedures which he believed should be included.

The tentative items were revised in the light of the judgments and suggestions of the jury. From the revised statements, an instrument for presenting the statements as tentative cri-

teria was developed. The instrument was constructed so that the statements could be checked easily and a statement of exemplifying procedure or practice could be given. The revised check list was then given to a group of 100 persons who were teachers or administrators in elementary schools and who were also in summer school at Oklahoma State University in 1961. The check list was again revised according to the responses received from this group.

Following this, during the school years of 1961-1962, the final check list was submitted to the teachers and librarians of the Bristow elementary schools and their responses were tabulated and an interpretation of the responses was made.

#### Summary

The general nature of the study and a description of the problem are presented in Chapter I. In Chapter II a summary of pertinent research is discussed. The development of the tentative check list is given in Chapter III. The use of the check list in the Bristow schools is described in Chapter IV. A summary of the study, the conclusions drawn and implications of the study are presented in Chapter V.

## CHAPTER II

### REVIEW OF LITERATURE RELATED TO THE ELEMENTARY SCHOOL LIBRARY

#### Introduction

The extensive number of articles appearing in educational literature is evidence of an increasing interest in elementary school libraries. Much of the professional periodical literature consists only of expressed opinions about elementary school libraries. The amount of educational research covering elementary school libraries is quite limited.

A growing recognition of the potentialities of school library service as an instrument of education is giving the library a new significance in modern educational programs and is elevating the library to a position of major importance. Many different statements concerning the functions of the elementary school library have been prepared, but certain objectives are common to them all. There seems to be rather general agreement that, since the elementary school serves as the basic foundation of the public school program, it should provide the child not only with the common tools of knowledge and with the laws of health, but also should develop in him civic and moral responsibility, and should a-

waken in him interests and appreciations which will lead to the choice of worthwhile activities for his leisure hours. With these principles of education as a background, the elementary school child must have a library which will assist him in interpreting himself in relation to others and which will develop in him the power to understand better through reading the life about him.

A new type of curriculum is developing in the modern elementary school. The study-recitation type of procedure, adapted only to textbook and memoriter learning, is giving way rapidly to an active, integrated curriculum involving social and dynamic classroom procedures.<sup>5</sup> In any educational program where knowledge is no longer considered as confined to the pages of textbooks, children need a vast variety of reference materials if their minds are to be opened to the living world about them. They need to acquire skill in seeking information through various channels and to become familiar with references and library resources. They also need access to a wide variety of literature, both fiction and non-fiction.

Today, every aspect of the school program must justify its existence by the essential contribution it makes to the total educational program. The school library is no exception. The real challenge is to awaken the multitude to the contributions of a dynamic program of library service for

---

<sup>5</sup>Coulbourn, p. 10.

students and teachers and to the necessity for providing adequate school facilities to make such a program possible. There can be no dynamic program of library service without adequate facilities, personnel, budget, and administrative and faculty support. On the other hand, it is extremely difficult to secure these essentials without first demonstrating the dynamic program which would be made possible by their use.

#### Place and Function of the Elementary School Library

In the elementary grades the library is becoming more and more an integral part of the school. Wherever the grades operate on the departmental, work-study-plan, or platoon bases or newly organized activity programs, the library needs are almost identical with those of the secondary school, except that the materials and equipment must be geared to the age levels, the abilities, and the interests of the pupils. Even where elementary schools are planned in terms of single class units, each with one teacher using one room, the library is becoming more and more recognized as essential to good classroom teaching. First the classroom library, then the general school library, and finally the contributions of both have been recognized as necessary to provide pupils with supplementary reading for all grades as well as geographical, historical, and science reading materials, and informational and recreational reading. Moreover, modern education is asking that library units be developed solely to meet the needs

of instruction in reading.<sup>6</sup> As the elementary pupil makes progress through the grades, the library becomes an ever-expanding source of new intellectual interests and an important aid in developing the special interest activities of the school. On the other hand in subject matter fields, such as geography, history, and science, the library is called upon to provide motivating materials for classroom use. The library in the school program helps in the individualization of instruction, making available graded materials to meet individual differences; and, through its guidance to pupils in their recreational reading, good reading habits are formed which will result in a worthy use of leisure time. Thus, in the elementary school, the library is integrated with all the educational activities and functions of the school for the wholesome development of each child. Among the well-recognized services to be provided are the following:

1. An adequate and well-selected collection of books for recreational and free reading
2. A suitable collection of reference books and materials
3. Reference and supplementary materials for classroom use.
4. A suitable collection of audio-visual materials
5. Instruction in the use of books and libraries suitable to the age and development of the children
6. Guidance in reading and in the development of reading habits and tastes

---

<sup>6</sup>Gardiner, p. 5.

7. Opportunities to discuss books and share in reading experiences<sup>7</sup>

Such services, when properly executed, provide for individual differences through a book collection which includes books on all subjects, varying greatly in reading difficulty. Through opportunities for children to share their reading experiences, new interests are developed and satisfactory personal adjustments are made. Children become skillful in using library facilities, in general, through planned activities which include instruction in the use of books and libraries. They become discriminating users of printed and audio-visual materials. Thus the library meets the needs of pupils and teachers. Thus does it help boys and girls develop satisfying interests and hobbies, and thus do they come to consider the public library as a means of continuing education and cultural life.<sup>8</sup>

Some of the trends in modern educational programs which are making constant demands upon the school library, as reported by Coulbourn, are:

1. The passing of the single textbook
2. Changes in modern curricula
3. Adaptation of instruction to meet individual differences and interests
4. Many changes in teaching methods and classroom practices which are emphasizing the socialized recitation, pupil and group projects, directed

---

<sup>7</sup>Gardiner, p. 6.

<sup>8</sup>Ibid., p. 7.

study techniques, cooperative activities, and laboratory methods

5. Ever-growing practices in breaking down the barriers between subject matter courses and integrating the experiences of pupils
6. The demands of our present social studies curricula based on essential up-to-date information to be found only in current newspapers, magazines, and special pamphlets
7. The growing emphasis on training for leisure time
8. The modern program of training for intelligent citizenship which calls for accurate information covering local, state, national, and world affairs
9. The need for vocational information
10. The importance of the guidance program with its orientation courses, cumulative records, case studies, and personal adjustments<sup>9</sup>

As a functioning entity, the elementary school library is becoming the center of many types of desirable activities and experiences of the individual as well as of the group. The elementary library is called upon to play its part in investigation and research, in enrichment, in recreational reading, and all that they imply. The nature of these functions is in every case directly related to the educational program and to the development of the individual pupil.<sup>10</sup>

It is the purpose of the elementary school library program to help children feel at home in a library, to guide them in their reading so that they will enjoy books and read-

---

<sup>9</sup>Coulbourn, p. 4.

<sup>10</sup>Gardiner, p. 16.



ing, and to teach them how to use an organized book collection and library tools and materials, including the library card catalogue, dictionaries, and children's encyclopedias.<sup>11</sup>

The elementary school library reflects the philosophy of the school, reveals the objectives the school is striving to achieve, the plan devised for library service, and the operation of the plan to bring the library effectively to the service of children and teachers. The Standards For School Library Programs states that the school library can contribute to the objectives of education.

To be effective the school library program must contribute to today's educational goals. Furthermore in a particular school district of an individual school, the objectives for the school library program should reflect the philosophy and goals of that school or system. The general objectives of dynamic school library service are common to all schools...they are in harmony with the overall objectives of education which they serve.<sup>12</sup>

Many items must be considered in determining what factors constitute a good elementary school library program. The Standards for School Library Programs reports:

The program of a good school library is the sum total of the ways in which wide and varied collections of materials are provided and used to enrich and vitalize the curriculum, to offer stimulation and guidance in the reading program, to develop library skills and habits, and to contribute to the personal growth and development of the individual. In this program the work with students and teachers is the unique contribution

---

<sup>11</sup>Coulbourn, p. 22.

<sup>12</sup>American Library Association, Standards for School Library Programs (Chicago: American Library Association, 1960), p. 8.

of the school librarian. The true concept of a school library program means instruction, service and activity throughout the school rather than merely within the four walls of the library quarters.<sup>13</sup>

### Housing the Elementary School Library

School library service cannot be evaluated in terms of the physical setup, yet the manner in which the library is housed, furnished, and equipped can aid materially in providing more efficient service. The day-by-day use of any elementary school library and, in a sense, the success of the library program, is determined to a large extent by the physical characteristics of the central room, its location, size, and atmosphere. It would be impossible for the library to perform its many sided function without careful planning and suitable equipment. The library must provide:

1. space for the adequate housing of books and other graphic material;
2. facilities for the comfort and convenience of the general reader;
3. opportunity for group work involving the use of library material;
4. equipment with which the library staff can carry on the necessary technical work.<sup>14</sup>

A central library and classroom reading centers should be provided in every elementary school. While the size of

---

<sup>13</sup>Ibid., p. 14.

<sup>14</sup>Anne Thaxter Eaton, Planning the School Library (Chicago: American Library Association, File No. 35B), p. 6.

the room used for the central library and its equipment will vary with the size of the school, the room will need to accommodate:

1. Class groups working with their teachers and the librarian on activities involving use of library materials
2. Individual readers using library materials for free-choice reading and reference work
3. The book collections and any other materials for which the library is responsible, such as picture files and pamphlets<sup>15</sup>

The Standards for School Library Programs states:

In order to realize the program of services, certain quantitative provisions must be made. Materials, quarters, staff, and funds are interdependent factors and must be developed in relation to one another. Long range plans and step-by-step procedure are required.

The objectives of every good school require that the library program be in full operation, and this can be done only when the school meets the standards for the personnel, materials, funds, and quarters of the school library.<sup>16</sup>

Location. The library should be easily accessible to all members of the school, near the classrooms that will use it most often, and in the main line of school traffic.<sup>17</sup>

In establishing an elementary school library, Fargo reports:

In order that good service may be provided, the library quarters must be easily accessible, large enough

---

<sup>15</sup>Ibid., p. 5.

<sup>16</sup>American Library Association, p. 12.

<sup>17</sup>Bureau of Elementary Curriculum Development, The Elementary School Library (New York State: Education Department, 1957), p. 13.

to take care of the needs of the entire student and faculty groups, and planned for the comfort and convenience of its users.<sup>18</sup>

Size. The library should be large enough to provide seating for the largest group in the school that will be expected to use the library at one time, plus 20. Children need space in the library to move about freely and the room should be large enough to house comfortably the necessary furniture. Space should be provided to allow 30 to 35 square feet for each reader. Five feet should be the minimum allowance between tables. The library room should thus be planned and arranged to provide:

1. A pleasant atmosphere
2. Ample seating and shelf space
3. A place for storytelling
4. Convenient supervision
5. Adequate lighting<sup>19</sup>

Library Workroom. Space and equipment are needed for the organization of the library collection. A workroom should be provided for processing books, repairing books, and storing of materials not in circulation. The workroom should have adjustable shelving, a sink with hot and cold running water, cupboard space for supply storage, electric outlet at counter height for the librarian's use in marking books with

---

<sup>18</sup>Lucile Fargo, School Library Planning and Equipment (Chicago: American Library Association, 1935), p. 18.

<sup>19</sup>Ibid., p. 20.

an electric stylus, a broad shelf or table with a stainproof top to be used in the pasting and lacquering processes, and drawer space for storage of large pictures and charts. There should be space for a worktable and chairs. If there is no typing desk, a strong typewriter table should be provided. A vertical file will be needed for library correspondence and records.<sup>20</sup>

Conference Room. A conference room, separated from the central library room by a glass partition, is desirable for committee work, for work with individual pupils or small groups of boys and girls, and groups listening to radio programs or recordings which might disturb others using the central library room. The room may house a collection of books on the professional level for teachers and parents. Such a conference room is also the logical place for a file of educational resources which lists industrial, geographical, and historical sites for possible field trips, and human resources that may be drawn upon as speakers or consultants to further the school program. The room should be equipped with shelving, a bulletin board, a chalkboard, and a conference table and chairs.<sup>21</sup>

Shelving. Standard shelving is essential to all libraries. Such shelving should be well built for it cannot be replaced without considerable expense. The initial expense of well-built shelves is outweighed by the advantages of being pro-

---

<sup>20</sup>Ibid., p. 15.

<sup>21</sup>Ibid.

perly functional, lasting the life of the library, being safe for children to use, and providing a pleasant background for colorful books.

Shelving obtained from manufacturers of standard library equipment is preferable for reading room areas. The following specifications are given as recommended by the American Library Association and other authorities who have studied the subject.<sup>22</sup>

Length of shelves between upright . . . . .	3 feet
Depth of Shelves	
Standards . . . . .	8 inches
Reference, periodicals, picture books. . . . .	.12 inches
Thickness of shelves. . . . .	7/8 inch
Height of shelving. . . . .	5 feet
(Includes 4 to 6 inch base)	
Space in the clear between shelves	
Average. . . . .	.10 inches
Picture books. . . . .	.12 inches

Housing of Books and Other Graphic Materials. Books may be said to be conveniently housed when they are readily accessible and easily kept in order. This means that the shelving is not to be higher than the reach of the average person using it and not deeper than is necessary to accommodate the general run of books when standing on end. The most economical use of space is had when shelves are adjustable. Since the up-and-coming school library acquires and dispenses many graphic materials other than books--pamphlets and clippings, pictures, maps, charts, and sometimes slides, records and films--special provision must be made for the

---

<sup>22</sup>American Library Association, pp. 91-94.

storage of these items. A legal size vertical file with ball-bearing slides is usually recommended for the clippings and pictures, and any reputable library equipment house will provide specially designed cases or racks for the other graphic materials.<sup>23</sup>

Vertical file. Even the smallest library has need for a vertical file to house its collection of pictures and pamphlets. This file should always be legal size since many materials do not fit conveniently into a letter-size file. This file may be either of steel or wood and should always be purchased from a reliable dealer.<sup>24</sup>

Table and Chairs. Many types of tables and chairs are available for libraries. This is one of the areas where the budget may be expanded or contracted as necessary. The trend is toward more informal arrangements with 3 feet x 5 feet tables and 4 foot (diameter) round tables to give mobility and informality. Colored formica tops are available, but, if used, one soft, attractive color should be chosen and used throughout the reading room. The size of the room determines the size of the tables. Allowance of 30 inches per reader should be made in table lengths. Apronless tables are the most functional. Tables should have a height of 25 inches to 28 inches and a width of 3 feet. The length should be 5 feet to 6 feet. The diameter of a round table should be 4

---

<sup>23</sup>Ibid., p. 2.

<sup>24</sup>Gardiner, p. 49.

feet. The height of the chairs should be 14 inches to 17 inches.<sup>25</sup>

Miscellaneous Equipment. Book trucks, filing cabinets, dictionary stands, and an atlas stand are essential for the elementary school library. A small book truck, with four swivel wheels, is adequate for a small library.<sup>26</sup>

Card Catalogue. The card catalogue cabinet must be standard unit equipment purchased from firms specializing in library furniture. The card catalogue should be constructed to take long, hard wear, and should be sectional to allow expansion. Estimates of capacity are based on one tray per thousand cards. A 15-tray catalogue is adequate when the average elementary library is opened.<sup>27</sup>

Bulletin Boards. The library should have at least one large bulletin board about 3 feet by 10 feet in size. Other smaller boards may be fitted into wall spaces which are not suitable for shelving. Bulletin boards should be placed low enough for children to see with ease the materials which are displayed. The best material for bulletin boards is the cork material manufactured especially for this purpose. It should have a smooth pinning surface, and the texture should be soft enough to take pins and thumbtacks.<sup>28</sup>

---

<sup>25</sup>Ibid., p. 52.

<sup>26</sup>Fargo, p. 5.

<sup>27</sup>California Journal of Elementary Education, School Library Issue, Vol. XXIX, August, 1960. Number 1, p. 41.

<sup>28</sup>Gardiner, p. 49.



Typewriter. Every school library needs a good standard typewriter for typing cards, booklists, bulletin board materials, and for other necessary clerical work.<sup>29</sup>

Chalkboards. A chalkboard may be very convenient for the librarian when she is explaining to children alphabetical filing of catalog cards, how indexes are arranged, how to make bibliographies, how to take notes, or some other phase of library usage. She may even need it in her storytelling hour. Sometimes a portable board is satisfactory. Combination chalkboards and bulletin boards are now available which can fit over a section of the shelving. It is not advisable to use any wall space for permanent chalkboards in the library since all such space is needed for shelving.<sup>30</sup>

#### Budgetary Allowances

In the overall school budget, financial provisions as adequate as possible must be made for the library in order that the library may develop to meet the needs of all students and teachers. A good school library program contributes to quality education, which is costly.

After the library is once supplied with a minimum collection, the annual expenditure for books and magazines, exclusive of textbooks and audio-visual materials, should be \$2.50 per pupil for the first 200 pupils, but not less than

---

<sup>29</sup>Ibid., p. 48.

<sup>30</sup>Ibid.

\$400; \$1.50 per pupil for the next 300 pupils; and \$.75 per pupil above 500 enrolled.<sup>31</sup>

The Standards for School Library Programs states:

The superintendent realizes that a high quality of library service is dependent upon good financial support and allocates the funds necessary for the library program and its growth.<sup>32</sup>

Although some standards, including the American Library Association of \$4.00 per pupil, have been established for partially estimating the budgetary appropriation in terms of an allowance per pupil enrolled, such standards can do little more than approximate the adequacy of the annual budget for books and magazines. To arrive at a meaningful budget, several conditions must be met:

1. The library budget should not be considered independent of the budget set up for the purchase of instructional supplies and supplementary books required for classrooms and separate departments.
2. Consideration must be given to the availability of services from public libraries, state circulation libraries, and the county traveling libraries in rural sections.
3. Consideration must be given to money granted through state aid for the support of both elementary and secondary libraries. (Approximately one-half of our states do contribute some support to public-school libraries.)
4. Allowance must be made for that "irreducible minimum" which must be provided for small schools.<sup>33</sup>

---

<sup>31</sup>North Central Association of Colleges and Secondary Schools (Policies and Criteria for the approval of secondary schools), 1961-62, p. 12.

