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A Survey of Elementary School Libraries of Puyallup, Washington

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A SURVEY OF ELEMENTARY SCHOOL LIBRARIES OF
PUYALLUP, WASHINGTON
C. 1962

A Thesis

Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
JOHN R. ANDERSON
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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

The task before educators today is that of preparing our young people to take their place in the literate citizenry of tomorrow. Educators are expected to utilize all desirable means in accomplishing this objective. In so doing one of the items in the category of useful tools is the school library, the beginning of which is found in the elementary grades.

Lip service is often rendered relative to the library's essential importance and, on the surface, the library is said to be utilized to its fullest potential. In reality there is some doubt as to this claim. The uncertainty lies in whether the library is a major tool in education, or if it is merely used as a storage place of ill-assorted and ill-chosen works.

If the school library is to fulfill its maximum potential it must contain a large variety of useful and used materials which build interest and enrich the curriculum. National and state standards tell us what constitutes, in the opinions of professional specialists, a good school library. Information is needed, however, which describes existing conditions, making it possible to evaluate specific circumstances by comparisons to recommended standards. This research

project was initiated with the hope of providing the kind of information that might be useful to all parties concerned with the improvement of school libraries.

I. THE PROBLEM

Statement of the problem. In keeping with the expressed views that libraries must be useful and used, it was determined that a survey of existing libraries in the elementary schools of a particular district would serve to illustrate any shortcomings and advantages of their present organization. The elementary schools of Puyallup, Washington, School District No. 3, were chosen because being familiar with them the writer had access to personnel and plant facilitating research. The specific purpose of the study was to make known precisely the extent and type of the existing facilities within the schools of the above district, to make clear the organizational pattern in use in the schools of this district, and to evaluate the present facilities and organization of same in terms of state and national recommendations for such districts.

Importance of the study. The duty of educating youth falls, in large part, to teachers. It is a disturbing possibility that in too many cases the teachers are asked to perform this duty without benefit of adequate sources of

knowledge, with inadequate facilities, supplies, and administrative support. In order to discharge their responsibilities, teachers need facilities that will enable them to contribute to the optimum mental and social growth of each student. One of the means by which teachers may contribute effectively is through an adequate elementary school library. That is, the library, if used to its greatest potential, can be a tool of education which will assist in the broadening of the background of every student coming in contact with it.

School children will often benefit considerably by being introduced to library advantages at an early stage. If the nation is to continue to subscribe to the idea that a good citizen is a well-informed citizen, excellent libraries must be provided for each and every student within the public school system. If the deepest insights are to be sought, if pupils are to be encouraged to pursue knowledge independently and thoroughly, then libraries are a necessity. Not only must libraries exist, they must be capably staffed. Unless the means of knowing where and how to find answers are provided, the physical facilities will, of themselves, be less than useful.

In terms of the foregoing the need for good libraries is, in the writers judgment, axiomatic. Despite the fact that elementary school libraries have developed extensively

during the last four decades, there unfortunately remains a financial lag in this development. In most instances, the consensus of opinion is that the library serves a good purpose. However, the difficulty lies in the method by which good libraries may be instituted and their growth and effectiveness be implemented steadily in the light of growing needs.

II. DEFINITIONS OF TERMS USED

School Librarian. A full-time specialist trained to select, evaluate, organize, and publicize within the schools the informational materials available for use in the elementary grades.

Teacher-Librarian. A part-time teacher who spends part of the working day as a librarian as well as carrying on classroom duties. Such use is often recommended in small districts where funds are a special problem.

Teacher as Librarian. A teacher who has been assigned the duties of a librarian after completion of regular teaching duties. Due to time limitations, the work involved usually consists of record-keeping and book-filing. Teacher-librarians are often used in small schools with very limited budgets.

Central Library. An arrangement wherein most of the school's books, magazines, and newspapers are kept in one area under the supervision of the librarian, rather than being dispersed in different rooms.

Classroom Collection. A collection of books, newspapers, and magazines kept within the classroom for use by students within the classroom.

III. LIMITATIONS OF THE STUDY

The taped, structured interview was the method used to secure data. This involved ten elementary school principals, plus the questionnaires sent to each of the 105 elementary school teachers.

It should be brought to the reader's attention that the questionnaire method has faults that are not always easy for an interviewer to overcome.

Notable weaknesses in the questionnaire method of obtaining information include the following:

1. The interviewer must have the ability to phrase questions with care and precision. This skill is especially necessary because many persons tend to make their responses in general terms that require definition and because all persons do not attach the same meaning to the same question (6:72-73).

(Through a taped structured interview the examiner poses the same question in the same way to each of the people being questioned. The interviewer is also near to answer or clarify any question or misunderstanding that might occur. This is being done while the whole session is being recorded for analysis at a later date.)

2. Information that is not known to the respondent cannot be obtained in a survey (17:171). (It was felt that no questions were asked which were out of the range of knowledge of either the principal or teachers. Two questionnaires were prepared to prevent the interviewees from trying to answer questions that they didn't know, one questionnaire being prepared for principals and the other for elementary teachers.)

The following is recognized as a limitation of this study:

1. No attempt has been made to ascertain the extent of audio-visual materials in the school district since such materials are not under the supervision of the library in Puyallup.

What the survey did try to include was the following:

1. Analysis of specific phases of the library program which included (a) personnel; (b) school library budget; and, (c) organization of materials.

2. Library quarters and available equipment therein.
3. Selection of books.
4. Reference books and periodicals.
5. Library use and service.

CHAPTER II

REVIEW OF THE LITERATURE

It was deemed useful to attempt to summarize essential views of representative authorities on school libraries. A review of the works of such authorities makes apparent whether or not the items included in the survey proper are relevant to the thesis. In addition, there becomes apparent a clue to the agreement on the part of qualified persons regarding the progress in establishing elementary school libraries that are suited to the more complex world which the future citizen faces.

Progress of an observable nature began during the latter decades of the nineteenth century, gaining definite impetus in the early twentieth century. The childrens' rooms in the public libraries in the New York City area and, later, the formation of the first high school library were the first indication of the interest aroused concerning the necessity for providing sources of information other than within the classroom proper (15:96).

Cole stated that, "The period of rapid growth of school libraries began in 1900 and continues today. This century has seen the school library come into its own, for now in the United States it is accepted as a highly essential part of our educational system" (6:90).

An apparent demand and a recognized need were satisfied by the movement toward the development of the elementary school library. Following the Pestalozzian principle that "the primary function of learning to read is the development of a permanent interest in reading and the appreciation of good reading material. . . (6:89) there arose a greater demand for library services to supplement regular textbook assignments. The demand was impeded then, as it is today, by the feeling that few districts could afford the funds necessary in providing a wide variety of good reading (26:72). On the face of it, the lack of money was the problem. In actuality, the problem was the basic evaluation of the school library in relation to the education of the child.

Richard L. Darling explained the role of the school library in education as follows:

The school library does not exist for its own sake. Rather, it exists to serve the educational program of the school in which it is located. The school library reflects the instructional practice of its school. There are perhaps, a number of things which some schools have and which other schools do not have without harm to the school's instruction. The library is not one. Books are the basis of learning. Reading is the skill to which our schools rightly give the greatest amount of attention since the other subjects are dependent upon the pupil's ability to read. Reading, in turn, is dependent upon the books, good books, interesting books, so organized that the pupils can get them in the easiest way possible. The school library, existing to serve the educational program of the school, is the foundation upon which the program should be built (8:3).

Darling's point of view is supported by many educators today. This becomes obvious when consideration is

given to the tremendous upsurge of interest in curriculum planning to meet the challenge of an increasingly complex and ever-changing world. In connection with development of curricula, the concomitant growth of library facilities is recognized as indispensable (17:2). The vitality of the curriculum depends on teachers who are creative, on ideas that are thought-provoking, and on the instilling of inspiration for learning. Neither text nor teacher fulfills the purpose alone. Ideas and inspiration must evolve from sources more richly diverse or complex than any one is apt to be. This would seem to make mandatory the school library with its great variety of riches. By the extent and variety of its materials the library offers a unique contribution in the complex process of providing a dynamic curriculum.