<sup>32</sup>American Library Association, p. 35.

<sup>33</sup>Coulbourn, p. 30

The responsibility for establishing and supporting the school library is solely that of the administrator. He has at his service two strong sources of revenue for library funds. One is his school which can, by well-planned annual benefit activities and functions, raise library funds. The other is the community, which, through such organizations as the Parent-Teacher Association, the Chamber of Commerce, and citizen groups, can materially aid in securing support for the school library.<sup>34</sup>

#### Staff and Library Personnel of Elementary School Libraries

In order to have a complete library program for students and teachers, provision must be made for an adequate staff of professionally trained librarians with competencies in the area of printed and audio-visual materials and with educational and personal qualifications that give them the same status as teachers. Provision must also be made for a clerical staff large enough to assume responsibility for clerical and other non-professional duties.

The Standards for School Library Programs states:

No matter how extensive the collections, how large the budget, or how spacious the quarters, a school library cannot function fully as an educational force in the school if the size of the library staff is inadequate or if the librarians are lacking in the special qualifications their work requires.<sup>35</sup>

---

<sup>34</sup>Ibid., p. 31.

<sup>35</sup>American Library Association, p. 47.

A library is more than a room filled with books. It is distinctly a functioning and service organization. In fact the services which are rendered constitute the only reason for its existence. No matter how ample or attractive the library room or how adequate the book collection, a library is only as effective as the personnel in charge.

Not all persons who are able to secure library credentials have the characteristics and personal qualifications which make for the best success in the elementary school library service. The librarian is the most important single factor in school library work. She is the exponent of a new idea and method and bears the responsibility for proving their worth.

Functions of the Elementary School Librarian. The first function of the elementary school librarian is to have charge of the school library, the organization and use of the book collection, and the general organization of library service to children and teachers. In most school systems this includes the cataloging and classifying of books.<sup>36</sup> The current trend, in large cities, is toward centralized cataloging.

The librarian shares a part of the responsibility for seeing that the library constantly functions as an integral part of the school and not as a separate and independent unit. This responsibility involves the principal and the teachers as well. But the librarian is always the key person in carrying out the processes involved in maintaining the library as

---

<sup>36</sup>Gardiner, p. 31.

a cooperative part of the school.

In order to keep the library in step with the changing curriculum, the librarian must familiarize herself with the entire elementary school program, must understand its underlying philosophies, and must be alert to changes in materials or methods which are coming about in the elementary field.<sup>37</sup> It is only through this understanding that the librarian can assist teachers or pupils effectively with their classwork and appreciate their problems and needs for library materials.

Another function of the school librarian is to supplement the work of the classroom teacher by stimulating and encouraging interest in recreational reading and by giving guidance to children.<sup>38</sup>

It is the school librarian who must develop the atmosphere and services of the library in such a way that the library will become a place which students and faculty will enjoy using because of its pleasing and friendly atmosphere. The library should be an easy place to use. This atmosphere is attained, not by rules and regulations, but by constant stress on the type of good citizenship which is based on a respect for the rights of others. In this sense the librarian may become one of the best teachers of citizenship and social behaviour in the entire school.<sup>39</sup>

---

<sup>37</sup>Ibid., p. 32.

<sup>38</sup>Ibid., p. 33.

<sup>39</sup>Ibid., p. 34.

Training and Qualifications. The elementary school librarian should have adequate professional library training. The training should include courses in children's literature, book selection, organization and administration of the school library, storytelling, reference, cataloging, and classification.<sup>40</sup>

In addition to professional library training, the elementary school librarian should have good basic teacher training for the elementary field. The elementary school librarian should have a broad knowledge of the various fields of subject matter in the elementary school and a good cultural background which gives meaning and significance to the entire educational process. She should have a wide knowledge of children's books gained through study and extensive reading of children's books and she must study the children and their interests continually in order to know their reading abilities and tastes.<sup>41</sup> Courses in children's literature and child psychology are not enough. The effective school librarian must continue to read widely in the field of children's literature. She must be well grounded in the field of child psychology in order to deal effectively with children and must continue to study each child as a unique personality. The librarian must have a thorough knowledge of reference books related to elementary school work so that she can

---

<sup>40</sup>Ibid., p. 35.

<sup>41</sup>Ibid., p. 38.

assist children effectively in using them.<sup>42</sup>

The librarian must be familiar with modern classroom methods. Since methods of teaching change, the librarian can keep step with the classroom only through constant study of the changing elementary field. The librarian must know how materials are to be used in the classroom in order to know how to relate the work of the library to the needs of the classroom. She needs an intelligent understanding of the principles of education and school administration in order to manage the library in keeping with good principles of educational administration.<sup>43</sup> Her knowledge of technical processes involved in school library work must be so thorough that she can organize and manage a school library and do the necessary technical work of processing, handling, and caring for books and other library materials without confusion or noticeable effort.

The elementary school librarian must have the ability to handle children so that the maintenance of order and of discipline do not present a problem. A good librarian needs the same ability to manage and direct children that the good classroom teacher has.

Personal Qualifications. The most basic personal qualification should be a genuine and sincere enthusiasm for books

---

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

<sup>43</sup>Ibid., p. 33.

and life.<sup>44</sup> A person who does not love books is not an asset in the library. A librarian who reads and knows books and has sound standards of judgment is in a fair position to deal with children in their relationships to books.

Another personal qualification is a genuine liking for children and a sympathetic understanding of them and their problems.<sup>45</sup> Fortunate is the librarian who regards her task as introducing children to books rather than introducing books to children.

A qualification of great value is breadth of interest achieved through study, reading, participation in a wide variety of activities, and travel.<sup>46</sup> The librarian with broad interests has little difficulty in gaining the respect and interest of children.

The librarian's physical health and characteristics also have a very important bearing on her success.<sup>47</sup> Vitality and good health are basic. From these emanate a whole train of desirable qualities, such as physical poise, mental poise, good humor, self-reliance, and personal magnetism. All of these are valuable qualifications in dealing with children. Allied with the matter of vitality and good health is the matter of personal appearance. The librarian can dress at-

---

<sup>44</sup>Ibid., p. 33.

<sup>45</sup>Ibid., p. 34.

<sup>46</sup>Ibid., p. 35.

<sup>47</sup>Ibid., p. 36.



tractively and neatly. She can cultivate the social qualities which are necessary for effectiveness in a position which is highly cooperative in its nature. Such social qualities include consideration and thoughtfulness of others.<sup>48</sup>

#### Organization and Administration of the Elementary School Library

A successful library program involves organization of library service to facilitate the use of the library by children and teachers. Any satisfactory program of library service involves the whole school program. The library can become an integral part of the learning and living experience of children only in proportion as provision is made for its constant and extensive use.

The Central Library and Classroom Collections. There are two prevailing conceptions of the manner in which elementary school library service should be organized. One is based on the idea of a central library in each elementary school. The other involves the idea of organizing library service in terms of classroom book collections. In actual practice, it will be found that there is conflict in the thinking of educators on this matter and that a school system often uses one of these plans to the exclusion of the other. The ideal arrangement involves a combination of the two ideas--a central library in each school with provision for the circula-

---

<sup>48</sup>Ibid., p. 35.

tion of books to classrooms. Classroom collections alone cannot be regarded as representing in any sense a complete or effective type of library service for an elementary school. Such collections are invariably limited to a relatively small number of books and can never provide a real library experience for children. On the other hand, the central school library which fails to provide for the circulation of book collections to classrooms fails in performing one of its most important functions.

Any plan of library administration which provides for a central library in each school has the following advantages:

1. It gives children a real library experience which parallels the library situations they will meet in high school, in college, or in the public library. They learn, for example, how books are arranged on library shelves, how to use the card catalogue, indexes, reference books, and other resources of the library.
2. It is financially the most economical plan of administering library service because it avoids unnecessary expenditure for duplication of titles and the heavy expense involved in any plan which requires transportation of books from a source outside the school.
3. It makes the entire book collection available for the use of maximum number of children at all times. Book collections permanently located in the classroom are inevitably idle a large portion of the school day.
4. It provides flexibility in the use of library materials by both children and teachers. It makes a wide selection of materials available to meet the needs of individual children and renders it easy to supply teachers with book collections which really meet classroom needs.<sup>49</sup>

---

<sup>49</sup>Fargo, p. 62.

Selecting the Book Collection. Selecting books for the school library is one of the most important phases of elementary school library work. It is a task which no one person can accomplish alone, since it affects the entire personnel of the school. Selecting books wisely should invariably involve the cooperation of principal, teachers, supervisors, public librarian, school librarian, and children. The librarian must use the knowledge of various members of the faculty in their special fields. She will need continually to review and read children's books in order to be familiar with books which are constantly being published. In addition to the information available from professional sources, valuable information can be obtained from the children about the kinds of books they like and want as a permanent part of their library. While some of the factors involved in the selection of a school library book collection may appear rather subjective and abstract, others are quite definite and objective. Gardiner considers these factors:

1. The size of the book collection is definitely related to the enrollment of the school.
2. There is a definite relationship between the book budget and the number of volumes which can be purchased and maintained.
3. The book collection should bear direct relationship to the course of study and to the teaching techniques of the school.
4. The book collection should be balanced as to subject fields and reading levels. It should contain books of real literary worth for recreational reading as well as reference and supplementary books for classroom work.

5. The book collection should be planned to serve the individual needs and interests of the children.<sup>50</sup>

Use of Book Selection Aids. A very important matter in the development of a book collection is the intelligent and effective use of available book selection aids. The field of children's books is so large that it is impossible for even the best-trained, enthusiastic school librarian to know first hand all the books. The problem is further complicated by the large number of new books which are published each year. Those who select books must, therefore, rely on booklists and book reviews and must be familiar with the authoritative book selection aids.<sup>51</sup> The Children's Catalog, published by H.W. Wilson, and the ALA Basic Book Collection for Elementary Schools are essential aids for any elementary school library.

Purchasing Books and Periodicals. An important phase of the librarian's work is the actual purchasing of books and periodicals. This phase of the work needs to be carefully organized and systematized, not only for time saving, but also for efficient management of library funds. The details of purchasing will differ in school systems.<sup>52</sup>

Organization of the Book Collection. A well-organized library is the first step toward providing effective library

---

<sup>50</sup>Gardiner, p. 66.

<sup>51</sup>Walraven, p. 74.

<sup>52</sup>Eaton, p. 36.

service in a school. If the books in the collection have been selected wisely, each book is selected to meet certain specific needs and no book should become misplaced or lost because of poor organization of the collection. The term "well-organized" used in connection with a library, implies that the book collection is cataloged and classified according to accepted library standards.<sup>53</sup>

Cataloging and classification are highly specialized activities which require definite training on the part of the person who performs them.<sup>54</sup> Unless the person in charge of the elementary school library has had training in this field, she should not be expected to carry out this particular phase of library organization. When such work is carried on by an inexperienced person, it is not only very expensive in time consumed, but it is likely to be inadequate and ineffective.

Cataloging. The purpose of the cataloging is to provide an index to the book collection. The card catalog provides a record, on cards, of all books in the library. It serves as an index to the library by showing what books the library has by any given author, what books are available on any given subject, and whether a book of any given title is to be found in the library.<sup>55</sup>

---

<sup>53</sup>Gardiner, p. 39.

<sup>54</sup>Ibid., p. 39.

<sup>55</sup>Ibid., p. 85.

Classification. The purpose of classifying books is to bring all books on the same subject together on the shelves, and to place books on related subjects near each other. The system of classification most commonly used and most desirable for school libraries is the Dewey Decimal System of Classification.<sup>56</sup>

Inventory. The purpose of an inventory is to show what books actually are in the library. In elementary school libraries an inventory should be taken at least every other year.<sup>57</sup>

Accessibility. Library accessibility is usually recognized as the most important factor in promoting full use of the library. It is generally agreed that the library should remain open before and after school and at noon so that students may use it at times other than during the school day. This is especially necessary where use of the library is curtailed during school hours. Young insists, "The library must be open long enough before and after school to permit teacher and pupil use."<sup>58</sup>

In the elementary school especially, library attendance depends directly upon the type of schedule set up by the administration and librarian. "The principal should see that the schedule of classes makes it convenient for every pupil

---

<sup>56</sup>American Library Association, p. 23.

<sup>57</sup>Gardiner, p. 99.

<sup>58</sup>Raymond J. Young, "Practices Which Facilitate Good Library Service," Bulletin of the National Association of Secondary-School Principals, Vol. 36 (January, 1952), p. 162.

to visit the library."<sup>59</sup>

Gardiner suggests that:

Principals who have a high degree of appreciation of the role of the library in the school find no more difficulties in providing regular time for library activities than for arithmetic, spelling, or any other educational activity.<sup>60</sup>

Furthermore, many library leaders believe that library activities should not be limited to children in the upper grades. "A common barrier to effective use of the library in the elementary school is the practice which excludes kindergarten and first and second grade pupils except for occasional story hours."<sup>61</sup> This practice is condemned by many writers.

#### Content of the Library for Teachers and Children

The elementary school library is becoming increasingly an instructional materials center for the entire school program. The problem centered method of teaching, plus the innate curiosities of the boys and girls, has increased the complexity of the task of the teacher in obtaining sufficient and varied materials. A good teacher realizes "that she hasn't been effective until boys and girls enjoy and profit

---

<sup>59</sup>Pennsylvania State Teachers College, School Libraries: How to Increase Their Use (Kutztown: The College, 1954), p. 19.

<sup>60</sup>Gardiner, p. 20.

<sup>61</sup>Margaret Hayes, "Promoting Guidance and Stimulation in Personal Reading," Promoting Maximal Growth Among Able Learners ("Supplementary Educational Monographs," No. 81; Chicago: University of Chicago Press, 1954), p. 180.

by their learning experiences. She knows that the teaching aids she needs for her job make all the difference between success and failure."<sup>62</sup>

The liberalizing of classroom procedures and the breakdown of rigid subject matter departments have increased the responsibility of teachers for procuring and organizing materials and developing methods for their most effective use. The school library should be a storehouse of materials for this purpose. It will become so, however, only as librarians and teachers cooperate. Through these steps, instruction may become enriched and vitalized.

Picture and vertical file service, as well as story hour records and filmstrips which help in library instruction, have long been a part of the elementary school library collections. But the inclusion of such media for the instructional program in the fields of social studies, science, arithmetic or language arts is now considered of equal importance. It is evident that many school people have decided that these filmstrips, slides and records, plus the equipment and projectors which belong in the individual buildings, should be housed in the elementary school library. This necessitates additional organization, storage space, and catalogue procedures. In most systems librarians have devised a color code for each type of materials, a scheme which seems

---

<sup>62</sup>Norman Woelfel, "How to Start a Teaching Aids Program." Teaching Aids Laboratory, Columbus, Ohio, Ohio State University, 1949, p. 1.



to facilitate location of the materials.<sup>63</sup> The simplest methods possible for organization and circulation are desirable. These materials should be as accessible to students as well as to teachers.

Libraries should own small previewing machines so that student committees may check on the filmstrips they would like to show in their room when making reports, and teachers may also use the machines for purposes of selection.

As a part of audio-visual service the circulation of maps and globes may be included. The rotation and distribution of sets of encyclopedias and collections of supplementary textbooks also come in this category. Libraries increasingly tend to become materials centers. Thus the use of the school library must be encouraged to the full. Its resources and its materials are there to be used by individuals, by groups, and by classes.

The school library is a valuable aid in instructional supervision. Supervision aims at helping the teacher to improve both ability and practice in directing learning. Any program of instructional supervision should consider the contribution which may be made by the library--through helping teachers grow professionally, through stimulating teachers to use library materials for instructional purposes, and through leading them to evaluate critically classroom practices and activities. The professional growth of teachers can be stimu-

---

<sup>63</sup>Ibid., p. 9.

lated by means of a professional library which includes valuable books and periodicals.<sup>64</sup> The use of these materials must be stimulated. The financing of the professional library should be undertaken by the board of education.<sup>65</sup>

#### Instructional Program of the Elementary School Library

An up-to-date school library has a wide variety of materials and an extensive scope of services. In order that children may learn to use these materials and services, they need well-planned instruction in the use of books and libraries. Children do not know instinctively how to use indexes and the table of contents, how to find materials in an encyclopedia, or how to use the dictionary. They do not know where to look for specific kinds of information. They need instruction in the use of library tools and aids. Without such instruction even the best elementary school library is ineffective.

Amount and Kind of Library Instruction. The amount and kind of library instruction to be given children depends somewhat upon the kind of library facilities available and the character of the educational program in the school. Children need to know how to locate information, how to take notes, and how to condense and digest information which they find. The

---

<sup>64</sup>Coulbourn, p. 23.

<sup>65</sup>Ibid.

smaller the library, the more imperative it becomes that children know how to get the maximum use from the materials available.

Instruction in Library and Book Usage. Instruction in library and book usage should begin as soon as children begin to make use of books and library materials. All such instruction must be adapted to the children themselves and must arise from real needs. The underlying aim of the instruction should be to help children gain independent habits of study and investigation so that they can use books independently and feel at home in a library.

The Standards for School Library Programs states:

The program of teaching the use of the library and its resources is a co-operative endeavor which involves the principal, the chairman or head of department, the classroom teacher and the librarian.<sup>66</sup>

School library literature is replete with excellent information on teaching library use to students. All writers agree that there is a definite need for instruction; however, opinions vary regarding the type and the most desirable time to give it.

The trend is away from formal scheduled periods to "library teaching with emphasis on problems and activities integrated with school courses and pupils interests."<sup>67</sup> Henne suggests the formation of a committee of librarians

---

<sup>66</sup>American Library Association, p. 19.

<sup>67</sup>Anna Clark Kennedy, "School Libraries 1954", American Library Association Bulletin, Vol. 48 (October, 1954), p. 513.

and teachers in the school to plan this integrated instruction, with the librarian assuming responsibility for the program as a whole.<sup>68</sup> When and if instruction is scheduled, it is generally scheduled as a unit in the English class or as a part of the story hour in the elementary schools.

A full discussion of the advantages and disadvantages of group instruction in cooperation with the classroom teacher is given by Dane who is convinced that "it must never be taught in itself and for itself. The library is a tool, and lessons in library usage must teach the student how to use that tool."<sup>69</sup> Dane continues by presenting the values of giving individual instruction. This type of instruction appears to be most advantageous because the librarian is meeting individual needs; students can proceed at their own pace; and time is not wasted in giving material that will never be used.

Authorities differ as to when library instruction should commence. One writer believes that "beginning with the fourth grade, at the latest, children should begin to learn what is loosely called 'library procedure.' They should at least be taught something about the arrangement of books on the shelf..."<sup>70</sup>

---

<sup>68</sup>Frances Henne, Ruth Ersted, and Alice Lohrer, A Planning Guide for the High School Library Program (Chicago: American Library Association, 1951), p. 31.

<sup>69</sup>Chase Dane, "Library Instruction in a Vacuum," Education, Vol. 74 (October, 1953), p. 121.

<sup>70</sup>Robert U. Jameson, "Who Should Use the School Library-- How," Wilson Library Bulletin, Vol. 29 (November, 1954), p. 230.

Other librarians would teach library usage as early as kindergarten, not the card catalogue or Dewey decimal system, but such things as care of books, parts of books, and library rules.

According to Gardiner, "Instruction in library and book usage should begin as soon as children begin to make use of books and library materials."<sup>71</sup> Gardiner also makes the following comments about instruction in the earlier grades:

The amount of instruction the child actually needs in the primary grades is not great, yet it is very important. The first grade child must be shown that pages are numbered, why they are numbered, where to look for the page number, and how to find the pages by numbers.<sup>72</sup>

It is difficult to outline a grade-by-grade course of study for library instruction because library leaders vary in their recommendations. Whether the librarian should give the library instruction or leave it completely to the teacher is debatable. The solution must lie in the individual school and its personnel. Teachers often feel that librarians are more qualified because they know the tools, whereas some librarians think teachers should do it because they are more skillful in teaching. Authorities stress the fact that who teaches library procedure is not of vital concern as long as it is taught and taught well.<sup>73</sup>

---

<sup>71</sup>Gardiner, p. 139.

<sup>72</sup>Ibid., p. 147.

<sup>73</sup>Ibid., p. 148.

Some reasons given by authorities concerning the importance of library instruction are: That students require library tools for immediate curricular needs; that children need to cultivate habits of reading good literature; and that they should acquire the library habit early for future use.

Library leaders in Indiana have said:

Library instruction in some form is the one important means of making the child an independent library user, and is an important factor in creating an interest in the library and increasing the reading of the child.<sup>74</sup>

There are important values to be learned in the library in addition to the obvious tools such as the catalogue and the encyclopedias. Librarians are coming to recognize their responsibility in teaching skills and attitudes necessary for abundant living in a democratic society. One librarian writes concerning some of these values:

Our students today, more than ever before need to learn how to study and draw their own conclusion after reading from a number of sources. We live in an age of propaganda and a sense of evaluation is one of education's richest rewards.<sup>75</sup>

Encouraging Student Use of the Library. The librarian should motivate students to make full use of the library. This motivation should be not only for the children's classwork but also for their own personal interests. Cleary says that

---

<sup>74</sup>Indiana Department of Public Instruction, The School Librarian at Work (Bulletin No. 171) (Indianapolis: The Department, 1944), p. 18.

<sup>75</sup>Elsie Balch, "The School Library and the Parent," American Library Association Bulletin, Vol. 49 (February, 1955), p. 55.

the librarian should:

Encourage pupils to use the resources of the library to solve personal problems, to explore interests and hobbies, to enlarge horizons, to gather evidence for making decisions, to think, to reflect.<sup>76</sup>

This concept is further expanded by another writer who states that the objective is:

To encourage use of the library in bridging the gaps between areas of knowledge offered by the school, and in exploring into those areas of an increasingly complex culture not reflected in the curriculum.<sup>77</sup>

#### Library Service for Teachers and Pupils

In order to make the library a tool of curriculum enrichment and to facilitate the services of the library to all the children of the school, there are certain phases of cooperative planning which should be stressed. Teachers and librarians may be expected to work closely together in specific areas of the library program, such as selecting the book collection or programs for classroom visits to the library, as well as in curriculum development, through committees, in-service training, bibliographies for units of study, and presentation of new materials.

Teacher and librarian should regard each other as co-workers in a broad program of education and should capitalize

---

<sup>76</sup>Virgil S. Ward, "Use of the Library," High School Journal, Vol. 36 (February, 1953), p. 149.

<sup>77</sup>M.L. Keath and K.E. Oberholtzer, "Administrator and School Library," Nation's Schools, Vol. 49 (February, 1952), p. 53.

on the contribution of each to his own field of activity.

This type of cooperation makes possible the following types of library service to the teacher:

1. Easy accessibility and immediate availability of all library facilities and materials.
2. Individual or departmental notices or bulletin service calling attention to books, articles, and other materials which may be of special value to teachers by way of enriching the subject matter or units they are teaching.
3. Circulation of books or magazines among teachers so that all may benefit by them.
4. Placement on "reserve shelves" of reference materials most in demand or especially needed during stated periods for special units of instruction.
5. Compilation of reading lists and bibliographies for classroom purposes.
6. Reports on pupil interests.
7. Assistance in the reading program.
8. Preparation of miscellaneous instructional materials, such as magazines, pictures, pamphlets, clippings, and the like for the use of teachers.
9. Provisions for temporary loans of sets or collections of books for special classroom use.
10. Preparation of material for classroom bulletin boards.
11. Teachers' professional library.
12. Reference work with teachers in helping to find suitable materials on special topics as well as sources of such materials.
13. Posting of lesson assignments and special reading assignments on the library bulletin board.
14. Helping in planning units of work in terms of the materials available in the library.
15. Exhibition of classroom projects and pupil collections.



16. Purchase of books for special units of instruction and those suggested by the teacher.<sup>78</sup>

Cooperation of the teacher and the librarian makes possible the services which, for the most part directly concern the pupil:

1. Easy accessibility to the many types of library materials with a well-administered plan for free circulation.
2. Quick reference service.
3. Instruction in independent library usage.
4. Opportunities for free reading and browsing among books and other library resources.
5. Opportunities to encourage informational reading as a desirable educational objective.
6. Instruction in making a bibliography.
7. Assistance in the preparation of individual projects and activities growing out of classroom instruction.
8. Direct challenge to personal activities and interests through well-planned displays of stimulating library materials.
9. Suggested reading lists for varying age levels, interests, reading abilities, and departmental or subject activities.
10. Assistance in improving study methods and forming good reading habits.
11. Personal guidance of individual pupils as well as group guidance through the use of books, lists, bulletins, exhibits, talks, and conferences.
12. Provision for a meeting place.<sup>79</sup>

If the teacher is to use library service intelligently,

---

<sup>78</sup>Coulbourn, p. 47.

<sup>79</sup>Ibid., pp. 44-48.

she should first know the books in her subject or department and the corresponding related subjects or the books for her particular grade level. Furthermore, it is her duty to prepare her pupils for the use of the school library by explaining very thoroughly its various services and their value. With this cooperation on the part of the teacher and pupil, it becomes the responsibility of the librarian to make the library serve the school, to have it function as a service agency to the end that it will lead to greater interest in more and better reading: to supply the immediate needs of pupils in their school activities through reference and supplementary materials, and to prepare them for a better and broader program of leisure and avocational reading beyond the school.

### Library Guidance

Although educators have been concerned with guidance for some years, librarians have only recently begun to recognize their full role in this important area of education. According to Myers, "Since the guidance movement has gained momentum and now functions as a vital part of education, the librarian must become cognizant of her responsibilities to the guidance program."<sup>80</sup>

Personal guidance. The role the librarian plays is second

---

<sup>80</sup>Ester M. Myers, "The Librarian's Contribution to Guidance," Wilson Library Bulletin, Vol. 28 (February, 1954), p. 499.

only to the role of the guidance director. She can assist by detecting unusual behaviour of students in the library and referring them to the counselor. She also helps individual students directly as they use the library. One author writes:

To the school librarian, guidance means offering to individuals services that will assist them in developing the understandings, skills, habits, and values needed for making the adequate choices, plans, and adjustments which will help them resolve their needs and problems.<sup>81</sup>

Dane describes the librarian as the "unofficial guidance counselor" because she seldom has to punish students. She deals with children in a friendly manner; she doesn't lower their grades; she erects no emotional barriers; and she invites confidence more than the classroom teacher.<sup>82</sup>

The librarian contributes to social guidance by offering materials on human relations and civic responsibility as well as on etiquette and group activities. She helps develop respect for public property and helps students learn acceptable behaviour in group situations. The librarian is in a fine position to note undesirable prejudices and poor social attitudes of students and to eliminate them or refer them to the guidance director.

In addition to solving social problems, "the library provides materials and experiences valuable in personal growth

---

<sup>81</sup>Ida Minkle, "The Role of the Librarian in the Secondary School Guidance Program," Wilson Library Bulletin, Vol. 28 (February, 1954), p. 493.

<sup>82</sup>Chase Dane, "More Than Just A Librarian!" Wilson Library Bulletin, Vol. 29 (November, 1954), p. 240.

and development of maturity."<sup>83</sup> From earliest childhood, boys and girls develop minor personal problems and fears. Perhaps the problem is an unsettled home life, a new baby in the home, or even a physical handicap.

At times it helps a child to know that others share the same problems; it doesn't make him stand quite so alone! During the past few years a number of books have been written which have this therapeutic value for children.<sup>84</sup>

Another way in which the library offers personal guidance to children is by supplying opportunities for success through assisting in the library. Although the librarian cannot handle many such cases at one time, there is great value if but one child has a happy experience there.

Books may help a child improve his appearance and personality, stimulate him to change ways of thinking and acting and help him to expand his limited experience.<sup>85</sup>

Although the average school librarian is not professionally trained in guidance and is not expected to take the place of the school counselor, she can furnish much help to the counselor and to individual students who have certain problems.

Reading Guidance. A program of reading guidance is recommended

---

<sup>83</sup>Nevada State Library, Workshop in School Library Problems (Carson City: The Library), p. 9.

<sup>84</sup>Elvajejan Hall, "Personal Problems of Children," Wilson Library Bulletin, Vol. 26 (November, 1951), p. 260.

<sup>85</sup>New England School Development Council and New England School Library Association, Every School Needs a Library (Cambridge: The Council, 1952), p. 10.

for every school, whether supervised by the librarian or by a remedial reading specialist. In either case, the librarian, the expert in books, will play a vital role in the program. Her special training and experiences will determine the extent to which she contributes to reading guidance.

Reading guidance is not necessarily complicated. According to an authority on the subject:

Effective reading guidance does not require a detailed course of study or an elaborate set of technics; however it does exist, as a plan, in the mind and heart of the librarian. The plan must be worked out after a study of what the best authorities on the subject have said and written. It must be individualistic in nature since reading guidance is too intangible to be confined to hard and fast rules.<sup>86</sup>

The ways in which reading guidance is given through the library are varied but seldom complex. The appearance of the library, the collection of materials, and the personality of the librarian are basic factors in reading guidance. All other devices are dependent upon these fundamentals, the most important of which is the librarian.

The librarian must first be familiar with the reading program of the school, the standard reading achievement test program of the school, and the abilities of the students as measured in the tests. She must, in addition to knowing her books, know and understand boys and girls. Furthermore, she

---

<sup>86</sup>Margaret Maurice, "Guidance for Young Readers," Elementary School Libraries Today, Thirtieth Yearbook of the Department of Elementary School Principals (Washington: Department of Elementary School Principals of the National Education Association, 1951), p. 37.

must have a genuine desire to get the books into the hands of the children. Since the average librarian is not a remedial reading specialist, she will not diagnose and treat technical and involved reading problems for which she is untrained. Her efforts will be more a first-aid approach in which she stimulates individuals to read more proficiently, to enjoy reading, and to improve their reading skills. One author interprets these as "A Triple Goal: Skill, Liking and Choice." He says, "Skill, liking and choice must be a part of every reading experience, and all must grow together."<sup>87</sup> The librarian contributes primarily in the latter two, although on occasion she may discover certain undesirable reading habits and help children to "overcome some garden variety type of reading problems."<sup>88</sup>

To stimulate pleasure in reading, the librarian has many devices. First, she encourages children to select books they can read and books in which they are interested. She knows that "children learn to read by reading many pages of easy materials that appeal to their interests."<sup>89</sup> She does not offer books which she or his teacher wants him to read.

---

<sup>87</sup>Dale Zeller, "Reading Skill Thru Reading Interests," Elementary School Libraries Today, Thirtieth Yearbook of the Department of Elementary School Principals (Washington: Department of Elementary School Principals of the National Education Association, 1951), p. 71.

<sup>88</sup>Ibid.

<sup>89</sup>Frances Henne, "The Challenge of School Librarianship," Challenges to Librarianship, Edited by Louis Shores (Tallahassee: Florida State University, 1953), p. 119.

Too often they (teachers and librarians) select books that they think children should like rather than books that the average child can like."<sup>90</sup>

With regard to pleasure in reading, Balch says:

I wish we parents would realize the value of the library as a quiet, certain, friendly world that can add so much to our children's lives. When a child reads for fun it can be like walking down a country lane. He isn't terrified by the traffic of a four-lane arterial highway (or by a written report on each of those daily selections from the English textbook). He learns that books are fun to read.<sup>91</sup>

To persuade children that books are fun to read, the librarian produces bulletin boards and posters; she distributes booklists and bookmarks; and she organizes book talks and "quiz" programs. She uses all the publicity methods she has at her disposal.

Improvement of reading tastes is constantly being emphasized by authorities. The responsibility of the librarian is significant because she is familiar with so many books. In this respect, the librarian works with individuals "for no two youngsters need the same help at exactly the same time."<sup>92</sup> She encourages the student to evaluate the materials he reads. By discussing authors and books, and by providing excellent materials, she teaches him to discard the trivial and shallow.

---

<sup>90</sup>Zeller, p. 72.

<sup>91</sup>Balch, p. 55.

<sup>92</sup>June Labb Miller, "Guidance in the School Library," Illinois Libraries, Vol. 34 (April, 1952), p. 143.

The librarian begins at the point of the child's interest and leads him to a higher plane of excellence. One device in common use is the reading ladder which leads boys and girls to progressively better materials. Thus, "by a planned program of starting at the student's level of reading, the librarian can improve his reading tastes."<sup>93</sup>

The contribution which books may make to the child who has personal problems has been mentioned, but one additional thought should be remembered:

If his reading is so subtly guided that he is unaware of any guidance, he may be encouraged in right thinking and the forming of the right ideals gleaned from his reading.<sup>94</sup>

To summarize the literature on reading guidance, it may be said that a reading guidance program is desirable whether on a schoolwide scale or in the hands of the librarian. Skill, liking, and choice are goals generally stressed, and librarians occupy an excellent position to further these goals.

#### Summary

A review of the literature reveals only a limited amount of research in the field of elementary school libraries. However, a survey of the limited number of articles on the elementary school library program indicates a growing re-

---

<sup>93</sup>Myers, p. 499.

<sup>94</sup>Indiana Department of Public Instruction, p. 5.



cognition of the importance of the elementary school library and of the fact that such a library program must justify its existence by making a dynamic contribution toward the total of education.

The place and function of the elementary library is integral to the school program, for it supplies all the materials used to enrich and enliven the curriculum; it offers stimulation and guidance to the reading program; it develops library skills and habits; and it contributes to the personal growth and development of each individual. Modern trends in education, with their curriculum changes, new teaching methods, and new emphasis in training are making increasing demands on the school library.

The housing of the elementary school library largely determines the success of the library program, for books and graphic materials must be adequately housed, the comfort of the reader cared for, opportunity for group work with library materials provided, and facilities for necessary technical work offered the library staff. Important items to be considered are the accessibility of the library, its size, its supplementary workroom for the use of the librarian in maintaining the books, and the possibility of a conference room. Special attention should be paid to correct housing of books and other graphic materials by means of approved shelving, vertical files, and special cases. The choice of tables and chairs is determined by the size of the room and the size of the budget. The card catalogue is of foremost importance

as are book trucks, dictionary and atlas stands, bulletin board, typewriter, and chalkboards. The budget allowance should be large enough to meet the needs of all students and teachers.

The staff and library personnel, who form the most important factor in school library work, must be adequately trained and temperamentally suited to such work.

The organization of the library determines its service to the school. The ideal organization of a successful elementary school library program consists of a central library, which provides a real library situation, and the classroom collection plan which circulates books in the classroom itself. The selection of the entire book collection should involve the cooperation of principal, teachers, supervisors, and children. This should be accompanied by the intelligent use of book selection aids with definite training in cataloging and classification of books. Accessibility is a most important factor in promoting full use of the library.

In addition to the traditional role of the library, the elementary school library has become an instructional materials center, with films, records, slides, audio visual machines, maps, globes, encyclopedias, and supplementary textbooks all accessible to individuals, groups, and classes. A professional section for teachers is a valuable part of such a library.

Each elementary school library should provide well-planned instruction for the pupils in the use of books and libraries-- the question of when and by whom to be decided by the individual

school and its personnel. At all times cooperative planning between teachers and librarians should be stressed for very specific values will result from such cooperation.

The librarian in an elementary school has a guidance role second only to the guidance director; she is not only in close enough contact with individual children to recognize their difficulties and problems, if any, but she is in the position to offer all important reading guidance.

## CHAPTER III

### DEVELOPMENT OF THE CHECK LIST

#### Introduction

From the literature discussed in Chapter II, a list of principles and procedures for a good elementary school library was developed. The statements of principles and procedures represented a multiplicity of views as expressed by many recognized authorities in the field of education and of library science and services.

#### Preparation of the Tentative Check List

Although many areas might have been chosen for evaluating an elementary school library, the statements of principles and procedures, drawn from the literature, were grouped under seven heads or areas. These were: Area I, Quarters, Equipment, and Budgetary Allowances; Area II, Staff and Library Personnel; Area III, Organization and Administration of the Library; Area IV, Contents of the Library; Area V, Instructional Program of the Library; Area VI, Services to Classroom Teachers; and Area VII, Library Guidance.