Assuming the need for school libraries, need based on the knowledge required of every student in order that he may cope with the multitude of problems unknown to men of other eras, it may be asked whether the school without a library is handicapped when compared with the school with a library? It may be asked, too, what the elementary school library offers the student and what its responsibilities and objectives are?

The answers to these questions bear directly on the thesis expounded in the following chapter and bear examination in some detail.

What does the school with a library have that the school without one lacks?

1. A place that encourages reading for every purpose.
2. A clearing house for all types of reference materials for both teacher and pupils.
3. A center to coordinate school activities related to reading and research.
4. A place organized to serve individual differences.
5. Facilities for teaching the science of library practice (13:79).

What does the elementary school library offer the student?

1. Comfortable and attractive facilities whereby individuals, groups, and classes may utilize library materials with satisfaction.
2. A pleasant surrounding in which children spend many interesting and profitable hours in reading for enrichment and enjoyment.
3. A wide selection and variety of organized materials which are readily accessible to answer unsolved problems.
4. Materials covering a wide range of subject matter and various levels of difficulty whereby the librarian and the teacher can provide for individual differences.
5. Materials for use outside the library.
6. Library instruction which will assist children in reading and research.
7. Activities whereby children develop the ability to work individually, think independently and critically.
8. A rich, varied, and well-balanced collection of books to generate a love of reading.

9. Materials to strengthen the curriculum and aid the professional growth of teachers.
10. Facilities and materials to stimulate individual interest of children and to help solve their personal problems.
11. Library materials for the gifted child to allow for development to the limit of his potential.
12. Training for students in library methods and development of good library citizenship (29:23).

What are the responsibilities of the school library?

1. To provide materials that enrich and support the curriculum.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide a background of information which will enable students to make intelligent judgments in their daily lives.
4. To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
5. To provide materials representative of the many religious, ethnic, and cultural groups and their contribution to the American heritage (2:109).

Gardiner (14:4) believes that if the effective library is to furnish the children with a constant supply of books and materials to meet all educational needs, the shelves must include a large variety of books for reference, for leisure reading, and for the pursuit of personal hobbies.

As the White House Conference on Education suggested, the furtherance of good reading habits in the interest of an informed and cultured society depends not only on recognition

of the value of the school library, as illustrated by the criteria enumerated above, but also on the willingness to support the library financially (28:16). In a published statement, the conference had this to say on the value of the school library:

The school library is an essential and integral part of the public school. Therefore, any discussion of school facilities, school personnel, program of instruction, financial support, and public interest must advisedly give attention to the planning of libraries in new and remodeled buildings, the education of librarians who service libraries, and teachers who guide children in the use of books and other materials. These discussions must include the task of the schools' accomplishments. They must give place to interpreting the contribution of the library and the enlistment of the public in making financial provision for such service (28:16).

The libraries, of course, have as their main purpose the furthering of the schools' objectives. One of the principle objectives of the schools is to teach reading. This appears obvious in light of the fact that reading is the subject, more than any other, which carries over to adulthood. Any function that serves to enhance the life of the individual and the contribution of the individual to his community, as does the school library, is of significant value to the whole society (3:1). Despite the reasoning behind the desire for good library facilities, reasoning embodying the ultimate improvement of the individual, far too many communities still fail to recognize this need. As Columbia University faculty

member, Dr. Francis Henne, stated, "Somehow, having to sell the elementary school library idea seems on a par with having to sell the idea of democracy, or good education, or the value of reading" (15:100). Nonetheless, few districts feel they can afford the funds that would be needed to provide a variety of good reading, both fiction and non-fiction, for every classroom (6:91).

That the elementary school library satisfies one of childhood's greatest needs is manifest, the need for satisfying curiosity, which may be stifled if access to the answers is not provided. The library is a place where the slow reader may learn confidence, the average reader may increase his abilities, and the gifted child may find challenge and stimulation. Each in his own way may develop independent thinking and effective reading habits. Margaret Moss (21:76) explained that each child has the opportunity to "deepen his knowledge and broaden his views far beyond the normal requirements of the classroom."

As another authority states:

The school library contributes to greater understanding of the contribution of science of yesterday and today. It contains books for children who have an interest in art or music and helps blend aesthetic appreciation of ballet or musical themes with story and illustration. In reading, the library provides the child with the very satisfying experience of selecting a book from among many books because it is the particular one he wishes to read (32:20-21).

Calhoun said the same thing in a different way, adding that children could derive many benefits beyond merely pleasurable reading. According to him:

Their (the childrens') skill in reading can improve by doing more of it. Enrichment is provided through the breadth and depth of reading materials in a central collection. Advanced children may develop research techniques when this opportunity is available. The ability to discriminate in improvement in reading tastes can be nurtured in a library setting with a variety of reading experiences. An interest in books and the desire to read will follow as story hours, displays, library clubs, and book fairs are provided (5:37).

Thus, a compelling argument presents itself in favor of elementary school libraries over schools without libraries. One of the most significant factors that sets man apart from animals, the factor of reason, gets early encouragement from the opportunity to view the several sides of an argument. In addition, the easy accessibility of books opens up vistas which allow the least gifted to wander afield in search of horizons undreamed of except through books. In summation, the library is important for a variety of reasons.

Because library facilities are essential, it becomes necessary to set up a guide for introducing and carrying out the library program, in whatever way it may be formulated. To do this, it is necessary to provide adequately trained librarians. Superior programs for the training of teacher-librarians are few and far between. As Jewell Gardiner found:

Most schools of education and teachers' colleges are neglecting the training of administrators and teachers

in the appreciation of the library and the facile utilization of it in the education of youth. Moreover, library schools should bring their preparation of school librarians alongside the preparation of college and public librarians. They should be the most winsome and the best trained persons in the school. They should excel in personality, enthusiasm, and eagerness to serve. They should have had teaching experience, or at least a teacher point of view, and a thorough knowledge of the total program. They should have the gift of being able to work with people. Everywhere there is a shortage of qualified librarians. There is need for a new kind of school training librarians who understand children and know teaching (14:4).

In accord with the above, teacher-librarian training should include courses in children's literature, book selection, organization and administration of the school library, story-telling, reference, cataloging, and classification (14:31).

Many authorities feel that to obtain competent young people as school librarians teacher education institutions would best serve the purpose. While it is necessary to set minimum standards, the desired qualities of potential teacher-librarians should be realistic and attainable. In keeping with this thought, advocates of trained librarians insist upon concomitant training in professional education courses. The qualities referred to are simply those expected of a superior teacher.

According to Oeschger (23:17), a good librarian and a good classroom teacher both possess a genuine love for children and a sympathetic understanding of their needs.

In addition, each should be thoroughly familiar with the rudiments of child psychology and a firm grasp of human relations. It is needless to add that vitality, tact, good health, and enthusiasm for the work are requisites.

The contribution which librarians with the above qualifications can make to each child, each class, and each classroom are limitless. As stated by Hanson:

The teacher needs help as he works with his group in order to identify the available books, pictures, maps, films, and other materials that relate to the topic at hand. A librarian who has worked in a classroom with children and who has also had library training can best help teachers and children (22:290).

Unfortunately, the teachers, and classrooms benefiting from this service are rare. The United States Office of Education reports that but 28.89 per cent of elementary schools are served by librarians; this ranges from less than 10 per cent in some states to well over 50 per cent in others (15:96).

A brief discussion of the main methods of arrangement is required at this point in order to make reasonably complete the survey of the literature of the subject. In almost all elementary schools, one of three means of implementing additions and assistance to the curriculum is found.