When the statements of principles and procedures had been grouped under the seven areas, they were then arranged in

tentative check list form.

The use of a tentative check list form, to be submitted to a jury of persons well-qualified with respect to elementary school libraries, made it feasible to secure their judgments with respect to the validity of the tentative statements.

The preparation of an instrument for presenting the statements of criteria to elementary persons for judging involved several problems. First, how could the materials be presented so that they could be easily understood and readily checked? Second, how could the data be presented so that the responses could be readily and adequately interpreted? A third problem seemed to be that of making some check as to the care and thought the participants were using in reading the individual statements in the instrument.

In developing the instrument for collecting data, the following points were considered. The instrument should:

1. Not place excessive demands upon the time of the respondents
2. Be checked easily and accurately
3. Be planned in light of the objective of the investigation
4. Avoid ambiguous statements
5. Use terms that are understood and commonly used in the professional literature
6. Have statements that carry neutral phrasing and avoid suggested answers

The statements of principles and procedures, grouped

under the seven areas, was compiled into a tentative check list requiring three responses from the jurors. These responses were: "Exists to a large extent," "Exists to a limited extent," "Does not exist." The check list was submitted to several persons who were considered well informed in the field of elementary school libraries. They were requested to check the check list and give their criticisms on the following points: (1) clearness of statements, (2) wording of statements that might be misinterpreted, (3) completeness of coverage of the statements in each area, (4) placement of the statements in the area, and (5) clearness and adequacy of the instructions for responding to the check list. (Appendix A)

#### Results of the First Trial Check List

The number and kinds of statements and comments made by the respondents indicated an unusual interest in and concern for the meaning and interpretation of the statements of the criteria. The respondents from both the college and public school personnel indicated by their responses that they consider each statement of criteria acceptable for evaluating an elementary school library.

#### General Comments of the Respondents

Many of the respondents made written comments in addition to marking the check list. Considerable agreement regarding the problems of evaluating elementary school libraries

seem to exist among them. A number of these respondents who expressed opinions agreed that the study was one which needed to be undertaken. The following remarks recognize the importance of the study: "a worth-while project,".... "This should be a valuable study," and "...wishing you success."

Other comments include:

"I accept each of the statements of general criteria."

"All questions appear to be adequate. They are easy to understand and the instructions are easy to follow."

"I accept your list of general criteria. I feel this is very good."

"I think you have developed here an excellent set of criteria."

"I think this is a good evaluation check list."

"Very good."

"I think you have succeeded in formulating a questionnaire characterized by adequate coverage and a preciseness of language."

"In all respects it seems an adequate check list."

"The statements seemed quite clear in content and intention."

"I think it is very appropriate for schools in which central libraries are maintained and where a full-time librarian is employed. This study is very important!"

#### Examples of Suggested Practices and Procedures

Space was provided on the tentative check list for the respondent to list any statement showing exemplifying procedures or practices which he felt had been helpful to him in his own experience.

Area I - Quarters, Equipment, and Budgetary Allowances

1. If there is no central library in the school, you could find a room somewhere to begin one. We did.
2. We try to make the library an enjoyable, attractive place to go, leaving the door open so students feel welcome at all times.

Area II- Staff and Library Personnel

1. The librarian should be active in professional organizations, take refresher courses in library science, and keep up like the classroom teachers do. Our librarian does.
2. We set up a student assistant program which freed the librarian from some of the numerous routine duties necessary to administer a library.

Area III - Organization and Administration

1. Our school has a well-organized corps of student assistants to help run the library.
2. Every school needs a well-qualified librarian, but teachers who have had library science courses can help when it is necessary.
3. We only have limited use of our library because we have a part-time librarian. We come two or three grades at a time for reading and story telling.

Area IV - Content of the Library for Teachers and Children

1. We all help in collecting pictures for a picture file.
2. Each teacher in our building may turn in a book order to the librarian for her grade.

Area V - Instructional Program

1. Library instruction is given in the classroom by the librarian at the request of the teacher.
2. We teach a unit of library instruction in our English program.



3. The only library instruction our students get is individual help as they use the library and as the need arises.
4. We have regularly scheduled periods in the library.
5. We have an orientation program near the beginning of the school year.

#### Area VI - Library Guidance

1. Our librarian teaches a remedial reading class.
2. Book clubs meet the needs of our students, and the teachers and librarian discuss guidance of children cooperatively.
3. Our librarian keeps a record of the books read by each child and guides him to more difficult and varied books.
4. We have scheduled library periods in our school.

#### Area VII - Service to Classroom Teachers

1. Our librarian contacts each teacher personally when new materials arrive that fit in with her grade or units.
2. We use a printed form on which teachers request library materials for our units.
3. Teachers are allowed to take out several books at a time on a particular unit.
4. Our faculty meetings are held in our library.
5. We receive book jackets from our librarian to use on our bulletin boards.
6. Sponsor activities such as Book Week.

After careful study of the results of the trial run, the check list was revised to include most of the suggestions for improvement. The type of checking was changed from three responses to two. These were: Accept and Reject. This resulted in a second form of the check list. (Appendix B)

### Use of the Second Form of the Check List

The revised form of the check list consisted of one page of instructions and sixty-seven statements of criteria. Each statement in the check list was to be checked as "accept" or "reject." After the statements in the seven general areas, space was provided and the request was made that additional statements regarding any general or specific procedure or practice be added.

It was essential that those who were to serve as respondents have an understanding of the theoretical and practical aspects of the elementary school library. It was, therefore, decided to choose teachers, librarians, teacher-librarians, administrators, and college seniors who had courses in library science and who had completed their practice teaching in various schools throughout the state. These respondents were enrolled in summer school at Oklahoma State University during the summer of 1961. A wide selection of respondents from public and private schools, college, secondary, and elementary levels, and from every section of the state and surrounding states participated in the study.

One hundred tentative check lists were distributed and seventy-six responses were received. (Table I) In addition to the responses checked on the check list, as shown in Table II, thirty-four written comments and suggestions were made.

TABLE I  
 Respondents Participating in the  
 Validation of the Check List

Type of Respondents	Number Participating
Classroom teachers . . . . .	23
Teacher-librarians . . . . .	19
Public librarians . . . . .	2
College seniors . . . . .	8
Full-time librarians . . . . .	4
School principals . . . . .	8
High school counselors . . . . .	2
Superintendents . . . . .	3
College faculty members . . . . .	<u>7</u>
	Total      76

TABLE II

Statements in the Check List Checked as  
Accepted or Rejected by the Jury

Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
Area I - Quarters, Equipment, and Budgetary Allowances			
✓1. The school library has adequate workroom, office, and storage space.	76	0	76
✓2. The elementary school library is attractive in appearance.	76	0	76
✓3. The elementary school library is centralized with respect to main corridors.	75	1	76
✓4. The elementary school library has bulletin boards and display areas.	76	0	76
✓5. The elementary school library has sufficient floor space so that a single class (30 children) can be accommodated at one time without undue crowding.	76	0	76
✓6. The elementary school library has standard library equipment adequate for its purpose as suggested by the American Library Association and by Oklahoma Annual Bulletin for Elementary and Secondary schools.	75	1	76
7. The school makes provision in the school budget for financing the school library adequately.	75	1	76
8. The present budget is adequate for the elementary library purposes and needs of the school.	75	1	76

Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
✓9. The school librarian is notified by the administrator about the amount allocated in the school budget for books, (other than textbooks), magazines, and other library materials.	76	0	76
Area II - Staff and library Personnel			
✓1. The school librarian is a regular member of the faculty.	76	0	76
✓2. The librarian holds a standard elementary teaching certificate.	76	0	76
3. The elementary school library is administered by a professionally trained and well-qualified librarian who has twenty-four hours of library science.	76	0	76
4. The elementary school library personnel meet state standards.	76	0	76
5. The elementary school library personnel meet national standards.	76	0	76
Area III - Organization and Administration			
✓1. Students help form library policies.	76	0	76
✓2. The elementary library makes provision for using student assistants.	76	0	76
✓3. Students help select materials for the library.	76	0	76

Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
✓4. The elementary library has a flexible schedule making materials easily accessible to all students during the school day.	76	0	76
✓5. The elementary school library is open during the entire school day as well as before and after school.	76	0	76
✓6. The elementary school library makes provisions for the care, repair, and rebinding of library materials.	76	0	76
✓7. The book collection is classified according to the Dewey Decimal Classification System.	74	2	76
✓8. The elementary school library has a shelf-list.	76	0	76
✓9. The librarian keeps an accession record.	76	0	76
✓10. The elementary school library maintains a reference collection of clippings, pamphlets, and pictures in the vertical file.	76	0	76
✓11. The elementary school library has an adequate card catalog.	76	0	76
✓12. The librarian makes reports periodically on the status and needs of the library services to the school administration.	76	0	76
✓13. The elementary school library contains an unabridged dictionary and up-to-date sets of good juvenile encyclopedias.	76	0	76

Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
✓ 14. The selection of library materials is a co-operative undertaking of the entire school staff and the pupils.	76	0	76
15. The elementary school library provides reference and enrichment materials for all grade levels and for each subject in the curriculum.	76	0	76
✓ 16. The elementary school library provides a sufficiently wide range of recreational reading that the varied interests of the students find satisfaction.	76	0	76
Area IV - Content of the Library for Teachers and Children			
1. The book collection is adequate in terms of being a balanced collection that meets the needs of the school.	76	0	76
Total number of books in collection _____ General Works _____ Religion and Mythology _____ Social Science _____ Languages _____ Science _____ Useful Arts _____ Fine Arts _____ Literature _____ Travel, Geography, Biography, and History _____ Fiction _____ Picture and Easy Books _____			
2. Book collections contain materials needed for the units of instruction introduced in the curriculum.	76	0	76

Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
3. Book collections meet the regional and state standards.	75	1	76
4. The book collection of the elementary library meets most needs and interests of students and teachers.	76	0	76
5. The elementary school librarian uses standard book selection guides.	76	0	76
✓6. The elementary school library has copies of several appropriate magazines for children.	75	1	76
✓7. The elementary school library has copies of several daily newspapers.	73	3	76
✓8. The elementary school librarian conducts periodic inventories of library materials and makes purchases as needed.	76	0	76
✓9. The elementary school librarian cooperates with the public library in the selection of materials.	76	0	76
10. Library materials which have ceased to meet student needs are discarded periodically.	75	1	76
Area V - Instructional Program			
✓1. Instruction in library skills is provided in all grades.	76	0	76
2. Library instruction is delegated by the librarian.	74	2	76
✓3. A definite time is scheduled each day for the library period.	74	2	76



Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
4. Special aids and other sources of information are selected very carefully and can be adapted to a range of pupil ability.	76	0	76
5. Drills of various types are used so children will become skillful and independent users of the library resources.	76	0	76
6. The elementary school library program reflects the philosophy of the school and enriches all parts of the instructional program.	76	0	76
7. There is articulation between the elementary library program and the public library services.	76	0	76
8. Reading clubs are developed by the elementary school library to extend the use of library materials.	75	1	76
9. There is articulation between the junior and senior high library program and the elementary library program.	73	3	76
Area VI - Library Guidance			
1. The librarian is familiar with the reading program in the school.	75	1	76
2. The librarian has an understanding of the methods of teaching reading.	76	0	76
✓3. The librarian cooperates with all teachers in the school in every aspect of the reading program.	76	0	76

Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
4. The librarian encourages in students an interest in and a liking for reading.	75	1	76
✓ 5. The librarian guides the reading of students by helping them in the selection of books.	76	0	76
✓ 6. The librarian helps develop in students the proper attitudes toward school property.	76	0	76
7. The librarian implements library projects that permit students to plan and work together effectively as a group.	76	0	76
8. Library courtesy is stressed and good library habits are established.	76	0	76
✓ 9. The librarian keeps reading records of pupils.	71	5	76
Area VII - Service to Classroom Teachers			
✓ 1. The librarian keeps the teachers informed about new sources of information and audio-visual materials.	75	1	76
2. There is a collection of professional materials for the faculty.	76	0	76
3. Collection of materials are available for classroom use.	76	0	76
4. The librarian requests suggestions from teachers about new materials to be added to the library.	75	1	76

Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
5. The school librarian notifies teachers about new materials added to the library.	76	0	76
6. The librarian purchases books for special units of instruction and those suggested by the teachers.	75	1	76
7. The librarian uses the reading testing scores for information about the students.	73	3	76
8. The library provides opportunities for displays, exhibits, and projects.	76	0	76
9. The librarian helps in planning units of work in terms of the materials available in the library.	75	1	76
10. The librarian is used in the program of curriculum reorganization.	75	1	76

## The Evaluation Instrument

A careful analysis of the 76 responses to the second check list was then made. The remainder of this chapter consists of an item-by-item analysis of the responses to each of the seven areas and to a summary of the exemplifying procedures that were suggested by the respondents. In each case, first, the original statement is presented; second, comments that were pertinent to the revision are given; and third, the revised statement which resulted is listed.

With respect to Area I, there were 5 statements which were checked "accept" by the respondents and upon which no comments were made. These were statements 1, 2, 4, 5, 7. These statements were, therefore, included in the final instrument without change. This left 3 statements with comments as follows:

### 3. Original statement

The elementary school library is centralized with respect to main corridors.

Comments: Leave off. . . "with respect to main corridors."

Revision: The elementary school library is centralized.

### 6. Original statement

The elementary school library has standard library equipment adequate for its purpose as suggested by the American Library Association and by Oklahoma Annual Bulletin for Elementary and Secondary Schools.

Comments: Should cite the standards of the American Library Association and the Oklahoma Annual Bulletin for Elementary and Secondary Schools.

Revision: Accepted as stated above

9. Original statement

The school librarian is notified by the administrator about the amount allotted in the school budget for books, (other than textbooks), magazines, and other library materials.

Comments: Should this be worked out cooperatively? Librarian should have a voice in the decision.

Revision: The school librarian and the administrator agree upon the amount allotted in the school budget for books, (other than textbooks), magazines, and other library materials.

With respect to Area II, all five statements were accepted by the respondents. These statements were, therefore, included in the final instrument without change.

With respect to Area III, there were 15 statements which were checked "accept" by the respondents and upon which no comments were made. These were statements 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, and 16. This left statement 7 with comments as follows:

7. Original statement

The book collection is classified according to the Dewey Decimal Classification System.

Comments: Not necessary for elementary books....  
Need some type of classification system....

Revision: Accepted as stated above

With respect to Area IV, there were 6 statements which were checked "accept" by the respondents and upon which no comments were made. These were statements 1, 2, 4, 5, 8, and 9. These statements were, therefore, included in the final instrument without change. This left 4 statements with comments as follows:

3. Original statement

Book collections meet the regional and state standards.

Comments: "...add national standards to the statement."

Revision: Book collections meet the regional, state, and national standards.

6. Original statement

The elementary school library has copies of several appropriate magazines for children.

Comments: "...how many is several?"

Revision: Accepted as stated above

7. Original statement

The elementary school library has copies of several daily newspapers.

Comments: "...does several mean one or more?"  
 "Wouldn't this depend on the papers available?"  
 "What use is made of them?"

Revision: The elementary school library has copies of the daily newspaper.

10. Original statement

Library materials which have ceased to meet student needs are discarded periodically.

Comments: "Add...and teacher needs."

Revision: Library materials which have ceased to meet student and teacher needs are discarded periodically.

With respect to Area V, there were 6 statements which were checked "accept" by the respondents and upon which no comments were made. These were statements 1, 4, 5, 6, 7, and 8. These statement were, therefore, included in the final instrument without change. This left 2 statements with comments as follows:

2. Original statement

Library instruction is delegated by the librarian.

Comments: "...instead of delegated, use given."  
"...instead of delegated, use taught or co-ordinated."

Revision: Library instruction is taught by the librarian.

3. Original statement

A definite time is scheduled each day for the library period.

Comments: "...should be more flexible."  
"What about free time in the library?"

Revision: Class time is scheduled for the library period.

Statement 9 was added to the questionnaire because of the number of comments made by the respondents. These comments are as follows:

9. Added statement

There is articulation between the junior and senior high library program and the elementary library program.

Comments: "Are library skills taught in junior and senior high school?"  
 "Do librarians in the system work together?"  
 "What about junior and senior high school libraries?"  
 "Is there a planned program all through the twelve grades?"

With respect to Area VI, there were 6 statements which were checked "accept" by the respondents and upon which no comments were made. These were statements 2, 3, 5, 6, 7, and 8. These statements were, therefore, included in the final instrument without change. This left 3 statements with comments as follows:

1. Original statement

The librarian is familiar with the reading program in the school.

Comments: "What about other curriculum areas?"

Revision: Accepted as stated above

4. Original statement

The librarian encourages in students an interest in and a liking for reading.

Comments: "...so does the teacher."

Revision: Accepted as stated above

9. Original statement

The librarian keeps reading records of pupils.

Comments: "Why not let pupils keep their own?"  
 "Why teachers keep the records?"  
 "Time involved wouldn't justify it."  
 "If she sees fit...."  
 "What type of reading records?"

Revision: Accepted as stated above



With respect to Area VII, there were 4 statements which were checked "accept" by the respondents and upon which no comments were made. These were statements 2, 3, 5, and 8. These statements were, therefore, included in the final instrument without change. This left 6 statements with comments as follows:

1. Original statement

The librarian keeps the teachers informed about new sources of information and audio-visual materials.

Comments: "The principal has this responsibility."

Revision: Accepted as stated above

4. Original statement

The librarian requests suggestions from teachers about new materials to be added to the library.

Comments: "Each teacher makes her own requests."

Revision: Accepted as stated above

6. Original statement

The librarian purchases books for special units of instruction and other books suggested by the teachers.

Comments: "...central office purchase."

Revision: Accepted as stated above

7. Original statement

The librarian uses the reading testing scores for information about her students.

Comments: "I (personally) don't care for this."  
 "For the teacher...."  
 "Not fair. Lots of students are poor in reading but not necessarily in other fields."

Revision: The librarian uses the reading testing scores for information about the student's reading levels or abilities.

9. Original statement

The librarian helps in planning units of work in terms of the materials available in the library.

Comments: Add "...with teachers."

Revision: The librarian helps in planning units of work with teachers in terms of the materials available in the library.

From the careful study of the comments and criticisms made by the jurors, a revised check list, to be used as evaluative criteria for evaluating the elementary school libraries of the Bristow, Oklahoma, public schools, was developed. (Appendix C)

#### Summary

The development of the final form of the evaluative instrument has been described in Chapter III.

A tentative check list was submitted for criticism to a jury of professional educators and librarians. Based on the criticism of these jurors, the format of the check list was changed, and additions and revisions were made in the statements of principles and practices.

The second form of the check list was submitted to 100 persons chosen for their interest in and knowledge of the field of inquiry. Seventy-six responses were received and analyzed.

After study of the responses and comments, certain statements were revised; others were combined and rearranged;

and one was dropped without further consideration; and from five additional comments suggested by the respondents, one was added. These revised statements became the final check list of the study. This final check list was the evaluative instrument used in studying the elementary school libraries at Bristow, Oklahoma.

## CHAPTER IV

### EVALUATION OF THE ELEMENTARY SCHOOL LIBRARIES AT BRISTOW, OKLAHOMA

#### Introduction

When the second check list had been revised, as described in Chapter III, it was used as an evaluation instrument to evaluate the elementary school libraries of the Bristow, Oklahoma, elementary schools.

The need for the study is indicated by the fact that the library program in Bristow has been in existence since 1935 and many changes have been made as the program developed; however, no formal evaluation has ever been made. Much valuable research in school libraries is being done, but few studies are available that describe existing library opportunities for students on the elementary level.

Two general purposes of the study are (1) to ascertain whether or not the elementary school libraries of the Bristow elementary schools meet criteria for good elementary school libraries and (2) to make recommendation concerning continuation, modification, and development of the elementary school libraries in Bristow.

The final check list was mimeographed for use by the elementary teachers at Bristow, Oklahoma. Instructions for checking were printed on the first page of the instrument. Twenty-five Bristow teachers participated in the study. Both elementary schools of the system were included.

A summary of background information relative to the Bristow elementary school libraries is given in Table III.

#### Weaknesses of the Study

Before considering the results of the study, the reader is reminded of the limitations inherent in the questionnaire method of gathering data. The nature of language is such that one can never be positive that a questionnaire has conveyed the same meaning to different respondents. There are no certain means of knowing that each respondent reacted to the check list from the same frame of reference.

The check list, being long, required considerable time to process thoughtfully. A few persons not in the validation survey returned the booklets unchecked for that reason.

Another weakness of the study may have been that there was no accurate way of knowing how much a respondent's personal philosophy of the value of elementary school libraries entered into his acceptance or rejection.

Notwithstanding the weaknesses, the procedure was a practicable one to use to fulfill the purposes of the study.

TABLE III  
BACKGROUND INFORMATION OF THE BRISTOW,  
OKLAHOMA, ELEMENTARY SCHOOL LIBRARIES

	Schools	
	Washington	Edison
A. What is the enrollment of the school?	201-300	201-300
B. How long has the teacher-librarian been associated with the Bristow elementary schools in any capacity?	over 16 years	over 16 years
C. How long has the teacher-librarian been associated with the Bristow elementary school library?	over 16 years	over 16 years
D. Please check the amount of library funds currently allotted annually per student in the Bristow elementary school library.	one to two dollars	one to two dollars
✓ E. What is the total number of books, including hard-backs and paper-backs, in the library? This is other than textbooks.	over 1000	over 1000
F. Distribution of the library collection.		
Total number of books in collection	5650	6000
General Works	200	250
Religion and Mythology	100	100
Social Science	250	200
Languages	150	200
Science	350	350
Useful Arts	250	250
Fine Arts	150	150
Literature	200	200
Travel, Geography, Biography, History	700	800
Fiction	2300	2500
Picture and Easy Books	1000	1000

Results of the Use of the Check List  
as an Evaluation Instrument

Data relative to the responses of the Bristow teachers to the check list are shown in Table IV.

A study of the responses given by the 25 Bristow elementary teachers involved in the study reveals the following:

Quarters, Equipment, and Budgetary Allowances

Of the 9 principle and practices in the check list under this heading, eight were checked by all 25 respondents as existing to a large extent, indicating general satisfaction with this area of the check list.

One item, #8, which refers to adequacy of the budget was less satisfactory. Twenty-one respondents indicated that it existed to a large extent in the Bristow program but four respondents rated this principle as "existing to a limited extent."

Staff and Library Personnel

Five principles were listed in this area. All twenty-five respondents agreed that four of these existed to a large extent.

One principle, #5, was checked by ten respondents as existing only to a limited extent; fifteen felt it existed to a large extent.

Organization and Administration

There were fifteen principles in this area. The twenty-

TABLE IV  
 RESPONSES OF BRISTOW TEACHERS TO  
 THE EVALUATION CHECK LIST

	Exists to a large extent	Exists to a limited extent	Does not exist	Total
A. Quarter, Equipment, and Budgetary Allowances				
1. The school library has adequate work-room, offices, and storage space.	25	0	0	25
2. The elementary school library is attractive in appearance.	25	0	0	25
3. The elementary school is centralized.	25	0	0	25
4. The elementary school library has bulletin boards and display areas.	25	0	0	25
5. The elementary school library has sufficient floor space so that a single class (30 children) can be accommodated at one time without undue crowding.	25	0	0	25
6. The elementary school library has standard library equipment for its purpose as suggested by the American Library Association and by Oklahoma Annual Bulletin for Elementary and Secondary Schools.	25	0	0	25
7. The school makes provision in the school budget for financing the school library adequately.	25	0	0	25



	Exists to a large extent	Exists to a limited extent	Does not exist	Total
8. The present budget is adequate for the elementary library purposes and needs of the school.	21	4	0	25
9. The school librarian is notified by the administrator about the amount allotted in the school budget for books (other than textbooks), magazines, and other library materials.	25	0	0	25
<b>B. Staff and Library Personnel</b>				
1. The school librarian is a regular member of the faculty.	25	0	0	25
2. The librarian holds a standard elementary teaching certificate.	25	0	0	25
3. The elementary school library is administered by a professionally trained and well-qualified librarian who has twenty-four hours of library science.	25	0	0	25
4. The elementary school library personnel meet state standards.	25	0	0	25
5. The elementary school library personnel meet national standards.	15	10	0	25
<b>C. Organization and Administration</b>				
1. Students help form library policies.	20	5	0	25

	Exists to a large extent	Exists to a limited extent	Does not exist	Total
2. The elementary library makes provision for using student assistants.	25	0	0	25
✓3. Students help select materials for the library.	18	7	0	25
4. The elementary library has a flexible schedule making materials easily accessible to all students during the school day.	0	21	4	25
5. The elementary school library is open during the entire day as well as before and after school.	25	0	0	25
6. The elementary school library makes provision for the care, repair, and rebinding of library materials.	25	0	0	25
7. The book collection is classified according to the Dewey Decimal Classification System.	25	0	0	25
✓8. The elementary school library has a shelf-list and an accession record.	25	0	0	25
✓9. The elementary school library maintains a reference collection of clippings, pamphlets, and pictures in the vertical file.	25	0	0	25
10. The elementary school library has an adequate card catalog.	25	0	0	25

	Exists to a large extent	Exists to a limited extent	Does not exist	Total
11. The librarian makes reports periodically on the status and needs of the library services to the school administration.	25	0	0	25
12. The elementary school library contains an unabridged dictionary and up-to-date sets of good juvenile encyclopedias.	25	0	0	25
13. The selection of library materials is a co-operative undertaking of the entire school staff and the pupils.	10	12	3	25
14. The elementary school library provides reference and enrichment materials for all grade levels and for each subject in the curriculum.	25	0	0	25
15. The elementary school library provides a sufficiently wide range of recreational reading that the varied interest of the students find satisfaction.	25	0	0	25
D. Content of the Library for Teachers and Children				
1. The book collection is adequate in terms of being a balanced collection that meets the needs of the school.	25	0	0	25
2. Book collections contain materials needed for the units of instruction introduced in the curriculum.	25	0	0	25

	Exists to a large extent	Exists to a limited extent	Does not exist	Total
3. Book collections meet the regional, state, and national standards.	25	0	0	25
4. The book collection of the elementary library meets most needs and interests of students and teachers.	25	0	0	25
5. The elementary school librarian uses standard book selection guides.	25	0	0	25
6. The elementary school library has copies of several appropriate magazines for children.	25	0	0	25
7. The elementary school library has a copy of the local newspaper.	0	3	22	25
8. The elementary school librarian conducts periodic inventories of library materials and makes purchases as needed.	25	0	0	25
9. The elementary school librarian cooperates with the Public Library in the selection of materials.	25	0	0	25
10. Library materials which have ceased to meet student and teacher needs are discarded periodically.	25	0	0	25
E. Instructional Program				
1. Instruction in library skills is provided in all grades.	25	0	0	25
2. Library instruction is given by the librarian.	25	0	0	25

	Exists to a large extent	Exists to a limited extent	Does not exist	Total
3. A class time is scheduled for the library period.	25	0	0	25
4. Special aids and other sources of information are selected carefully and can be adapted to a range of pupil activity.	25	0	0	25
5. Drills of various types are used so children will become skillful and independent users of the library resources.	25	0	0	25
6. The elementary school library program reflects the philosophy of the school and enriches all parts of the instructional program.	25	0	0	25
7. There is articulation between the elementary library program and the public library services.	25	0	0	25
8. Reading clubs are developed by the elementary school library to extend the use of library materials.	10	8	7	25
9. There is articulation between the junior and senior high library program and the elementary library program.	0	10	15	25
F. Library Guidance				
1. The librarian is familiar with the reading program in the school.	25	0	0	25
2. The librarian has an understanding of the methods of teaching reading.	25	0	0	25

	Exists to a large extent	Exists to a limited extent	Does not exist	Total
3. The librarian cooperates with all teachers in the school in every aspect of the reading program.	25	0	0	25
4. The librarian encourages in students an interest in and a liking for reading.	25	0	0	25
5. The librarian guides the reading of students by helping them in the selection of books.	25	0	0	25
6. The librarian helps develop in students the proper attitudes toward school property.	25	0	0	25
7. The librarian implements library projects that permit students to plan and work together effectively as a group.	25	0	0	25
8. Library courtesy is stressed and good library habits are established.	25	0	0	25
9. The librarian keeps reading records of pupils.	25	0	0	25
G. Service to Classroom Teachers				
1. The librarian keeps the teachers informed about new sources of information and audio-visual materials.	25	0	0	25
2. There is a collection of professional materials for the faculty.	25	0	0	25

	Exists to a large extent	Exists to a limited extent	Does not exist	Total
3. Collection of materials are available for classroom use.	25	0	0	25
✓4. The librarian requests suggestions from teachers about new materials to be added to the library.	25	0	0	25
✓5. The school librarian notifies teachers about new materials added to the library.	25	0	0	25
6. The librarian purchases books for special units of instruction and other books suggested by the teachers.	25	0	0	25
7. The librarian uses the reading scores for information about the students reading levels or abilities.	25	0	0	25
8. The library provides opportunities for displays, exhibits, and projects.	25	0	0	25
9. The librarian helps in planning units of work with teachers in terms of the materials available in the library.	25	0	0	25
10. The librarian is used in the program of curriculum reorganization.	12	13	0	25

five respondents were agreed that eleven of these principles existed to a large extent.

Two principles, #1 and #3, were checked as existing only to a limited extent by five and seven of the respondents, respectively. These dealt with student participation in settling library policies and selecting library materials.

Flexibility of scheduling, #4, was checked as existing to a limited extent by twenty-one respondents and as not existing by four.

One principle, #13, the cooperative selection of library materials, was checked by ten respondents as existing to a large extent; by twelve, as existing to a limited extent; and by eight as not existing.

#### Content of the Library for Teachers and Children

Of the ten principles in this area, nine were checked by all twenty-five respondents as existing to a large extent.

One, #7, the local newspaper in the library, was checked by three as existing to a limited extent and by twenty-two as not existing.

#### Instructional Program

Seven of the nine principles in the area were checked by all twenty-five respondents as existing to a large extent.

Two principles, #8 and #9, relating to reading clubs and to articulation with the junior high school library were less satisfactory.

The development of reading clubs was checked as existing



to a large extent by ten, as existing to a limited extent by eight, and as not existing by seven.

Articulation with the junior high school was checked by ten as existing to a limited extent and by fifteen as not existing.

### Library Guidance

All nine principles in this area were checked by all twenty-five respondents as existing to a large extent.

### Service to Classroom Teachers

The twenty-five respondents checked nine of the ten principles in the area as existing to a large extent.

One principle, #10, referring to the use of the librarian in curriculum reorganization was checked by twelve respondents as existing to a large extent and by thirteen respondents as existing only to a limited extent.

From these specific findings, the following summary findings are:

1. Of the 67 statements of principles in the check list, 57 were checked by all 25 respondents as existing to a large extent in the Bristow elementary library program.
2. Of the remaining ten statements of principles, five were listed by more than one-half the respondents as existing to a large degree and by less than one-half as existing to a limited degree.
3. Of the five remaining practices, two were listed as not existing by from four to twenty-two respondents; as existing only to a limited extent by from three to twenty-one respondents; and as existing to a large extent by from 0 to ten respondents.

4. The ten principles on which there was disagreement are, in order of extent of existence:

Adequacy of budget  
 Student participation in policy making  
 Student participation in book selection  
 Library staff and national standards  
 Librarian's role in curriculum reorganization  
 Cooperative selection of library materials by entire staff  
 Development of reading clubs  
 Flexibility of schedules  
 Articulation with junior high  
 Local paper in the library

5. The area in which the principles were deemed to exist are, in descending order, the following:

Area 6 - All principles exist to a large extent  
 Areas 1, 2, 4, and 7 - All but one principle exist to a large extent  
 Area 5 - All but two principles exist to a large extent  
 Area 3 - All but four principles exist to a large extent

Further study of the responses of the Bristow teachers to the check list reveals the following exemplifying practices noted by these teachers.

#### Examples of Exemplifying Practices or Procedures In the Bristow Schools

##### Area I - Quarters, Equipment, and Budgetary Allowances

1. Each elementary library is centrally located.
2. Each elementary library has adequate workroom and storage space.
3. The library is an enjoyable place to work. The rooms are well-lighted, with light colored walls, and light, washable floor covering.
4. Our budget seems adequate. We are allowed one dollar per pupil for library materials.

5. Our libraries are equipped with standard library equipment, including a card catalog, tables and chairs, shelving, and book carts.
6. Each of our libraries is large enough to accommodate one class at a time. (30 children)

#### Area II - Staff and Library Personnel

1. Each librarian is a trained librarian with a degree in Library Science.
2. The librarians are regular members of the faculty, and are the assistant vice-principals of each building.
3. The librarians meet state and national standards.

#### Area III - Organization and Administration

1. The elementary library uses student assistants.
2. The elementary school library makes provisions for the care, repair, and rebinding of library materials.
3. The elementary libraries are classified according to the Dewey Decimal Classification System.
4. Each library has a shelf-list and an accession record which is kept up-to-date.
5. Each elementary library has a vertical file for pictures and clippings from magazines and newspapers.
6. Each elementary library has a card catalog.
7. The elementary libraries contain three sets of encyclopedias, World Almanac, Atlases, and many other types of enrichment materials.
8. Teachers are allowed to make requests for teaching materials such as films, filmstrips, records, and recreational reading for their classes.

#### Area IV - Content of the Library for Teachers and Children

1. The book collection is adequate in terms of being a balanced collection that meets the needs of the school. Washington School has a total of 5650 books in its collection and Edison School has a total of 6000 books in its collection.

2. Teachers request materials that fit in with their social studies, science, and health units. Other requests cover needs in the other areas of the curriculum.
3. Book collections in the elementary grades meet the regional and state standards.
4. The elementary librarians use standard book selection aids. Each subscribe to the Horn Magazine and the Wilson Library Bulletin in order to keep abreast of new titles in children's literature. (In discussion of this topic the librarians indicated that they also use ALA Booklist, Wilson Children's Catalog, and the ALA Basic Book Collections for Elementary Schools.)
5. Each of the elementary school libraries subscribe to several children's magazines. Some are Wee Wisdom, Jack and Jill, Children's Activities, Junior Red Cross, and the Children's Digest.
6. The elementary school libraries cooperate very closely with the Bristow Public Library. Most of the children have a library card and visits to the public library are made regularly.

#### Area V - Instructional Program

1. Instruction in library skills is provided in all grades. The first and second grades receive their instruction from their homeroom teachers. The third, fourth, fifth, and sixth grades receive their instruction from a librarian with a degree in library science.
2. A definite time is scheduled each day for the library period in grades three, four, five, and six. Each child spends forty-five minutes a day in the library.
3. Library instruction in the basic skills and literature appreciation is a part of the elementary school program. Drills of various types are used so children will become skillful and independent users of the library resources.

#### Area VI - Library Guidance

1. The librarian is familiar with the reading program of the school and purchases supplementary books for the reading enrichment program.

2. Each of the librarians understand the methods of teaching reading because each taught reading in the classroom.
3. The librarians, through their excellent program, encourage students to read, to like to read, and helps develop in them the proper attitudes toward school property and the care of books.
4. Units are presented to the students in library courtesy, good library habits, use of encyclopedias, dictionaries, and other reference materials.
5. The librarian keeps reading records of the pupils, but each child writes in the name of the book on his own reading card.

#### Area VII - Service to Classroom Teachers

1. The librarians inform the teachers about new sources of materials by personally contacting them.
2. Each library has a section for professional books for teachers and parents. The P.T.A. in each building also maintains a reading shelf for its members.
3. The libraries always encourage good reading by colorful bulletin boards, exhibits, and interest centers.
4. Each library participates annually in observance of Book Week and American Library Week.
- ✓ 5. All faculty and parent meetings are held in the library.
6. Teachers turn in their request for new books and materials any time they wish. They do not have to wait until the end of the school year.