1. Classroom collections is a method whereby a collection of books is kept within the classroom by the teacher for the use of students within that

classroom. In the event no library facilities are available, the yearly acquisition of books would be shared among the teachers according to their respective grade levels. The classroom collection was found to limit the availability of books to students (15:18-19). Consequently, the classroom collection has been eliminated in many school systems (35:60).

2. The central library method is recognized by some librarians as being superior to the classroom collection for a number of reasons: (1) the arrangement allows all supplementary materials to be kept in one place under the guidance of the librarian; (2) greater utilization of materials results; (3) a greater variety of teaching aids may be offered at a more economical cost (24:174-175) (35:60); and, (4) the development of desire on the part of the child to use the library results (31:8).

Gardiner cites advantages of the central library accruing as follows:

It gives children a real library experience which parallels the library situation they will meet in high school, college, or the public library. They learn, for example, how books are arranged on library shelves, how to use the card index, the catalog, reference books, and other resources of the library. It is financially the

most economical of plans for administering library service because it avoids unnecessary duplication of titles and the heavy expense involved in any plan which requires transportation from an outside source.

It makes the entire book collection available for the use of the maximum number of children at all times. Book collections permanently located in a classroom are inevitably idle a good portion of the day.

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 it renders easy the task of supplying teachers with book collections which readily meet classroom needs (15:18).

Although little has been said concerning location of the central library, it should be located in a central part of the building. It should be open throughout the day for the use of the children, and should present a pleasing, attractive, and informal room for browsing and reference.

The last method of library arrangement of the elementary school level is the obvious combination of the two arrangements detailed above. The ideal arrangement is reached upon combining both central and classroom collections. The central library, in this case, provides for circulation of book collections to the classroom, for the classroom collection alone is eminently inadequate (15:18).

Thus far stress has been placed upon the quality of library service essential for all elementary schools. Emphasis has been on the phases of library organization without which curriculums suffer. Specifically, the value of the

trained librarian and the necessity for a central library have been surveyed. Whether or not the majority of the nation's schools exert themselves to attain the libraries and librarians to be desired is open to some question. Schools with good library service remain in the minority (16:96) (1:5). If these schools can offer the services considered necessary, then all others without such services do and injustice to their students. In order to determine the means of improving or effecting approved school library service for the elementary school it seems well to review the recommendations made by the American Library Association (the national organization of professionally trained librarians) relative to personnel, resources, quarters and support of such libraries. The writer has endeavored to make this review in the following chapter.

CHAPTER III

NATIONAL AND STATE RECOMMENDATIONS FOR THE ELEMENTARY SCHOOL LIBRARY

National Standards. The standards established for school libraries by the American Library Association were prepared in cooperation with twenty educational and lay organizations and stress the quality of library service essential for all elementary, as well as secondary schools. The quantitative recommendations are based on research in schools with good library service. All information was obtained from, Standards For School Library Programs, published by the American Library Association in 1960. This study was based on collected information of public school libraries and school librarians in school districts with enrollments of 150 and over and accepted as national and state standards.

The new standards state that all schools having two hundred or more students need well-organized school libraries with functional programs of service directed by qualified personnel. In 1953-54 the United States Department of Health, Education and Welfare reported there were libraries in only twenty-five per cent of the elementary schools, from this report, which still reflects the current picture, it can be seen that much remains to be done in providing our schools with libraries (1:5).

The national standards recommend that, for the first 900 students, there should be employed one qualified librarian for each 300 students, and one additional librarian for each additional 400 students. While the 34 million pupils covered should have had the services of 112,000 librarians, the statistical study found that there were only 19,000 school librarians with 15 semester hours or more of library science, and about 10,000 with less than 15 hours. The minimum number of hours for preparation of school librarians is fifteen to eighteen. Public school libraries in the United States in 1958-59, therefore, were staffed by only about 17 per cent of the professional personnel essential for good library service.

At the elementary level, the shortage of qualified librarians was acute. The ratio of trained librarians was one librarian to 4261 students.

The above figures show that a second basic need in the implementation of school library standards is the training of many thousands of school librarians. If standards are to be met, over 146,000 trained librarians will be needed for the 38 million pupils in public schools in 1961-62. As compared to the 19,000 librarians presently qualified, this is surely a task of vast proportions.

No more satisfactory than the librarian supply is the book-collection ratio. Minimum recommendations for schools

having 200-999 students are 6,000-10,000 books; schools having one thousand students should at least provide ten books per student. The standard of ten books per pupil can be compared with the results of the survey which shows the average number of books per student in elementary schools in 1958-59 to be 4.6. These ratios show that in centralized libraries, only about 50 per cent of the book stock recommended is available.

With so much recent emphasis on increased materials in both kind and quantity, it becomes apparent that already ill-equipped libraries will become even more inadequate in their endless race to keep up with the demands of both teachers and pupils. Meager resources in subject areas place the situation in double jeopardy as the teachers become discouraged from using the small stock, thereby omitting, for all practical purposes, the limited library. That is, if the library is to be of real service it must have a rich and varied stock from which to choose. The obvious moral indicated here is that administrators and school boards should give particular attention to the securing of sufficient school library collections.

The national standards for expenditures for regular library books in elementary schools in 1958-59 was \$4-\$6 per pupil. Many schools throughout the country, schools with strong learning programs, are meeting or exceeding

average annual expenditures for library books. Evidenced by the average expenditures per pupil, however, most schools are spending far below the national average. School boards in communities interested in achieving excellent schools should be aggressive in obtaining the money to meet the national standard expenditure per pupil for library books.

As much as the lack of library facilities, an inadequate number of qualified librarians, and sufficient centralized book collections contribute to the sad state of affairs, the lack of school library supervisors, detract just as much from a satisfactory library program. It is astonishing to note that in no less than one-half the states there are no library supervisors. In fact, some states had no library supervisors for local school districts. The standards recommend that there are at least two school library supervisors in every state department of education, and "the services and facilities for school library supervision" in school systems having five to seven schools or more with enrollments of 200 or more students.

Since the effectiveness of relating library materials to curriculum programs falls to state and local school library supervisors in cooperation with the curriculum directors, there is tremendous need for extending school library supervision. The lack of supervisory personnel as related in the preceding paragraph has direct bearing on the difference

between the new national standards and existing conditions in school libraries. School library service depends not only on the personnel, resources, quarters, and support for libraries made available in our schools, but on the leadership provided by state and local boards of education for developing school library programs of genuine value to education.

In every local school and school system administrators, librarians, and teachers should evaluate existing school library services according to the new standard and formulate plans for reaching, by gradual steps, the quality of school library programs recommended by these standards.

State Standards. The Washington State Board of Education, in conjunction with the recommendations set up nationally, has striven to initiate a program of improvement in school library programs among the elementary schools of the state. Although these standards (29:1-11) are not, as yet, being met by all the schools concerned, the stipulations contained in the new standards are broad enough to allow progress commensurate with resources and finances.

As an instance of the broad rulings and recommendations, those schools unable to afford a full-time librarian or which cannot devote a proportionate amount of time from their schedule for library time may assign library time in conformance to their own needs (29:8).

In the small schools, a half-time teacher-librarian can be responsible for all library instructional materials. The State of Washington feels that it is preferable to hire a full-time, qualified school librarian to serve two schools rather than to assign teachers in the separate schools to carry on part-time library work (29:8). The state provides a qualified librarian to assist and advise districts regarding their libraries.

The State of Washington recommends a central library in every elementary school. The library should be an instructional materials center serving both teachers and children. From it, materials should be circulated to classrooms for temporary use. Needless to say, the center should be administered by a qualified librarian.

The general recommendations of the State of Washington, as embodied in a pamphlet sent to all interested persons in January, 1960 (29:1-11), stipulated that planning for adequate library service was a responsibility of the local district boards of education, and the Office of the State Superintendent of Public Instruction.