#### Summary of Comments Made by Bristow Respondents

In addition to studying the items checked and the exemplifying practices, a summary of teacher comments was made, as follows:

#### Question:

In what respects is the library program of our school satisfactory?

Comments:

"The library program in our school is very satisfactory in supplying supplementary reading materials for all levels and in developing an interest in books on varied subjects."

"In every respect..."

"Meets our needs..."

"We couldn't teach without our library."

Question:

In what respects is the library program of our school in greatest need of study, improvement, and/or expansion? Be specific.

Comments:

"I know there must be some improvement, but I can't think of any."

"Allow first and second grades to use the library more."

"No suggestions."

"Move the library away from the office. The library is next to the office and many times the librarian must tend to office work."

"I think our library is large enough."

"We seem to have everything we need and want."

Question:

What can we do to improve our library program? Make concrete suggestions.

Comments:

"Continue the good work..."

"More money allotted."

"It is, in my opinion, one of the best!"

"I feel that here in the Bristow Schools our library program is quite adequate. We have qualified librarians who keep our libraries up-to-date and help the teachers and students to use it extensively."

"The elementary school library of Bristow is outstanding in its collection and facilities for serving students and faculty."

"We think our library is adequate for our needs."

#### Summary

Responses to the evaluation instrument were given by all 25 elementary teachers in the Bristow schools. Of the 67 principles and practices, 57 were checked by all 25 respondents as existing to a large extent, 10 were checked by the respondents as existing to a limited extent; and 5 were checked by the respondents as not existing. Further study of the responses of the Bristow teachers to the check list revealed some exemplifying practices. A summary sheet of comments made by the Bristow teachers revealed that elementary school libraries in Bristow were satisfactory and met the criteria for evaluating a good elementary school library.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The library has long held a place of importance in the school program. Until recent years, however, most professional educators and most writers have been concerned with the library in the secondary school and college. Only in relatively recent years has attention been turned to the library in the elementary school. This increasing interest is evidenced by the extensive number of articles appearing in educational literature. Much of the professional periodical literature, however, consists only of expressed opinions rather than of research.

The elementary school libraries of the Bristow, Oklahoma, public schools were organized in 1935. Prior to that time, all library books and materials in the Bristow elementary schools were kept in a central supply room and checked out by individual teachers for use in their own classrooms. Although, in general, there has been satisfaction with the elementary library program, no formal evaluation of the program has ever been made.

The present study was designed to make such an evalua-



tion and to make recommendations concerning the continuation, modification, and development of the elementary school libraries in Bristow.

In order to develop an instrument to be used to evaluate the elementary school libraries, an intensive study of available literature was made as described in Chapter II.

A trial check list of principles and practices which would characterize a good elementary school library was drawn from the study of available literature. These principles were grouped into seven areas. The list was submitted to a group of professional teachers and teacher-librarians for their critical examination. The results of the trial run are described in Chapter III. Based upon the findings of the trial run, the check list was revised.

The revised check list was then submitted to a jury of 100 teachers, librarians, administrators, and graduate students enrolled at Oklahoma State University during the summer of 1961. The responses, comments and criticisms of this group are discussed in Chapter III. Based upon these responses, a final evaluative instrument consisting of 67 items was compiled and used in the Bristow public schools during the school year 1961 to 1962. The findings resulting from the use of the evaluative instrument are given in Chapter IV.

### Conclusions

Based upon the findings of the study, the following conclusions may be drawn:

1. A consensus exists among professional writers concerning the principles and practices which characterize a good elementary school library.
2. Professional teachers, librarians, and administrators accept the statements drawn from the writings of these professional writers as suitable criteria for evaluating an elementary school library.
3. The use of the criteria, developed in this study, by interested elementary teachers, is practical and will help teachers and librarians to evaluate the strengths and weaknesses of their elementary libraries.
4. The existence or non-existence of certain principles relating to the elementary school library may be determined through a study of the practices which teachers believe exemplify or illustrate the principles.
5. The use of the evaluative criteria developed in this study reveals that the elementary teachers at Bristow, Oklahoma, consider their libraries adequate in most areas. Their responses indicated that 57 of the 67 principles in the check list "exist to a large extent" in the Bristow elementary school libraries. Their responses also indicate that improvements need to be made in the Bristow Elementary library program to provide:
  - a. Better articulation between the elementary library program and the secondary school library program.
  - b. More use of the local newspaper in the elementary library.
  - c. Greater flexibility of the library schedule to permit more independent use of its facilities.
  - d. More use of teachers and pupils to assist the librarians in cooperative selection of books and materials for the library.
  - e. More involvement of pupils in library policy making.
  - f. More use of the librarian in curriculum revision programs.
  - g. Greater encouragement of reading clubs.

- h. More information for teachers concerning the standards for elementary school libraries as given by the American Library Association.
- i. More funds for the elementary library to raise the present budgetary allowance from one dollar to four dollars which is the American Library Association recommendation.

### Recommendations

1. The library program of the Bristow elementary schools should be continued.
2. The instrument used in the current study should be further refined for use in other elementary schools because additional information has become available, and because certain changes in wording now seem desirable.
  - a. New information, such as: School Activities and the Library, published by the American Library Association; Standards for School Library Programs, published by American Library Association for American Association of School Librarians and 18 other educational organizations including Association for Childhood Educational International, Department of Elementary School Principals, Department of Classroom Teachers, and National Science Teachers Association; and Contemporary Issues in Elementary Education, published by the National Education Association for Educational Policies Commission.
  - b. Improvement in wording, such as: "library instruction" instead of "library usage"; "illustrative practices" instead of "exemplifying practices."
  - c. Changes in construction of statements from dogmatic statements to qualified statements.
3. The present study should be followed by observation in the libraries and interviews with teachers and librarians to determine whether or not actual practice is in accordance with reported practice.
4. Consideration should be given to providing more flexibility in scheduling so that pupils of grades 1 and 2, bus pupils, and other transported students may make more use of the libraries.

5. More funds should be allocated to the elementary libraries to bring budgetary allowances into accord with national recommendations. (Appendix D)
6. The administration should assume a responsibility for including librarians on all curriculum committees.
7. Further encouragement should be given to reading clubs and similar library activities.
8. More cooperative effort should be involved in the selection of books and library materials.
9. The librarian should be responsible for providing teachers with more information concerning library standards, library materials, and library use.
10. Children should be more involved in policy making, book selection, and similar tasks relating to the library.
11. Special attention too should be given to each principle checked by teachers as "does not exist" or as "exists only to a limited extent."
12. Every effort should be made to secure fully certified librarians to replace the two librarians included in the current study, but who retired in 1963. The writer recognizes that the current shortage of school librarians has made it difficult to secure fully qualified persons.

## SELECTED BIBLIOGRAPHY

- American Association of School Libraries. Dear Mr. Architect-- Sincerely and Hopefully, Yours, The School Librarian. Chicago: American Library Association, 1946.
- Archer, M.P. "Library Opportunities In the Primary Grades." Wilson Library Bulletin, XXXVII (January, 1963), 421-4.
- Ayres, Leona. "Learning the Library in Grades K-6." School Library Journal, VIII (January, 1962), 28-29.
- Balch, Elsie. "The School Library and the Parent." American Library Association Bulletin, XLIX (February, 1955), 54-6.
- Berry, June, and Winston Mercer. "Developing Library Skills-- Every Teacher's Responsibility." Education, LXXVIII (October, 1957), 78-81.
- Berry, June. "Using Exhibits to Enrich the Curriculum." Wilson Library Bulletin, XXXI (March, 1957), 535-8.
- Beust, Nora E. "Elementary-School Libraries Are Learning Centers." National Education Association Journal, XLI (March, 1952), 158-9.
- Bickel, Helen, and Lillian Simonson. "The Elementary-School Library Today." National Elementary Principal, XXXI (September, 1951), 12-22.
- Bow, A.L. "Serving the Handicapped Child In a School Library." Wilson Library Bulletin, XXXVIII (October, 1963), 170-2.
- Bowden, M.G., and A.B. McGuire. "Central Libraries in Elementary Schools." National Education Association Journal, I (March, 1961), 63.
- Brown, G.I. "Literature in the Elementary School: Function of the Elementary School Library." Review of Educational Research, XXXIV (April, 1964), 188-9.
- Busby, Edith. Behind the Scenes at the Library. New York: Dodd, Mead and Co., 1960.
- Butler, G.E. "Using the Elementary School Library." Education, LXXXIV (December, 1963), 213-16.
- Calhoun, R.T. "Why Not a Central Library in Elementary Schools?" Elementary English, XXXVIII (January, 1961), 37-40.

- Cecil, Henry L., and Willard A. Heaps. School Library Service in the United States. New York: H.W. Wilson Company, 1940.
- Cleary, Florence Damon. Blueprints for Better Reading. New York: H.W. Wilson Company, 1957.
- \_\_\_\_\_. "Changing Libraries for Changing Schools." Wilson Library Bulletin, XXIX (April, 1955), 605-9
- \_\_\_\_\_. "Public Relations and the School Librarian." Wilson Library Bulletin, XXVIII (April, 1954), 690-3.
- Cohen, L.S. "Student Helpers in the Elementary School Library." Library Journal, LXXVII (December 15, 1962), 4585-7.
- Cole, Tom J. "A Ladder of Library Skills." Elementary School Journal, LXI (May, 1961), 427-430.
- Cook, Margaret G. The New Library Key. New York: H.W. Wilson Company, 1956.
- Corder, G. "Creative Elementary School Library and Social Studies." Wilson Library Bulletin, XXXVI (April, 1962), 657-9.
- Corliss, William S. "Elementary School Libraries." Elementary English, XXXVIII (November, 1961), 494-6.
- Coulbourn, John. Administering the School Library. Nashville: Educational Publishers, Inc., 1942.
- Dane, Chase. "Library Instruction in a Vacuum." Education, LXXIV (October, 1953), 121-4.
- \_\_\_\_\_. "More Than Just a Librarian!" Wilson Library Bulletin, XXIX (November, 1954), 240-1.
- \_\_\_\_\_. "Why Are Elementary School Libraries So Important?" Peabody Journal of Education, XL (July, 1962), 16-20.
- Davis, Aurelia. "The Librarian and the Guidance Program." American Library Association Bulletin, XLIX (February, 1955), 60-2.
- Dawson, Mildred A., and Henry A. Bamman. Fundamentals of Basic Reading Instruction. New York: Longmans, Green and Company, 1959.
- De Angelo, Rachael. "The Library: Essential Service Unit or Luxury." School Libraries, VI (May, 1957), 29-33.
- Darling, R.L. "School Library Service for the Culturally Deprived Child." School Life, XLVI (October, 1963), 18-20.

- Eaton, Anne Thaxter. Planning the School Library. Chicago: American Library Association, File No. 35 B.
- Fargo, Lucile F. The Library In the School. Chicago: American Library Association, 1947.
- \_\_\_\_\_. The Program for Elementary School Library Service. Chicago: American Library Association, 1930.
- \_\_\_\_\_. School Library Planning and Equipment. Chicago: American Library Association, 1935.
- Fenner, Phyllis R. The Library In The Elementary School. New York: Hinds, Hayden and Eldridge, 1945.
- \_\_\_\_\_. "How To Get A School Library Under Way." Reading Teacher, XVII (December, 1963), 152-8.
- Fenwick, Sara Innis. "Methods of Stimulating and Guiding Personal Reading in Kindergarten Through Grade Three." Promoting Maximal Reading Among Able Learners. (Supplementary Educational Monographs, No. 81), Chicago: University of Chicago Press, 1954.
- \_\_\_\_\_. "Selected References on Elementary School Instruction: The Library Program." Elementary School Journal, LXIV (November, 1963), 111-13.
- Fisher, I. "Library: The Hub of Learning." Clearing House, XXXVIII (October, 1963), 83-5.
- Flynn, Ella L. "For the Superior Reader." Library Journal, LXXIX (March 15, 1954), 492-5.
- Foley, M.A. "Instructional Materials Center in the Elementary School." Library Journal, LXXXVII (April 15, 1962), 1666-7.
- Gardiner, Jewel. Administering Library Service In The Elementary School. Chicago: American Library Association, 1954.
- Hall, Elvajeane. "Personal Problems of Children." Wilson Library Bulletin, XXVI (November, 1951), 260-1.
- Hatchett, Ethel L., and Donald Hughes. Teaching Language Arts In The Elementary Schools. New York: Ronald Press Co., 1956.
- Hayes, Margaret. "Evaluating School Library Services." Library Trends, I (January, 1953), 52-9.

- Hefferman, H. "Library Improves the Elementary School." American Library Association Bulletin, LVI (February, 1962), 100-3.
- Henne, Frances, Ruth Ersted, and Alice Lohrer. A Planning Guide for the High School Library Program. Chicago: American Library Association, 1951.
- Hess, Frances H. "Self-Evaluation By the School Librarian." Wilson Library Bulletin, XXVI (May, 1952), 742-3.
- Hildreth, Gertrude. Teaching Reading, A Guide to Basic Principles and Modern Practices. New York: Henry Holt and Company, 1958.
- Hunter, Lora. "Advertising Can Be Fun." Wilson Library Bulletin, XXIX (March, 1955), 524-5.
- Ingles, May and Anna McCague. Teaching the Use of Books and Libraries. New York: H.W. Wilson Company, 1937.
- Jameson, Robert U. "Who Should Use the School Library; How." Wilson Library Bulletin, XXIX (November, 1954), 230-2.
- Johnson, B. Lamar, and Eloise Lindstrom. The Librarian and the Teacher in General Education. Chicago: American Library Association, 1948.
- Junkin, Ruth. "Scheduling Class Groups to the Elementary School Library." School Libraries, VII (May, 1958), 16-21.
- Kaye, Bernard W. "Variations in Scheduling for the Elementary School Library." Wilson Library Bulletin, XXIX (April, 1955), 634.
- Keath, M.L. and K.E. Oberholtzer. "Administrator and School Library." Nation's Schools, XLIX (February, 1952), 51-4.
- Kennedy, Anna Clark. "School Libraries 1954." American Library Association Bulletin, XLVIII (October, 1954), 507-14.
- Knade, O. "Library is to Serve." Elementary English, XLI (March, 1964), 289-92.
- Lees, G.L. "Creative Elementary School Library, A Program In Transition." Wilson Library Bulletin, XXXVI (February, 1962), 473-7.
- Lowrie, J.E. "Creative Elementary School Library." Wilson Library Bulletin, XXXVI (September, 1961), 50-3.



- Lucas, Mary Rienhart. The Organization and Administration of Library to Children. Chicago: American Library Association, 1941.
- MacCarry, B. "Magazines--At Your Service." School Libraries, XII (January, 1963), 35-6.
- MacBean, Dilla W. "The Functional School Library; A Librarian Defines It." American Library Association Bulletin, XXVIII (February, 1953), 41-5.
- Mahar, M.H. "School Library: Future Unlimited." Arizona Teacher, LII (March, 1964), 10-11.
- Marie Pierre, Sister. "Centralized Elementary Library." Catholic Library World, XXXV (March, 1964), 405-8.
- Markley, A.E. "Cataloging Time Savers." School Library Association of California Bulletin, XXIII (January, 1952), 117-19.
- McGuire, A.B. "How Effective Are Our School Libraries?" American Library Association Bulletin, XLIX (February, 1955), 53-4.
- \_\_\_\_\_. "School Librarian: A New Image." Educational Leadership, XXI (January, 1964), 227-30.
- Mickelson, Peter Palmer, and Kenneth H. Hansen. Elementary School Administration. New York: McGraw Hill Book Co., 1957.
- Minkle, Ida. "The Role of the Librarian in the Secondary School Guidance Program." Wilson Library Bulletin, XXVIII (February, 1953), 493-6.
- Mullen, F.A. "The Slow Learning Pupil Uses the Library." Wilson Library Bulletin, XXVI (February, 1952), 460-2.
- Myers, Esther M. "The Librarian's Contribution to Guidance." Wilson Library Bulletin, XXVIII (February, 1954), 499-500.
- Newson, M. "Your Elementary School Can Have a Centralized Library." Instructor, LXXII (November, 1962), 85-9.
- Nicholsen, Margaret. "Streamlining Classification and Cataloging of Books." Library Journal, LXXIX (January 15, 1954), 107-15.
- Norton, E.S. "Elementary Libraries." Texas Outlook, XLVIII (April, 1964), 28-9.

- Rice, H.F. "How Reading Teachers and Libraries Work Together." Reading Teacher, XVII (December, 1963), 164-9.
- Rimkus, Helen E. The Centralized School Library. New York: H.W. Wilson and Company, 1940.
- Rossoff, Martin. Using Your High School Library. New York: H.W. Wilson and Company, 1952.
- Shadick, R.S., and C.W. Lutton. "Library, Not a Frill." Childhood Education, XL (December, 1963), 203-5.
- Shane, Harold G., and E.T. McSwain. Evaluation and the Elementary Curriculum. New York: Henry Holt and Company, 1958.
- Schmitt, Reuben. "Personality--A Prime Factor in Librarianship." National Elementary Principal, XXVII (September, 1951), 76-80.
- Shakin, G.M. "Six Books for Two Bucks: Paperbacks In the Elementary School Library." Library Journal, LXXXVIII (January 15, 1963), 268-9.
- Smith, Benjamin. "The Functional School Library; A Superintendent Looks at It." American Library Association Bulletin, XLVII (February, 1953), 53-4.
- Spain, Charles R., Harold D. Drummond, and John I. Goodlad. Educational Leadership and the Elementary School Principal. New York: Rinehart and Company, Inc., 1956.
- Sullivan, P.A. "Knapp School Libraries Project." Reading Teacher, XVII (December, 1963), 172-7.
- Tozier, V. "Child and the Library Center." Educational Leadership, XXI (January, 1964), 223-6.
- Veatch, Jeannette. Individualizing Your Reading Program. New York: G.P. Putnam's Sons, 1959.
- Walraven, Margaret Kessler, and Alfred Hall-Quest. Library Guidance for Teachers. New York: John Wiley and Sons, Inc., 1941.
- \_\_\_\_\_. Teaching Through the Elementary School Library. New York: H.W. Wilson Company, 1948.
- Ward, Virgil S. "Use of the Library." High School Journal, XXXVI (February, 1953), 149-53.
- Way, O.R. "How Elementary School Teachers and Librarians Work Together." Reading Teacher, XVII (December, 1963), 159-63.

- White, Lynn. "The School Library and the Gifted Child." Library Journal, LXXVIII (September 15, 1953), 1480-3.
- Whitenack, C.I. "Changing Role of the Librarian." Wilson Library Journal, XXXVIII (January, 1964), 397-400.
- Wilner, I. "Library is a Library." Educational Leadership, XXI (January, 1964), 238-9.
- Wilson, Martha. School Library Management. New York: H.W. Wilson, 1939.
- \_\_\_\_\_. Compiler. Selected Articles on School Library Experience. New York: H.W. Wilson Company, 1925.
- Woffard, Azile. The School Library at Work. New York: H.W. Wilson Company, 1959.
- Young, Raymond J. "Practices Which Facilitate Good Library Service." National Association of Secondary School Principals Bulletin, XXXVI (January, 1952), 156-66.
- Yungmeyer, E. "School Library--Instrument of Educational Change." Instructor, LXXI (November, 1961), 76.

APPENDIX A  
ORIGINAL CHECK LIST

## Appendix A

Name \_\_\_\_\_

Position \_\_\_\_\_  
classroom teacher, principal, teacher-librarian,  
student, etc.

Address \_\_\_\_\_

May I solicit your assistance in helping to evaluate a check sheet for elementary school library? I feel that you are one who would be competent to judge proposed criteria for evaluating a "good" elementary school library. I have set up some tentative criteria in seven areas:

- A. Quarters, equipment, and budgetary allowances
- B. Staff and library personnel
- C. Organization and administration
- D. Content of the library for teachers and children
- E. Instructional program
- F. Service to classroom teachers
- G. Library guidance

I will appreciate it greatly if you will check the attached list of general criteria, so that I may have your judgment as to their worth. Do you accept or reject each of the statements of general criteria as being significant for evaluating a "good" elementary school library? Space is provided for the addition of any criteria which you feel should be included.

Thank you for your time and consideration in helping me with this problem.

Louise F. Roberds  
Box 264  
Bristow, Oklahoma

## Evaluation Check Sheet For Elementary Library

### I. Background Information

A. What is the enrollment of the school?

- (1) under 100 \_\_\_ (2) 101-200 \_\_\_ (3) 201-300 \_\_\_  
 (4) over 301 \_\_\_

B. How long has the teacher-librarian been associated with the Bristow elementary school in any capacity?

- (1) 1-5 yrs \_\_\_ (2) 6-10 yrs \_\_\_ (3) 11-15 yrs \_\_\_  
 (4) over 16 yrs \_\_\_

C. How long has the teacher-librarian been associated with the Bristow elementary school library?

- (1) 1-5 yrs \_\_\_ (2) 6-10 yrs \_\_\_ (3) 11-15 yrs \_\_\_  
 (4) over 16 yrs \_\_\_

D. Please check the amount of library fund allotted annually per student in the Bristow elementary school library.

- (1) under one dollar \_\_\_ (2) one to two dollars \_\_\_  
 (3) two to three dollars \_\_\_ (4) over three dollars \_\_\_

E. What is the total number of books, other than textbooks, in the library?

- (1) under 500 \_\_\_ (2) 501-700 \_\_\_ (3) 701-1000 \_\_\_  
 (4) over 1000 \_\_\_

II. The following statements pertain to areas in the elementary school library. Read the statement and check the degree which you feel most nearly applies in your elementary school library. Please cite examples of exemplifying practices or procedures from your own elementary school library. If more space is needed for statement for exemplifying procedure or practice, use regulation size typing paper to complete your comment.

An explanation of the scale is:

1. Exists to a large extent
2. Exists to a limited extent
3. Does not exist

A. Quarters, equipment, and budgetary allowances

- 1. The school library has adequate workroom, office and storage space. 

1	2	3

Statement of Exemplifying Procedure or Practice:

- 2. The elementary school library is attractive in appearance. 

1	2	3

Statement of Exemplifying Procedure or Practice:

- 3. The elementary school library is centralized with respect to main corridors. 

1	2	3

Statement of Exemplifying Procedure or Practice:

- 4. The elementary school library has bulletin boards and display areas. 

1	2	3

Statement of Exemplifying Procedure or Practice:

- 5. The elementary school library has sufficient floor space so that a single class (30 children) can be accommodated at one time without undue crowding. 

1	2	3

Statement of Exemplifying Procedure or Practice:

- 6. The elementary school library has standard library equipment adequate for its purpose as suggested by the American Library Association and by Oklahoma Annual Bulletin for Elementary and Secondary Schools. 

1	2	3

Statement of Exemplifying Procedure or Practice:

7. The school makes provision in the school budget for financing the school library adequately.

1	2	3

Statement of Exemplifying Procedure or Practice:

8. The present budget is adequate for the elementary library purposes and needs of the school.

1	2	3

Statement of Exemplifying Procedure or Practice:

9. The school librarian is notified by the administrator about the amount allotted in the school budget for books, (other than textbooks), magazines, and other library materials.

1	2	3

Statement of Exemplifying Procedure or Practice:

#### B. Staff and library personnel

1. The school librarian is a regular member of the faculty.

1	2	3

Statement of Exemplifying Procedure or Practice:

2. The librarian holds a standard elementary teaching certificate.

1	2	3

Statement of Exemplifying Procedure or Practice:



3. The elementary school library is administered by a professionally trained and well-qualified librarian who has twenty-four hours of library science.

1	2	3

Statement of Exemplifying Procedure or Practice:

4. The elementary school library personnel meet state standards.

1	2	3

Statement of Exemplifying Procedure or Practice:

5. The elementary school library personnel meet national standards.

1	2	3

Statement of Exemplifying Procedure or Practice:

### C. Organization and Administration

1. Students help form library policies.

1	2	3

Statement of Exemplifying Procedure or Practice:

2. The elementary library makes provision for using student assistants.

1	2	3

Statement of Exemplifying Procedure or Practice:

3. Students help select materials for the library.

1	2	3

Statement of Exemplifying Procedure or Practice:

4. The elementary library has a flexible schedule making materials easily acces-

sible to all students during the school day.

1	2	3

Statement of Exemplifying Procedure or Practice:

5. The elementary school library is open during the entire school day as well as before and after school.

1	2	3

Statement of Exemplifying Procedure or Practice:

6. The elementary school library makes provisions for the care, repair, and re-binding of library materials.

1	2	3

Statement of Exemplifying Procedure or Practice:

7. The book collection is classified according to the Dewey Decimal Classification System.

1	2	3

Statement of Exemplifying Procedure or Practice:

8. The elementary school library has a shelf-list.

1	2	3

Statement of Exemplifying Procedure or Practice:

9. The librarian keeps an accession record.

1	2	3

Statement of Exemplifying Procedure or Practice:

10. The elementary school library maintains a reference collection of clippings, pamphlets, and pictures in the vertical file.

1	2	3

Statement of Exemplifying Procedure or Practice:

11. The elementary school library has an adequate card catalog.

1	2	3

Statement of Exemplifying Procedure or Practice:

12. The librarian makes reports periodically on the status and needs of the library services to the school administration.

1	2	3

Statement of Exemplifying Procedure or Practice:

13. The elementary school library contains an unabridged dictionary and up-to-date sets of good juvenile encyclopedias.

1	2	3

Statement of Exemplifying Procedure or Practice:

14. The selection of library materials is a co-operative undertaking of the entire school staff and the pupils.

1	2	3

Statement of Exemplifying Procedure or Practice:

15. The elementary school library provides reference and enrichment materials for all grade levels and for each subject in the curriculum.

1	2	3

Statement of Exemplifying Procedure or Practice:

16. The elementary school library provides a sufficiently wide range of recreational reading that the varied interests of the

students find satisfaction.

1	2	3

Statement of Exemplifying Procedure or Practice:

D. Content of the library for teachers and children

1. The book collection is adequate in terms of being a balanced collection that meets the needs of the school.

1	2	3

Total number of books in collection \_\_\_\_\_

General Works \_\_\_\_\_  
 Religion and Mythology \_\_\_\_\_  
 Social Science \_\_\_\_\_  
 Languages \_\_\_\_\_  
 Science \_\_\_\_\_  
 Useful Arts \_\_\_\_\_

Fine Arts \_\_\_\_\_  
 Literature \_\_\_\_\_  
 Travel, Geography, Biography, History \_\_\_\_\_  
 Fiction \_\_\_\_\_  
 Picture and Easy Books \_\_\_\_\_

2. Book collections contain materials needed for the units of instruction introduced in the curriculum.

1	2	3

Statement of Exemplifying Procedure or Practice:

3. Book collections meet the regional and state standards.

1	2	3

Statement of Exemplifying Procedure or Practice:

4. The book collection of the elementary library meets most needs and interests of students and teachers.

1	2	3

Statement of Exemplifying Procedure or Practice:

5. The elementary school librarian uses standard book selection guides.

1	2	3

Statement of Exemplifying Procedure or Practice:

6. The elementary school library has copies of several appropriate magazines for children.

1	2	3

Statement of Exemplifying Procedure or Practice:

7. The elementary school library has copies of several daily newspapers.

1	2	3

Statement of Exemplifying Procedure or Practice:

8. The elementary school librarian conducts periodic inventories of library materials and makes purchases as needed.

1	2	3

Statement of Exemplifying Procedure or Practice:

9. The elementary school librarian cooperates with the Bristow Public Library in the selection of materials.

1	2	3

Statement of Exemplifying Procedure or Practice:

10. Library materials which have ceased to meet student needs are discarded periodically.

1	2	3

Statement of Exemplifying Procedure or Practice:

#### E. Instructional Program

1. Instruction in library skills is provided in all grades.

1	2	3

Statement of Exemplifying Procedure or Practice:

2. Library instruction is delegated by the librarian.

1	2	3

Statement of Exemplifying Procedure or Practice:

3. A definite time is scheduled each day for the library period.

1	2	3

Statement of Exemplifying Procedure or Practice:

4. Special aids and other sources of information are selected very carefully and can be adapted to a range of pupil ability.

1	2	3

Statement of Exemplifying Procedure or Practice:

5. Drills of various types are used so children will become skillful and independent users of the library resources.

1	2	3

Statement of Exemplifying Procedure or Practice:

- X 6. The elementary school library program reflects the philosophy of the school and enriches all parts of the instructional program.

1	2	3

Statement of Exemplifying Procedure or Practice:

7. There is an articulation between the elementary library program and the public library services.

1	2	3

Statement of Exemplifying Procedure or Practice:

8. Reading clubs are developed by the elementary school library to extend the use of library materials.

1	2	3

Statement of Exemplifying Procedure or Practice:

F. Library guidance

1. The librarian is familiar with the reading program in the school.

1	2	3

Statement of Exemplifying Procedure or Practice:

2. The librarian has an understanding of the methods of teaching reading.

1	2	3

Statement of Exemplifying Procedure or Practice:

3. The librarian cooperates with all teachers in the school in any aspect of the reading program.

1	2	3

Statement of Exemplifying Procedure or Practice:

4. The librarian encourages in students an interest in and a liking for reading.

1	2	3

Statement of Exemplifying Procedure or Practice:

5. The librarian guides the reading of students by helping them in the selection of books.

1	2	3

Statement of Exemplifying Procedure or Practice:

6. The librarian develops in students the proper attitudes toward school property.

1	2	3

Statement of Exemplifying Procedure or Practice:

7. The librarian implements library projects that permit students to plan and work together effectively as a group.

1	2	3

Statement of Exemplifying Procedure or Practice:

8. Library courtesy is stressed and good library habits are established.

1	2	3

Statement of Exemplifying Procedure or Practice:

9. The librarian keeps reading records of pupils.

1	2	3

Statement of Exemplifying Procedure or Practice:

G. Service to classroom teachers

1. The librarian keeps the teachers informed about new sources of information about audio-visual materials.

1	2	3

Statement of Exemplifying Procedure or Practice:

2. There is a collection of professional materials for the faculty.

1	2	3



Statement of Exemplifying Procedure or Practice:

3. Collection of materials are available for classroom use. 

1	2	3

Statement of Exemplifying Procedure or Practice:

4. The librarian requests suggestions from teachers about new materials to be added to the library. 

1	2	3

Statement of Exemplifying Procedure or Practice:

5. The school librarian notifies teachers about new materials added to the library. 

1	2	3

Statement of Exemplifying Procedure or Practice:

6. The librarian purchases books for special units of instruction and those suggested by the teachers. 

1	2	3

Statement of Exemplifying Procedure or Practice:

7. The librarian uses the reading testing scores for information about her students. 

1	2	3

Statement of Exemplifying Procedure or Practice:

8. The library provides opportunities for displays, exhibits, and projects. 

1	2	3

Statement of Exemplifying Procedure or Practice:

9. The librarian helps in planning units of work in terms of the materials available in the library.

1	2	3

Statement of Exemplifying Procedure or Practice:

10. The librarian is used in the program of curriculum reorganization.

1	2	3

Statement of Exemplifying Procedure or Practice:



APPENDIX B  
FIRST REVISED CHECK LIST

## Appendix B

Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
Area I - Quarters, equipment, and budgetary allowances			
1. The school library has adequate work room, office, and storage space.			
2. The elementary school library is attractive in appearance.			
3. The elementary school library is centralized with respect to main corridors.			
4. The elementary school library has bulletin boards and display areas.			
5. The elementary school library has sufficient floor space so that a single class (30 children) can be accommodated at one time without undue crowding.			
6. The elementary school library has standard library equipment adequate for its purpose as suggested by the American Library Association and by Oklahoma Annual Bulletin for Elementary and Secondary schools.			
7. The school makes provision in the school budget for financing the school library adequately.			
8. The present budget is adequate for the elementary library purposes and needs of the school.			

Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
9. The school librarian is notified by the administrator about the amount allocated in the school budget for books, (other than textbooks), magazines, and other library materials.			
Area II - Staff and Library Personnel			
1. The school librarian is a regular member of the faculty.			
2. The librarian holds a standard elementary teaching certificate.			
3. The elementary school library is administered by a professionally trained and well-qualified librarian who has twenty-four hours of library science.			
4. The elementary school library personnel meets state standards.			
5. The elementary school library personnel meet national standards.			
Area III - Organization and Administration			
1. Students help form library policies.			
2. The elementary library makes provision for using student assistants.			
3. Students help select materials for the library.			
4. The elementary library has a flexible schedule making materials easily accessible to all students during the school day.			

Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
5. The elementary school library is open during the entire school day as well as before and after school.			
6. The elementary school library makes provisions for the care, repair, and rebinding of library materials.			
7. The book collection is classified according to the Dewey Decimal Classification System.			
8. The elementary school library has a shelf-list.			
9. The librarian keeps an accession record.			
10. The elementary school library maintains a reference collection of clippings, pamphlets, and pictures in the vertical file.			
11. The elementary school library has an adequate card catalog.			
12. The librarian makes reports periodically on the status and needs of the library services to the school administration.			
13. The elementary school library contains an unabridged dictionary and up-to-date sets of good juvenile encyclopedias.			
14. The selection of library materials is a co-operative undertaking of the entire school staff and the pupils.			

Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
15. The elementary school library provides reference and enrichment materials for all grade levels and for each subject in the curriculum.			
16. The elementary school library provides a sufficiently wide range of recreational reading that the varied interests of the students find satisfaction.			
Area IV - Content of the Library for Teachers and Children			
1. The book collection is adequate in terms of being a balanced collection that meets the needs of the school.			
Total number of books in collection _____  General Works _____ Religion and Mythology _____ Social Science _____ Languages _____ Science _____ Useful Arts _____ Fine Arts _____ Literature _____ Travel, Geography, Biography, and History _____ Fiction _____ Picture and Easy Books _____			
2. Book collections contain materials needed for the units of instruction introduced in the curriculum.			
3. Book collections meet the regional and state standards.			



Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
4. The book collection of the elementary library meets most needs and interests of students and teachers.			
5. The elementary school librarian uses standard book selection guides.			
6. The elementary school library has copies of several appropriate magazines for children.			
7. The elementary school library has copies of several daily newspapers.			
8. The elementary school librarian conducts periodic inventories of library materials and makes purchases as needed.			
9. The elementary school librarian cooperates with the public library in the selection of materials.			
10. Library materials which have ceased to meet student needs are discarded periodically.			
Area V - Instructional Program			
1. Instruction in library skills is provided in all grades.			
2. Library instruction is delegated by the librarian.			
3. A definite time is scheduled each day for the library period.			
4. Special aids and other sources of information are selected very carefully and can be adapted to a range of pupil ability.			

Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
5. Drills of various types are used so children will become skillful and independent users of the library resources.			
6. The elementary school library program reflects the philosophy of the school and enriches all parts of the instructional program.			
7. There is articulation between the elementary library program and the public library services.			
8. Reading clubs are developed by the elementary school library to extend the use of library materials.			
9. There is articulation between the junior and senior high library program and the elementary library program.			
Area VI - Library Guidance			
1. The librarian is familiar with the reading program in the school.			
2. The librarian has an understanding of the methods of teaching reading.			
3. The librarian cooperates with all teachers in the school in every aspect of the reading program.			
4. The librarian encourages in students an interest in and a liking for reading.			
5. The librarian guides the reading of students by helping them in the selection of books.			

Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
6. The librarian helps develop in students the proper attitudes toward school property.			
7. The librarian implements library projects that permit students to plan and work together effectively as a group.			
8. Library courtesy is stressed and good library habits are established.			
9. The librarian keeps reading records of pupils.			
Area VII - Service to Classroom Teachers			
1. The librarian keeps the teachers informed about new sources of information and audio-visual materials.			
2. There is a collection of professional materials for the faculty-			
3. Collection of materials are available for classroom use.			
4. The librarian requests suggestions from teachers about new materials to be added to the library.			
5. The school librarian notifies teachers about new materials added to the library.			
6. The librarian purchases books for special units of instruction and those suggested by the teachers.			
7. The librarians use the reading testing scores for information about the students.			