Among the recommendations that concur with national recommended standards are the following:

1. Bookmobile or library service from public libraries is not a satisfactory substitute for a school library.

2. Classroom collections of books do not make a library.
3. Only a central library within the school, supervised by a qualified librarian, will provide children with instruction and practice in research and library techniques, and will serve the wide range of needs, abilities and interests within each classroom.
4. Schools should purchase a copy of "Standards for School Library Programs," published by the American Library Association and so become familiar with supervisory techniques, on library services in schools with enrollment under 200 on the library in the new school and on the district materials center.

The Washington proposals are modest by current national standards and suggest that it is time for schools to begin to evaluate their library services by the qualitative state standards. That most schools will want to evaluate by national standards as well seems apparent.

CHAPTER IV

EXISTING SCHOOL LIBRARY FACILITIES IN PUYALLUP

I. PROCEDURE

The report of a recent statistical study of school libraries conducted by the Library Services Branch of the Office of Education, U.S. Department of Health, Education, and Welfare, Public School Library Statistics, 1958-59, indicated that there are marked differences in national standards and existing elementary school libraries. Due to the concern generated by this report, the writer became highly interested in this pertinent problem of "adequate" library resources and services for all children in the State of Washington. A survey was then conducted among the elementary schools of Puyallup, in order to evaluate representative libraries of first class schools and compare them with the accepted standards.

In order to ascertain whether the Puyallup schools possessed the quality of library service that would effectively implement the instructional program, the results of the survey were compared with the standards established by the American Library Association. On the basis of these results (1:1-113), several recommendations were offered for consideration in improving the library service in the several Puyallup elementary schools.

The survey was conducted through questionnaires (see appendix p. 66-72) which were sent to each teacher, a taped interview with the elementary co-ordinator, and taped structured interviews with each of the principals of the ten elementary schools of Puyallup.

The attempt to get the opinions of those concerned with the library situation was based on the thought that nowhere could there be a more lucid discussion of the advantages or weaknesses of the separate school libraries than among those who were so intimately affected by those very strengths and weaknesses.

The information sought in surveying the elementary school libraries of Puyallup School District No. 3 was that which could be compared successfully with the standards recommended by the American Library Association for the nation's schools and the standards recommended by the Washington Office of Public Instruction.

The expression of the teachers' views concerning the strengths and weaknesses of their respective libraries was revealed in answers to questions which were designed to encourage evaluation as well as provide factual information.

There are ten elementary schools in the Puyallup district, a west-central agricultural area. They range in enrollment from 84 to 560, and have from three to 18 teachers. Three of the schools have 100 or less students; three of the

schools have from 101 to 300 students; and four schools have a total enrollment of 300 or above. Thus, the schools within the district vary from among the smallest to high-average enrollment.

Questionnaires pertaining to adequacy of library service were distributed to 105 elementary school teachers in grade levels from first through sixth. Seventy questionnaires were returned, representing 66.6 per cent.

Thirteen questions, some with sub-headings, were asked. The results of the survey are as follows:

Table I shows the pupil enrollment and number of teacher units in each of the ten elementary schools of Puyallup. The staff ranges from three which includes a teaching principal to eighteen which staffs a full-time principal.

TABLE I

ENROLLMENT AND TEACHER UNITS IN PUYALLUP ELEMENTARY SCHOOLS
FOR THE YEAR 1960-61

<u>SCHOOL</u>	<u>ENROLLMENT</u>	<u>NO. OF UNITS</u>	<u>NO. OF STUDENTS PER TEACHING UNIT</u>
A. North Puyallup	84	3	28
B. Firgrove	94	4	23
C. Firwood	100	4	25
D. Stewart	182	7	26
E. Karshner	198	7	28
F. Spinning	290	13	22
G. Waller Road	385	13	29
H. Maplewood	518	18	28

TABLE I (Continued)

<u>SCHOOL</u>	<u>ENROLLMENT</u>	<u>NO. OF UNITS</u>	<u>NO. OF STUDENTS PER TEACHING UNIT</u>
I. Woodland	530	18	29
J. Meeker	560	18	31
TOTALS	<u>2,941</u>	<u>105</u>	<u>269</u>

Table II indicates there are three schools that are staffed with four or less teachers instructing fewer than one hundred students. Four schools are in the middle range with five to fourteen teachers in schools with enrollments from 102 to 400. Finally, there are three schools with fifteen to eighteen teachers and students numbering 401 to 560.

TABLE II

NUMBER OF SCHOOLS IN RELATION TO TEACHERS AND ENROLLMENT

<u>SCHOOLS</u>	<u>TEACHERS</u>	<u>ENROLLMENT</u>
3	3-4	1-101
4	5-14	101-400
3	15-18	401-560

Table III and IV, which deal with adequacy of recreational reading and reference materials, indicate the feelings of the teachers in this regard.

TABLE III
ADEQUACY OF RECREATIONAL READING MATERIALS

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
Adequate		1	7	11	19
Inadequate		7	17	27	51

TABLE IV
ADEQUACY OF INFORMATIONAL AND REFERENCE MATERIALS

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
Adequate		1	4	9	14
Inadequate		6	20	29	55
No Reply					1

Table V shows that the possibilities of obtaining enrichment materials from library sources to aid in teaching is seriously limited. Twelve teachers feel this service is adequate while fifty-eight feel it is limited if not altogether impossible.

TABLE V
POSSIBILITY OF OBTAINING ENRICHMENT MATERIALS THROUGH YOUR
SCHOOL LIBRARY

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
Adequate		1	3	8	12

TABLE V (Continued)

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
Limited		6	15	23	44
Not Possible		1	6	7	14

Table VI deals with the adequacy of librarian services in regard to initiating and developing a program of library instruction, organizing and maintaining a pamphlet and picture file, individual work with students in developing reading tastes, and providing lists of resource materials for teachers.

TABLE VI

ADEQUACY OF LIBRARIAN SERVICES:

A. Initiating and implementing a program of library instruction.

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
Adequate		0	0	1	1
Inadequate		1	7	12	20
Nonexistent		7	13	24	44
No Reply					5

B. Maintaining a current pamphlet and picture file.

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
Adequate		0	0	1	1
Inadequate		2	7	3	12
Nonexistent		6	14	31	51
No Reply					6

TABLE VI (Continued)

C. Guidance in reading habits and tastes.

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
Adequate		0	0	3	3
Inadequate		2	2	8	12
Nonexistent		5	22	25	52
No Reply					3

D. Providing lists of resource materials for teachers.

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
Adequate		2	0	1	3
Inadequate		1	7	11	19
Nonexistent		5	17	26	48
All In					

Overwhelmingly the teachers indicated that these services were not provided under the present library arrangement. In each of the sub-headings no less than two-thirds of the teachers answering the survey felt these library services were entirely non-existent while only three teachers felt they were adequate.

As shown on Table VII, teachers feel there is no substitute for experience. Thirty-nine said let librarians learn from experience while twenty-eight felt that course work was the best method to train a librarian.

TABLE VII
TEACHERS OPINIONS AS TO LIBRARIAN TRAINING IN
EXPERIENCE OR COURSE WORK

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
Experience		6	15	18	39
Course Work		2	9	17	28
No Reply					3

Table VIII shows that teachers in the schools with enrollment of 101 or less did not want a full time librarian, while the middle schools with enrollments of 182 to 385 were in favor by a slight majority, of a half-time librarian in lieu of a full-time librarian. In the three largest schools with enrollments of 518 to 560, the need for full-time librarians was indicated by twenty-seven while part-time librarians were preferred by six.

TABLE VIII
TEACHER PREFERENCE IN REGARD TO A FULL-TIME LIBRARIAN OR
HALF-TIME TEACHER LIBRARIANS

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
Full-Time		0	11	27	38
Half-Time		7	12	6	25
Undecided		0	1	1	2
None		1	0	0	1
No Reply					4

The State of Washington recommends that all elementary school librarians be required to have at least eighteen quarter hours of specialized librarian training (29:8). Table IX shows that forty-three of the sixty-three questionnaires returned indicated this was sufficient training, while only five thought it was inadequate; fifteen of the teachers were undecided.

TABLE IX

ADEQUACY OF STATE RECOMMENDATION FOR LIBRARIAN TRAINING

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
Adequate		5	13	25	43
Inadequate		1	0	4	5
Undecided		1	6	8	15
No Reply					7

For the answer to the question, Is your librarian the best person qualified for that position? Table X indicates that nine teachers believed this was true. It is interesting to note, however that seven of these nine affirmative answers came from schools with very limited libraries, while the eleven teachers who said no, were from schools with better equipped libraries.

TABLE X
TEACHER OPINIONS AS TO WHETHER THE LIBRARIAN IS
THE BEST QUALIFIED PERSON FOR THAT POSITION

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
Yes		3	4	2	9
No		2	6	11	19
No Librarian		0	11	19	30
No Reply					12

The desirable type of preparation for school librarianship is dealt with in Table XI. The elementary school teachers of Puyallup feel that book selection, knowledge of the Dewey classification and administration of the elementary school library were the three most vital fields of knowledge needed to administer a library adequately. Knowledge of secondary school materials and general library orientation was considered of little importance.

TABLE XI
TEACHER OPINIONS OF NECESSARY COURSE BACKGROUND FOR
LIBRARIANSHIP AT THE ELEMENTARY GRADE LEVEL:

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
A. School library administration (basic library administration)		3	16	19	38

TABLE XI (Continued)

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
B. Selection of books and non-book materials (critical evaluation and selection)		5	23	29	57
C. Classification and cataloging (study of Dewey Decimal classification)		4	17	34	55
D. School library services (organization with emphasis on the libraries place in the educational program)		4	12	29	45
E. Elementary school library administration (materials, selecting, reviewing, book-clubs, discarding, evaluation of materials and principles discussed)		7	18	28	53
F. Library orientation		1	8	15	24
G. Books for boys and girls		6	17	26	49
H. Introduction of books to children (reading problems of individuals and ways of arousing interest in books)		5	18	12	45
I. Reading for young people (secondary schools)		1	3	11	15
J. Curriculum enrichment materials (instructional aids other than books)		6	21	24	51
K. Work with children (practice in library with young children)		3	14	26	43

Table XII evaluates the function and duties of the elementary school librarians. It is significant to note that due to the large number of principal-appointed or self-appointed part-time librarians, many questionnaires were returned unanswered or marked "no librarian" indicating their colleagues knew little of the librarian's existence.

TABLE XII
OPINIONS AS TO THE LIBRARY FUNCTIONS AS MET BY YOUR SCHOOL
LIBRARIAN

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
A. Does the school librarian notify teachers about new materials added to the library?					
YES		1	2	7	10
NO		4	4	11	19
NO LIBRARIAN				25	25
NO REPLY				16	16
B. Are reading lists or lists of resource materials compiled by the school librarian for teachers, at the latter's request?					
YES		1	0	0	1
NO		4	11	12	27
NO LIBRARIAN				25	25
NO REPLY				17	17
C. Does the school librarian make provision for class visits to the library on a regular schedule?					
YES		0	3	5	8
NO		6	5	10	21
NO LIBRARIAN				25	25
NO REPLY				16	16

TABLE XII (Continued)

<u>SCHOOL SIZE</u>	<u>TEACHERS</u>	(0-4)	(5-14)	(15 and above)	<u>TOTAL</u>
D. Is the librarian responsible for initiating and implementing the over all school program of instruction in the use of the school library and the resources?					
YES		1	0	0	3
NO		4	11	12	27
NO LIBRARIAN					23
NO REPLY					19
E. Does the librarian attempt to motivate the teachers in the use of the library and its resources?					
YES		1	2	0	3
NO		2	8	12	22
NO LIBRARIAN					26
NO REPLY					19
F. Does the librarian maintain a current pamphlet and/or picture file?					
YES		1	0	0	1
NO		4	7	14	25
NO LIBRARIAN					23
NO REPLY					21
G. Does the public library serve your schools?					
YES		4	9	26	39
NO		2	11	10	23
NO REPLY					8

In the Puyallup system, the teachers choose the library books according to the money that has been allotted for this purpose. In Table XIII, it can be readily seen from what sources the teachers make their book selections. Publishers displays are first while choices made from the children's catalog are second, last are the state lists that are available through the State Superintendent's Office.

TABLE XIII

BOOK SELECTION AIDS IN DETERMINING THE NEW BOOKS FOR 1960-61

29	children catalog
15	basic book collection of elementary grades
4	Washington State Elementary Junior High school list
11	booklist
5	Horn book
1	Elementary English Journal
1	State list
16	Jobber's Lists
40	Publisher's displays

A taped interview with Miss Florence Pope, who is the elementary school co-ordinator, revealed her hope for changes in administrative policy. Miss Pope, who is sincerely a friend of the elementary school library, expressed (on tape) hope and future plans for the elementary school libraries of Puyallup. She believed however, that Puyallup libraries are making growth and as philosophies change and more money is allotted, Puyallup will better meet the needs of their students in regard to libraries.

Verbatim report of elementary co-ordinator, Miss Florence Pope, in May, 1961 (tape). Question: How are library books selected?

Each spring, a library tea is given, offering teachers the opportunity to select library books for the next year. At this tea representatives from different book publishers are invited to display their books. As many as five or more companies usually handle this display. The tea is given in the Junior High School Cafetorium where the books are on display and usually fill the entire room.

Each teacher, before coming to the tea, has been supplied with a number of order blanks. When she makes a selection she includes: author, title, company and copy writes, date and price.

The teachers usually know how many books they can order because they have been given an allowance of \$1.25 per pupil in their room. (Until this year the allowance has been \$.75.) Teachers have been encouraged to order more than their allowance to make up for duplicated titles.

Teachers do not have to draw exclusively from the books on display, but may go to other sources such as, the Children's catalog, Jobbers lists, State lists, or lists that they have acquired in their own experience.

Last year and this year too, we have encouraged ordering special books in the field of science and mathematics.

These books will be purchased through help from the Federal Government; we contribute 50% and the Federal Government contributes 50%.

Question: What are your plans for the future?

Next year, 1961-62 we plan to have a librarian within our system. I have felt for a long time that a weakness of our system has been the lack of libraries in our elementary schools. I feel that these youngsters are being short-changed. It is extremely important that we have a library in every building.

I feel it will up-grade our reading program by improving the quality of reading in the elementary schools. I also feel that children should learn to use the library properly and learn to do research, particularly in the fourth, fifth and sixth grade. I have not pushed libraries as much as I should have because I knew we were financially not able to have libraries because of the lack of space. In some schools we have had libraries, but often they have lasted only a year or two at the most and then the facilities had to be used for regular classrooms. Now that all of our schools are being increased to 15-room-buildings, one room in each building will be used as a library. Firgrove School (recently enlarged) has a big new library in it. It will be properly equipped with the shelves, storage, checking out desk, and a place for the teachers to process books. In some

of our buildings such as Spinning or Waller Road, they will remodel a room and use it as a library. In our plans, every school will have a library and the assistance of a trained librarian.

The librarian will be a traveling librarian and she must be a person qualified and trained in the field of librarianship. I want to put libraries on such a strong footing that they will never feel that they can take them out. We have to have libraries! Along with libraries we must have well trained librarians and as to-date, they are not being trained fast enough to take care of the needs of the schools.

To outline our proposed library program, we plan to start with one librarian and then add to the program each year until we can give good service to each building. Next year we are planning for the librarian to work in three buildings including: Meeker, Firgrove, and Woodland. The librarian will work a day and a half in each building with a half a day left each week for her own organization.