Statements of general criteria as being significant for evaluating a "good" elementary school library	accept	reject	total
8. The library provides opportunities for displays, exhibits, and projects.			
9. The librarians help in planning units of work in terms of the materials available in the library.			
10. The librarian is used in the program of curriculum reorganization.			

APPENDIX C

FINAL EVALUATION INSTRUMENT

## Appendix C

## Evaluation of a "Good" Elementary School Library

Name \_\_\_\_\_

Position \_\_\_\_\_  
classroom teacher, principal, teacher-librarian, etc.

Address \_\_\_\_\_

May I solicit your assistance in helping to evaluate a check sheet for elementary school library? I feel that you are one who would be competent to judge proposed criteria for evaluating a "good" elementary school library. I have set up some tentative criteria in seven areas:

- A. Quarters, equipment, and budgetary allowances
- B. Staff and library personnel
- C. Organization and administration
- D. Content of the library for teachers and children
- E. Instructional program
- F. Library guidance
- G. Service to classroom teachers

I will appreciate it greatly if you will check the attached list of general criteria, so that I may have your judgment as to their worth. Do you accept or reject each of the statements of general criteria as being significant for evaluating a "good" elementary school library? Space is provided for the addition of any criteria which you feel should be included.

Thank you for your time and consideration in helping me with this problem.

Louise F. Roberds  
Box 264  
Bristow, Oklahoma

## I. Background Information:

## A. What is the enrollment of the school?

(1) under 100 \_\_\_ (2) 101-200 \_\_\_ (3) 201-300 \_\_\_ (4) over 301 \_\_\_

## B. How long has the teacher-librarian been associated with the Bristow elementary schools in any capacity?

(1) 1-5 yrs. \_\_\_ (2) 6-10 yrs. \_\_\_ (3) 11-15 yrs. \_\_\_  
 (4) over 16 yrs. \_\_\_

## C. How long has the teacher-librarian been associated with the Bristow elementary school library?

(1) 1-5 yrs. \_\_\_ (2) 6-10 yrs. \_\_\_ (3) 11-15 yrs. \_\_\_  
 (4) over 16 yrs. \_\_\_

## D. Please check the amount of library funds currently allotted annually per student in the Bristow elementary school library.

(1) under one dollar \_\_\_ (2) one to two dollars \_\_\_  
 (3) Two to three dollars \_\_\_ (4) over three dollars \_\_\_

## E. What is the total number of books, including hard-backs and paper backs, in the library? This is other than textbooks.

(1) under 500 \_\_\_ (2) 501-700 \_\_\_ (3) 701-1000 \_\_\_  
 (4) over 1000 \_\_\_

II. The following statements pertain to areas in the elementary school library. Read the statement and check the degree which you feel most nearly applies in your elementary school library. Please cite examples of exemplifying practices or procedures from your own elementary school library. If more space is needed for statement for exemplifying procedure or practice, use 8-1/2 x 11 size typing paper to complete your comment.

An explanation of the scale is:

1. Exists to a large extent
2. Exists to a limited extent
3. Does not exist

## Revised Check-list

## A. Quarters, equipment, and budgetary allowances.

1. The school library has adequate workroom, offices, and storage space. 

1	2	3

Statement of Exemplifying Procedure or Practice:

2. The elementary school library is attractive in appearance. 

1	2	3

Statement of Exemplifying Procedure or Practice:

3. The elementary school library is centralized. 

1	2	3

Statement of Exemplifying Procedure or Practice:

- ✓4. The elementary school library has bulletin boards and display areas. 

1	2	3

Statement of Exemplifying Procedure or Practice:

5. The elementary school library has sufficient floor space so that a single class (30 children) can be accommodated at one time without undue crowding. 

1	2	3

Statement of Exemplifying Procedure or Practice:

6. The elementary school library has standard library equipment adequate for its purpose as suggested by the American Library Association and by Oklahoma Annual Bulletin for Elementary and Secondary Schools. 

1	2	3

Statement of Exemplifying Procedure or Practice:



7. The school makes provision in the school budget for financing the school library adequately.

1	2	3

Statement of Exemplifying Procedure or Practice:

8. The present budget is adequate for the elementary library purposes and needs of the school.

1	2	3

Statement of Exemplifying Procedure or Practice:

9. The school librarian is notified by the administrator about the amount allotted in the school budget for books, (other than textbooks), magazines, and other library materials.

1	2	3

Statement of Exemplifying Procedure or Practice:

#### E. Staff and Library personnel

1. The school librarian is a regular member of the faculty.

1	2	3

Statement of Exemplifying Procedure or Practice:

2. The librarian holds a standard elementary teaching certificate.

1	2	3

Statement of Exemplifying Procedure or Practice:

3. The elementary school library is administered by a professionally trained and well-qualified librarian who has twenty-four hours of library science.

1	2	3

Statement of Exemplifying Procedure or Practice:

4. The elementary school library personnel meet state standards. 1 2 3  

--	--	--

Statement of Exemplifying Procedure or Practice:

5. The elementary school library personnel meet national standards. 1 2 3  

--	--	--

Statement of Exemplifying Procedure or Practice:

C. Organization and Administration

1. Students help form library policies. 1 2 3  

--	--	--

Statement of Exemplifying Procedure or Practice:

2. The elementary library makes provision for using student assistants. 1 2 3  

--	--	--

Statement of Exemplifying Procedure or Practice:

3. Students help select materials for the library. 1 2 3  

--	--	--

Statement of Exemplifying Procedure or Practice:

4. The elementary library has a flexible schedule making materials easily accessible to all students during the school day. 1 2 3  

--	--	--

Statement of Exemplifying Procedure or Practice:

5. The elementary school library is open during the entire school day as well as before and after school. 1 2 3  

--	--	--

Statement of Exemplifying Procedure or Practice:

6. The elementary school library makes provisions for the care, repair, and re-binding of library materials. 

1	2	3

Statement of Exemplifying Procedure or Practice:

7. The book collection is classified according to the Dewey Decimal Classification System. 

1	2	3

Statement of Exemplifying Procedure or Practice:

8. The elementary school library has a shelf-list and an accession record. 

1	2	3

Statement of Exemplifying Procedure or Practice:

9. The elementary school library maintains a reference collection of clippings, pamphlets, and pictures in the vertical file. 

1	2	3

Statement of Exemplifying Procedure or Practice:

10. The elementary school library has an adequate card catalog. 

1	2	3

Statement of Exemplifying Procedure or Practice:

11. The librarian makes reports periodically on the status and needs of the library services to the school administration. 

1	2	3

Statement of Exemplifying Procedure or Practice:

12. The elementary school library contains an unabridged dictionary and up-to-date sets of good juvenile encyclopedias. 

1	2	3

Statement of Exemplifying Procedure or Practice:

13. The selection of library materials is a co-operative undertaking of the entire school staff and the pupils.

1	2	3

Statement of Exemplifying Procedure or Practice:

14. The elementary school library provides reference and enrichment materials for all grade levels and for each subject in the curriculum.

1	2	3

Statement of Exemplifying Procedure or Practice:

15. The elementary school library provides a sufficiently wide range of recreational reading that the varied interests of the students find satisfaction.

1	2	3

Statement of Exemplifying Procedure or Practice:

D. Content of the library for teachers and children

1. The book collection is adequate in terms of being a balanced collection that meets the needs of the school.

1	2	3

Total number of books in collection \_\_\_\_\_

General Works _____	Fine Arts _____
Religion and _____	Literature _____
Mythology _____	Travel, Geography, _____
Social Science _____	Biography, History _____
Languages _____	Fiction _____
Science _____	Picture and Easy _____
Useful Arts _____	Books _____

2. Book collections contain materials needed for the units of instruction introduced in the curriculum.

1	2	3

Statement of Exemplifying Procedure or Practice:

3. Book collections meet the regional, state, and national standards.

1	2	3

Statement of Exemplifying Procedure or Practice:

4. The book collection of the elementary library meets most needs and interests of students and teachers.

1	2	3

Statement of Exemplifying Procedure or Practice:

5. The elementary school librarian uses standard book selection guides.

1	2	3

Statement of Exemplifying Procedure or Practice:

6. The elementary school library has copies of several appropriate magazines for children.

1	2	3

Statement of Exemplifying Procedure or Practice:

7. The elementary school library has a copy of the local newspaper.

1	2	3

Statement of Exemplifying Procedure or Practice:

8. The elementary school librarian conducts periodic inventories of library materials and makes purchases as needed.

1	2	3

Statement of Exemplifying Procedure or Practice:

9. The elementary school librarian cooperates with the Public Library in the selection of materials.

1	2	3

Statement of Exemplifying Procedure or Practice:

10. Library materials which have ceased to meet student and teacher needs are discarded periodically.

1	2	3

Statement of Exemplifying Procedure or Practice:

### E. Instructional Program

- ✓ 1. Instruction in library skills is provided in all grades.

1	2	3

Statement of Exemplifying Procedure or Practice:

- ✓ 2. Library instruction is given by the librarian.

1	2	3

Statement of Exemplifying Procedure or Practice:

3. A class time is scheduled for the library period.

1	2	3

Statement of Exemplifying procedure or Practice:

4. Special aids and other sources of information are selected carefully and can be adapted to a range of pupil ability.

1	2	3

Statement of Exemplifying Procedure or Practice:

5. Drills of various types are used so children will become skillful and independent users of the library resources.

1	2	3

Statement of Exemplifying Procedure or Practice:

6. The elementary school library program reflects the philosophy of the school and enriches all parts of the instructional program.

1	2	3

Statement of Exemplifying Procedure or Practice:

7. There is articulation between the elementary library program and the public library services.

1	2	3

Statement of Exemplifying Procedure or Practice:

8. Reading clubs are developed by the elementary school library to extend the use of library materials.

1	2	3

Statement of Exemplifying Procedure or Practice:

9. There is articulation between the junior and senior high library program and the elementary library program.

1	2	3

Statement of Exemplifying Procedure or Practice:

#### F. Library guidance

1. The librarian is familiar with the reading program in the school.

1	2	3

Statement of Exemplifying Procedure or Practice:

2. The librarian has an understanding of the methods of teaching reading.

1	2	3

Statement of Exemplifying Procedure or Practice:

3. The librarian cooperates with all teachers in the school in every aspect of the reading program.

1	2	3

Statement of Exemplifying Procedure or Practice:

4. The librarian encourages in students an interest in and a liking for reading.

1	2	3

Statement of Exemplifying Procedure or Practice:

5. The librarian guides the reading of students by helping them in the selection of books. 

1	2	3

Statement of Exemplifying Procedure or Practice:

6. The librarian helps develop in students the proper attitudes toward school property. 

1	2	3

Statement of Exemplifying Procedure or Practice:

7. The librarian implements library projects that permit students to plan and work together effectively as a group. 

1	2	3

Statement of Exemplifying Procedure or Practice:

8. Library courtesy is stressed and good library habits are established. 

1	2	3

Statement of Exemplifying Procedure or Practice:

9. The librarian keeps reading records of pupils. 

1	2	3

Statement of Exemplifying Procedure or Practice:

#### G. Service to Classroom teachers

1. The librarian keeps the teachers informed about new sources of information and audio-visual materials. 

1	2	3

Statement of Exemplifying Procedure or Practice:

2. There is a collection of professional materials for the faculty. 

1	2	3

Statement of Exemplifying Procedure or Practice:



3. Collection of materials are available for classroom use. 1 2 3  
    
Statement of Exemplifying Procedure or Practice:
4. The librarian requests suggestions from teachers about new materials to be added to the library. 1 2 3  
    
Statement of Exemplifying Procedure or Practice:
5. The school librarian notifies teachers about new materials added to the library. 1 2 3  
    
Statement of Exemplifying Procedure or Practice:
6. The librarian purchases books for special units of instruction and other books suggested by the teachers. 1 2 3  
    
Statement of Exemplifying Procedure or Practice:
7. The librarian uses the reading scores for information about the students' reading level or abilities. 1 2 3  
    
Statement of Exemplifying Procedure or Practice:
8. The library provides opportunities for displays, exhibits, and projects. 1 2 3  
    
Statement of Exemplifying Procedure or Practice:
9. The librarian helps in planning units of work with teachers in terms of the materials available in the library. 1 2 3  
    
Statement of Exemplifying Procedure or Practice:
10. The librarian is used in the program of curriculum reorganization. 1 2 3  
    
Statement of Exemplifying Procedure or Practice:



APPENDIX D

STATUS OF OKLAHOMA SCHOOL LIBRARIES  
COMPARED WITH U.S. OFFICE OF EDUCATION

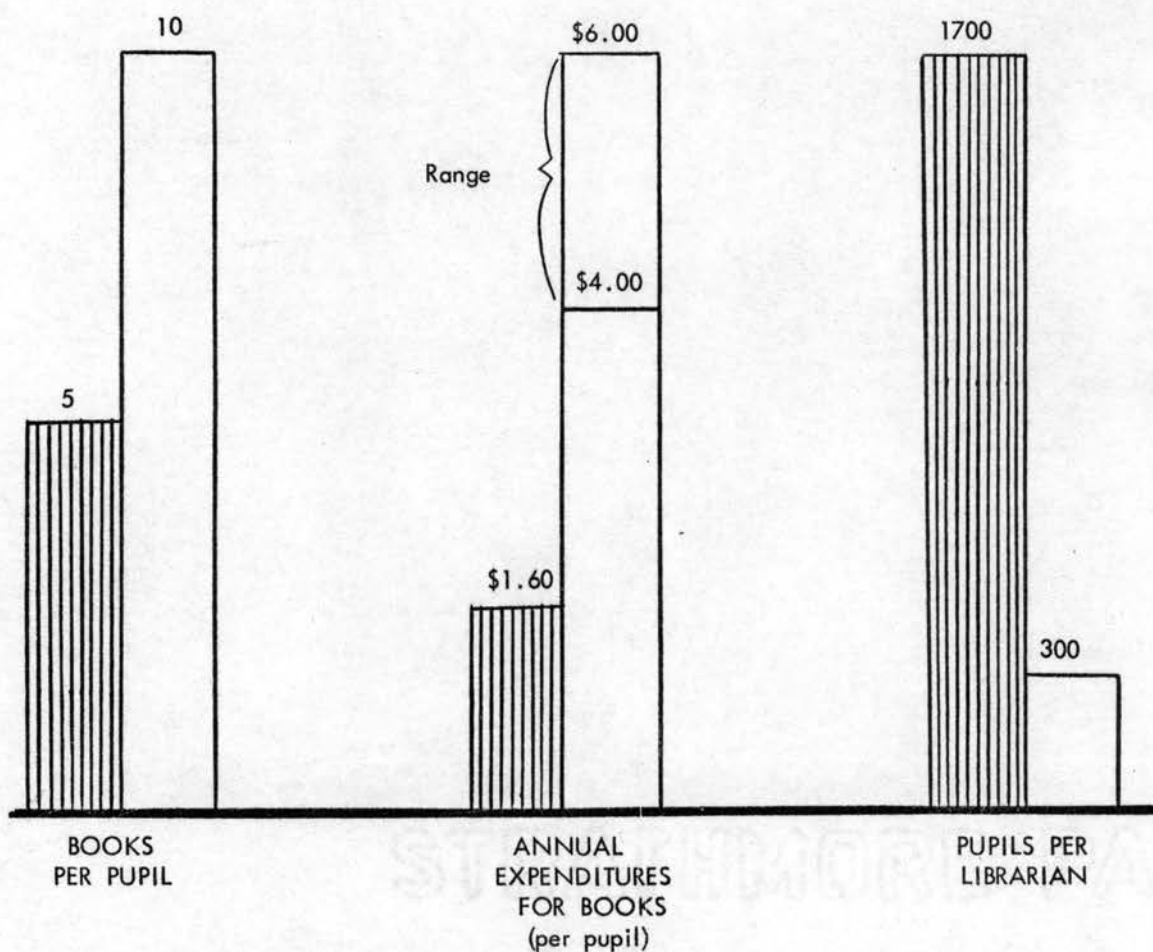
## APPENDIX D

## HERE IS THE NATIONAL PICTURE OF SCHOOL LIBRARY SERVICE

Existing and Recommended Service in Public Elementary and Secondary School Libraries

Existing Service

ALA Standards



Figures shown are for those schools with central facilities according to the most recent survey by the U. S. Office of Education.

There are more than 2/3 of elementary schools without any central libraries and more than 1/2 of all public schools without libraries.

## VITA

Louise Farha Roberds

Candidate for the Degree of  
Education Specialist

Thesis: EVALUATION OF THE ELEMENTARY SCHOOL LIBRARIES IN THE  
BRISTOW, OKLAHOMA, SCHOOLS

Major Field: Elementary Education

### Biographical:

Personal Data: Born at Shamrock, Oklahoma, the daughter  
of Ellis L. and Mahaba Barkett Farha.

Education: Attended grade school in Bristow, Oklahoma;  
graduated from Bristow High School in 1934; gradu-  
ated from Bristow Junior College, 1936; received  
the Bachelor of Science degree from Oklahoma  
Agricultural and Mechanical College in May, 1938,  
with a Major in Elementary Education; received the  
Master of Science degree from Oklahoma Agricultural  
and Mechanical College, with a Major in Elementary  
Education, in August, 1940; completed requirements  
for the Education Specialist Degree in May, 1965.

Professional experience: Taught in the elementary  
school in Guymon, Oklahoma, 1941 to 1942; taught  
in the Bristow schools from 1942 to 1963; served  
as associate professor of education at Phillips  
University, Enid, Oklahoma, 1963-1964.

Professional organizations: Member of Oklahoma Education  
Association; National Education Association;  
Association for Supervision and Curriculum Develop-  
ment; Oklahoma Council of Teachers of English;  
Kappa Delta Phi; International Reading Association;  
and Oklahoma Reading Association.