The library should be organized like a regular library with the card catalog and Dewey Decimal system to make possible a learning that can follow over into adult life.

The librarians duties will be:

- a. To be a teacher's helper by giving pupils instruction in the proper use of library facilities.

- b. By assisting and locating materials to be used in units of work.
- c. To aid in the program of the gifted students.
One way to meet the needs of the gifted is to have a well trained librarian on hand to help these more able students to solve their individual problems.
- d. The librarian will be asked to serve on curriculum committees.
- e. The librarian will be a promoter of good reading as a lifetime habit.
- f. The librarian will be a processor of books.
- g. Student helpers will be used to paste in card pockets and date due slips.
- h. Organize the books and keep the library attractive through the arrangement of the room furniture and the proper displays.
- i. The librarians will have a large responsibility on the selection of appropriate elementary materials for the library. However, the teachers will still have the opportunity to order many of the books.

As you know, we are just evolving our program. Maybe we're not allowing our library enough time, we don't know, we're just going to wait and see.

Our ultimate goal would be to have one librarian in each school, but in this district I don't see how we can afford it.

Question: Are the audio-visual moneys separate from the library?

Yes--this is separate from the library. Someday I look for central purchasing of library books and films which would give more time to the people that are now involved in it.

Question: What are the plans for a professional library for teachers?

In the future we are planning a new administration building. In it there should be a curriculum library where we can have materials that teachers can draw from. It is the plan that a central library in the new administration building would eliminate the duplication of professional books. I do believe that we should have a better organized library of professional books.

End of interview.

Additional interviews, with each of the ten elementary principals, were also recorded and tabulated. The purpose in using taped interviews was to seek detailed and specialized information concerning library facilities of each of the schools in the district.

Answers to the questions regarding personnel in the library, the organization of materials and records, quarters and equipment, book selection, reference books and periodicals, the libraries relation to the public, and library utilization

and service by and to the teachers, indicated that an atmosphere of inadequacy prevailed.

Following are seven major library categories with a detailed account of questions asked and answers given during interviews with the ten elementary principals of Puyallup.

TABLE XIV
LIBRARY PERSONNEL

	North Puyallup		Firgrove		Firwood		Stewart		Karshner		Spinning		Waller Road		Maplewood		Woodland		Meeker	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Is there a person employed who is solely responsible for the elementary library program?		X		X	X		X		X		X		X		X		X		X	
2. Is the person employed as one of the following: a. Teacher acting as librarian? b. Part-time librarian? c. Teacher-librarian?	None		None		X		X		X		X		X		X		None		X	
3. Number of hours per week allotted to the library service by the above person.	None		None		3		2		2		3-4		2		3		None		5	
4. Does the person in charge of library have a teacher-librarian certificate?		X		X		X		X		X		X		X		X		X		X
5. Does person in charge have extra-curricular duties in addition to regular school-necessitated duties?	None		None			X		X		X		X		X		X		None		X
6. Is person in charge a teacher without released time who functions as a librarian at noon, recesses, and after school?	None		None		X		X		X		X		X		X		Principal		X	
7. How many quarter hours of college preparation does person in charge of library have?	None		None		9		None		None		Unavail-able		3		None		3		8	
8. Years of experience of above person. a. As a teacher. b. As a librarian.	None		None		17		2		15		7		7		17		Principal		13	
	None		None		5		1		4		2		2		3		Principal		6	
9. Are pupil assistants used in the library?		X		X		X		X		X		X		X		X		X		X
10. Number of hours per week pupils assist.	None		None		None		1		2		10		1		2		2		5	

TABLE XV
ORGANIZATION OF MATERIALS AND RECORDS

	North Puyallup		Firgrove		Firwood		Stewart		Karschner		Spinning		Waller Road		Maplewood		Woodland		Meeker	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Does the school have:																				
a. Centralized library collection?		X		X		X	X		X		X		X		X		X		X	
b. Classroom collections?	X		X		X			X		X		X	X			X	X			X
2. If the school has classroom collections, are they permanent or on a temporary loan basis?	Perm.		Perm.		Perm.		None		None		None		Temp.		None		Temp.		None	
3. Are printed catalog cards secured whenever available?		X		X		X		X		X		X		X		X		X		X
4. Does the school library have:																				
a. Dictionary card catalog?		X	X			X	X		X		X		X		X		X		X	
b. Author list?		X	X			X	X		X		X		X		X		X		X	
c. Title?		X		X		X		X		X		X		X		X		X		X
d. Author, subject, title?		X		X		X		X		X		X	X		X		X		X	X
5. Is the book collection classified according to the Dewey Classification system?		X		X		X		X		X		X		X		X		X		X
6. Does the school library have a shelf-list?		X		X		X		X		X		X		X		X		X		X
7. Does the school librarian keep an accession list?		X	X		X		X		X		X		X		X		X		X	X
8. Is an inventory of the school library collection taken at regular intervals?	X		X		X		X		X		X		X		X		X		X	
a. How often taken?	Annually		Semi-annually		Annually		Annually		Annually		Annually		Annually		Annually		Semi-annually		Annually	
b. Approximate date of last inventory.	May'60		June'60		May'60		April'60		May'60		April'60		June'60		May'60		March'60		April'60	
c. Number of books at last inventory.	500		350		300		1,450		1,200		(approx.) 1,840		1,349		3,006		1,409		3,300	

TABLE XVI
THE LIBRARY (SPACE AND EQUIPMENT)

	North Puyallup		Firgrove		Firwood		Stewart		Karshner		Spinning		Waller Road		Maplewood		Woodland		Meeker	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Does the school have a library reading room?		X		X		X	X			X		X	X			X		X		X
2. If your building does not have a central library what type of library arrangement does it have?	Class-room libraries		Class-room libraries		Class-room libraries		Small room not used as reading room		Principal's office; inadequate		Class-room used as library		Class-room used as library		Books stored in hallway		Storage room in principal's office		Temp. quarters in storage room	
3. Is the central library a classroom unit or a space planned especially for a library?	Class-room collection		Model library now being constructed		Class-room collection		Central library being planned		Central library being planned		Central library being planned		Remodeled class-room unit		Class-room unit to be remodeled		Class-room unit to be remodeled		Class-room unit to be remodeled	
4. Is the library in a centralized location for serving the entire school?		X	X			X		X		X		X	X		X		X		X	
5. Does the library have the following types of standard equipment adequate for its purposes?																				
a. Adjustable shelving.		X	X*			X		X		X		X		X		X		X		X
b. Shelving for magazines.		X	X*			X		X		X		X	X	X		X*		X*		X*
c. Bulletin boards.		X	X*			X		X		X	X*		X		X	X*		X*		X*
d. Vertical files.		X	X*			X		X	X			X		X		X		X		X*
e. Typewriter.		X	X*			X		X		X		X		X		X		X		X
f. Tables		X	X*			X		X		X	X*		X		2		X*		X*	
g. Chairs		X	X*			X		Folding		X	X*		X		3		X*		X*	
h. Card catalog case		X	X*			X		X	X		X		X		X		X*		X*	
i. Charging desk		X	X*			X		X		X		X		X		X		X*		X*
j. Desk for librarians		X	X*			X		X		X	X*		X		X		X*		X*	
k. Book truck or trucks		X		X		X	X			X	X*		X		X		X*			X
l. Dictionary stands		X		X		X		X		X		X		X		X		X		X
m. Sink, running water		X	X*			X		X		X		X		X		X		X*		X

* Indicates planned within two years.

TABLE XVII
TEACHERS' USE OF BOOK SELECTION AIDS

	North Puyallup		Firgrove		Firwood		Stewart		Karshner		Spinning		Waller Road		Maplewood		Woodland		Meeker		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1. Children's Catalog	X		X			X		X	X			X		X		X	X				X
2. A Basic Book Collection for Elementary Grades		X		X	X			X		X	X			X	X				X		X
3. Washington State Elementary-Junior-Senior High School Library Reading List		X		X		X		X		X	X			X	X				X		X
4. Booklist		X		X		X		X		X		X		X		X	X				X
5. Horn Book		X		X		X		X		X		X		X		X		X			X
6. Elementary English [journal]		X		X		X		X		X		X		X		X		X			X
7. State List		X		X		X		X		X		X		X	X		X				X
8. Jobber's Display	X		X		X		X		X		X		X		X		X			X	

TABLE XVIII
REFERENCE BOOKS AND PERIODICALS

	North Puyallup		Firgrove		Firwood		Stewart		Karshner		Spinning		Waller Road		Maplewood		Woodland		Meeker	
	No.	c.Date	No.	c.Date	No.	c.Date	No.	c.Date	No.	c.Date	No.	c.Date	No.	c.Date	No.	c.Date	No.	c.Date	No.	c.Date
1. Name of encyclopedia																				
a. Britannica Junior																				
b. Compton's Pictured Encyclopedia			1	1958	1	1958			1	1948			1	1956	2	1956	2	1939 1958	4	1937 1956
c. World Book	2	1952	2	1939 1952	1	1955	3	'40-53	2	*	4	'56-58	2	1954 1958	4	'27-58	4	'39-47 1956	3	*
d. Book of Knowledge	1	1956																		
e. Golden Book	1	1960	1	1960											1	1960				
2. Name of dictionary	Webster's Int'nat'l		None		Webster's Int'nat'l		Webster's Int'nat'l		Webster's Int'nat'l		Webster's Int'nat'l		*		None		None		None	
Copyright date	1957				*		*		1958		1949		1934							
(* Unavailable)	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
3. Are other reference books included in the yearly book orders?	X		X			X	X			X	X			X	X		X			X
Name of reference	1 atlas Goode's		1 atlas Hammond W		None		atlases		None		atlases		None		atlases		atlases		None	
4. Does your school subscribe to a daily newspaper?		X		X		X		X		X		X		X		X		X		X
5. Jack and Jill		X		X		X		X		X		X		X		X		X		X
6. Boys' Life		X		X		X		X		X		X		X		X		X		X
7. American Girl		X		X		X		X		X		X		X		X		X		X
8. Child Life		X		X		X		X		X		X		X		X		X		X
9. National Geographic	X		X		X		X		X		X		X		X		X		X	
10. Popular Mechanics		X		X		X		X		X		X		X		X		X		X
11. Popular Science		X		X		X		X		X		X		X		X		X		X
12. Junior Natural History		X		X		X		X		X		X		X		X		X		X
13. Children's Digest	X		X		X		X		X		X		X		X		X		X	
14. Humpty Dumpty	X		X		X		X		X		X		X		X		X		X	
15. Other		X		X		X		X		X		X		X		X		Sports Illus.		X

TABLE XIX
LIBRARY'S RELATION TO THE PUBLIC

	North Puyallup		Firgrove		Firwood		Stewart		Karshner		Spinning		Waller Road		Maplewood		Woodland		Meeker		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1. Do parents assist in the library?		X		X		X		X	X			X		X	X			X		X	
a. What are their services?									Restack- ing books						Mend books, Tape bor- rowing cards					Mend books, Tape bor- rowing cards	
2. Does the PTA share in the develop- ment of your school library?		X	X			X		X		X		X		X		X	X				X
			Purchased 3 records, 3 books														Donation of \$50 of magazines				

TABLE XX
LIBRARY UTILIZATION AND SERVICE

	Room libraries	Room libraries	Room libraries	8:30 - 4:00	Principal's office, if present	8:30 - 4:00	8:30 - 4:00	9:00 - 3:30	8:30 - 4:00	8:30 - 4:00
1. During what hours is the library open?										
2. What grade levels are allowed to visit the library?	---	---	---	3 - 6	4 - 6	4 - 6	4 - 6	4 - 6	5 - 6	4 - 6
3. Are students allowed to visit as a group?	---	---	---	Yes	Yes, limited	Yes, limited	Yes	Yes	Yes, limited	Yes, limited
a. Why not?	---	---	---	Need teacher permission	Space problem	Space problem	With teacher	---	Space problem	Space problem
4. May individuals or study groups visit the library?	---	---	---	Yes	Yes	Yes	No	Yes	Yes	Yes

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Inadequacies of Puyallup elementary school libraries easily recognized by teachers. The difficulty in organizing a survey based on questionnaires devoted to an attitudinal response is well known. Nonetheless, part of this survey (as indicated on pp. 28-41) was undertaken under such circumstances. In so doing, it is hoped that the individualistic responses would bring to bear the importance of the teacher and administrator attitude and/or bias in evaluating library programs in elementary schools. Few of the people answering the questions were aware of either national or state recommendations. Yet they were able to pinpoint the inadequacy of the library program by its extreme weaknesses in whatever category discussed.

It became apparent in visiting the schools that the library program was being left to chance. That is, there was little organized direction toward improvement in its capacity to supplement the curriculum. In spite of this, many teachers were fully cognizant that much improvement was needed. The planning of this improvement is now underway with the advent of new administrators, who recognize the libraries' value and veteran administrators who have always recognized their value.

Elementary school library must be recognized as valuable to society. Without attempting to offer a solution to the problem of inadequate library programs, it may be surmised that one thing that must be done is to place the library needs in the same category of importance now held by music and physical education supporters. In other words, there is need for a heightened public relations program concerning the necessity for more and faster library program development.

The conclusion reached by Omaha's curriculum director, Helen Oeschger, applies to the district under investigation:

Judging by the total picture of what we find in our schools, particularly what we find in our elementary schools, our nation evidently does not attach very much importance to books and other materials of communication. One seeks in vain to find a rationale for this apparent apathy; one finds only paradoxes. High value is attached to the place of good schools in this society, to the importance of having a literate society, and to the role of reading. No one denies the importance of using a wide range of printed and audio-visual materials in the school today. No one denies the importance of educating the youth of the country in the ways of using, interpreting, and evaluating materials. . .not only for immediate purposes but also so they will know how to use materials effectively and intelligently when they leave school. No one denies that reading abilities and reading habits may be shaped in large measure by the extent and nature of the printed materials easily available for boys and girls. No one denies, either, that in the overall view, little more than lip service has been accorded these principles in the public schools (25:82).

RECOMMENDATIONS

As a result of his study of present national and state standards, the review of the Literature cited in his bibliography

and an examination of the data collected and organized by means of the questionnaires, the writer believes that the following recommendations are appropriate:

1. It is recommended that the Puyallup School System be encouraged to establish central libraries in all of its elementary schools.
2. It is recommended that a library director be employed as a first step in the library program in the Puyallup District.
3. It is recommended that a full-time librarian be employed in schools over 500 students, a half-time librarian in schools from 175 to 500 students and one-quarter time librarian in schools of 175 students or less.
4. It is recommended that the annual appropriation per student be raised to current state or national standards as recommended by the American Library Association.
5. It is recommended that the functional planning of elementary school libraries be based on educational needs of the children to be served.
6. It is recommended that recognized state or American Library Association aids be used in the development of book collections.

7. It is recommended that book collections be balanced as to subject fields and reading levels to serve individual needs and interests of the children.
8. It is recommended that a carefully planned parent participation program be considered a factor in the development of the library services.
9. It is recommended that each elementary school in Puyallup have one unabridged dictionary.
10. It is recommended that all library accessions be classified and cataloged in accordance with the Dewey Decimal System.
11. It is recommended that money be allocated on a per-teacher basis in the development of a professional library.
12. It is recommended that each school be allowed subscriptions to at least five periodicals and newspapers.

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APPENDIXES

APPENDIX A

INTERVIEW SCHEDULE FOR
A STUDY OF THE LIBRARIES IN THE ELEMENTARY SCHOOLS OF
PUYALLUP DISTRICT NO. 3

Identifying Information

Name and position of person(s) interviewed:

Name of School _____

No. of grades in school _____ Total enrollment _____

No. of teachers _____

Curriculum Director

Budget

What was the 1959-60 budget for the purchase of new materials?

Is the annual school library budget examined jointly by the school librarian and the school administrator?

Does the school librarian submit a budget for approval?

Is the audio-visual fund separate from the fund for books and other library materials?

Principal _____

Library Personnel

Is there a person solely responsible for the elementary library program? _____

If not, who is in charge? _____

Is the person in charge of the library full-time _____
part-time _____ teacher-librarian _____ other _____?

How many hours each day is this person(s) in the library? _____

How many hours does he teach? _____

Does the person in charge of the library have a teacher-librarian's certificate? _____

Does the librarian in charge have extra curricular duties? _____

Is the person in charge a teacher without released time who handles the books at noon or recess time or before and after school? _____

How many college hours of library preparation does the person in charge of the library have? _____ (Quarter or semester hours) Degree? _____

Experience of librarian: Years as a teacher _____; Years as librarian _____; Total _____

Do you use pupil assistants in the library? _____

How many hours a week do they assist? _____

Additional comments:

Librarian

Organization of the Materials Collection and Records

Does the school have a centralized library collection? _____
 Classroom collections? _____ Both? _____

If the school has classroom collections, are they on a
 permanent basis? _____ temporary loan basis? _____

If the school has both central and permanent collections, indi-
 cate which grades have the permanent collections:

Are printed catalog cards secured whenever available? _____

Does the school library have a dictionary card catalog? _____
 Author list only? _____ Titles only? _____
 Authors, titles, subjects? _____

Is the book collection classified according to the Dewey
 classification system or some other recognized system?

Does the school library have a shelf-list? _____

Is the shelf-list used as a finding-list? _____

Does the school librarian keep an accession record? _____

Is an inventory of the school library collection taken at regu-
 lar intervals? _____

How often is it taken? _____

Date of last inventory? _____ Number of books at last
 inventory? _____

Quarters and Equipment

Does the school have a library reading room? _____

If your building does not have a central library, what type of library arrangement does it have?

Is the central library a classroom unit or a space planned especially for the library?

Is the library in a centralized location for serving the entire school? _____

Does the school library have the following types of standard equipment adequate for its purposes?

_____ Adjustable shelving for books
 _____ Shelving for magazines
 _____ Bulletin boards
 _____ Vertical files
 _____ Typewriters
 _____ Tables
 _____ Chairs
 _____ Card catalog case
 _____ Charging desk
 _____ Desk for librarian
 _____ Book truck (s)
 _____ Dictionary stand
 _____ Sink, running water

Principal, Librarian, Teacher

Book Selection

Are book displays of new books offered to aid teachers and librarians in preparing book orders? _____

Who arranges for such displays? _____

When is a book order placed? _____

Once or twice a year? _____

How are library books selected? By the librarian? _____
 By the principal? _____ By each teacher for his class-
 room? _____ By a committee of teachers for the entire
 school? _____ Other method? _____

Do you use the following book selection aids? Children's Catalog _____; Basic Book Collection for the Elementary Grades _____; Washington State Elementary-Junior High School Library List _____; Booklist _____; Horn Book _____; Elementary English Journal _____; State List _____; Jobber's Lists _____.

Additional comments:

Reference Books and Periodicals

Which encyclopedias does your school have?

	<u>No. of Sets</u>	<u>Copyright Date (s)</u>
<u>Britannica Junior</u>	_____	_____
<u>Compton's Pictured Encyclopedia</u>	_____	_____
<u>World Book</u>	_____	_____
<u>Book of Knowledge</u>	_____	_____
<u>Other</u>	_____	_____

Does your school have an unabridged dictionary? _____

New International Dictionary? _____ Copyright date? _____
(Webster)

New Standard Dictionary? _____ Copyright date? _____
(Funk and Wagnall)

Are other reference books included in the yearly book orders?
Such as: World Almanac? _____ Statemen's Yearbook? _____
Atlases? _____ Junior Book of Authors? _____

Does your school subscribe to a daily newspaper? _____

Which periodical does your school subscribe to? Jack and Jill _____;
Boy's Life _____; American Girl _____; Child Life _____;
National Geographic _____; Popular Science _____;
Popular Mechanics _____; Junior Natural History _____;
Children's Digest _____; Humpty Dumpty _____;
Other _____.

Library's Relation to the Public

Do parents assist in the library? _____ If so, what are their services? _____

What part, if any does the Parent-Teacher Association share in the development of the library in your school? _____
Individual service? _____ If so, what kind? _____

Additional comments:

Teachers

Library Utilization and Service

During what hours is the library open? _____

How many hours daily is the library open when the librarian is in charge? _____

What grade levels are allowed to visit the library? _____

Are the students allowed to visit as a group? _____

Why not? _____

May individuals or small groups visit the library? _____

Under what conditions? _____

If no, why not? _____

How many hours daily is the library open when a student is in charge? _____

Other arrangement:

APPENDIX B

INTERVIEW SCHEDULE FOR TEACHERS

1. In your opinion, how adequate is the library's collection of recreational reading materials in relation to the needs of your school?

2. In your opinion, how adequate is the library's collection of informational and reference materials in relation to the needs of your school?

3. To what extent is it possible for you to obtain (through your school library) supplementary and enrichment materials which can be correlated with your classroom program?

4. How adequate are the services of the librarian in such matters as:
 - a. Initiating and implementing an over all program of instruction in the use of the school library and its resources?

 - b. Maintaining an up to date pamphlet or picture file.

 - c. Giving guidance in reading and in the development of reading habits and tastes?

d. Providing reading lists of resource materials for teachers at their request?

5. For your purposes, what training would you prefer your school librarian to have?

Experience _____

Course work in hours _____

6. Would you prefer a full-time librarian or a half-time teacher librarian? Why?

7. The state recommends a minimum of 18 hours credit for schools of 400 or less; do you feel this adequate?
_____ (5 to 7 professional courses)

8. Do you feel your librarian is the best person qualified for his position in terms of professional library preparation, willingness, and experience?

9. In your opinion, check the course preparation necessary for a basic background in librarianship for the elementary grade level?

_____ School library administration (basic library supervision).

_____ Selection of books and non-books materials (critical evaluation and selection).

_____ Classification and cataloging (study of Dewey Decimal Classification).

_____ School library service (organization with emphasis on the library's place in educational program).

_____ School library materials (selecting, reviewing, book-clubs, discarding, evaluation of materials and principles discussed).

- _____ Library orientation.
- _____ Books for boys and girls.
- _____ Introduction of books to children (reading problems of individuals and ways of arousing interests in books).
- _____ Reading for young people (secondary schools).
- _____ Curriculum enrichment materials (instructional aids other than books).
- _____ Work with children (practice in library with young people).

10. Does the school librarian notify teachers about new materials added to the library? _____ How?

Are reading lists or lists of resource materials compiled by the school librarian for teachers at their request?

Is the librarian responsible for initiating and implementing the overall school program of instruction in the use of the school library and its resources?

Does the school librarian make provision for class visits to the library on a regular schedule?

Does the school librarian attempt to motivate the teachers in the use of the library and its resources? _____ How?

Does the librarian maintain an up-to-date pamphlet and/or picture file? _____

Does your school receive service from the county materials center?

Does the public library serve your school? _____

Name of public library _____

How is the above service rendered? Branch Library? _____

Bookmobile? _____ Schedule during school hours? _____

Other? _____

11. Do you use the following book selection aids?

_____ Children's Catalog

_____ Basic Book Collection for the Elementary Grades

_____ Washington State Elementary Junior High School
Library List

_____ Booklist

_____ Horn Book

_____ Elementary English Journal

_____ State List

_____ Jobber's Lists

_____ Publisher Displays