A COMPARISON OF THE SERVICES AND FACILITIES OF THE BOZEMAN SCHOOL LIBRARIES WITH THE AMERICAN LIBRARY ASSOCIATION'S STANDARDS FOR SCHOOL LIBRARY PROGRAMS

by

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The purpose of this study was to compare the library services and facilities of the Bozeman elementary schools with the American Library Association's Standards for School Library Programs. This comparison has shown many weaknesses in the library program presently being offered. This provides a basis from which to plan steps of improvement.

The specific areas compared were the materials collections, size and balance of the collections, annual expenditures for library materials, supplementary materials, accessibility of materials in the schools, school library policies, and the size of the staff.

The data for this study was secured by personal interviews with the people involved in the various facets of the study, and by the use of information contained in the library records. The clerk of District #7 supplied the enrollment figures and the necessary budget information. The library supervisor and her records furnished the information for the comparisons of accessibility of materials, organization, size of collections, and library policies. The principals and teachers explained the ways the collections are used in their buildings, and their procedures and criteria for ordering new materials.

The data was then compiled and compared with the standards set by the American Library Association for each specific area.

It was concluded that the libraries in the Bozeman elementary schools fail to meet the national standards. The size of the collections, accessibility of materials, and size of staff were the areas of greatest weakness.

Further studies on the library situation were recommended. Studies on physical facilities for library quarters and qualitative surveys of the collections especially need to be done.
CHAPTER I
INTRODUCTION

The elementary school library has been education's neglected "step-child" for a long time. A half century ago when practically no children's literature was available, there was some reason for poor library collections in elementary schools. This is no longer a valid excuse. Hundreds of excellent children's books have been published every year during the past quarter of a century.

Although educators have long considered libraries a very essential and basic element in the secondary school, it has only been in the past two decades that much attention has been given to the importance of similar facilities in the elementary school.

Individualized instruction and the recognition of children's differences have made good library facilities a necessity at every level. It has been in the attempt to fulfill the needs of each individual child that educators have come face to face with the many inadequacies of the libraries in the elementary schools of today.

It was the recognition of these problems that prompted many administrators to appeal to the American Library Association for aid. These administrators felt that the new developments in education affected the use of the library and its resources to such an extent that the standards needed to be revised.

A School Library Standards Committee was appointed by the American Association of School Librarians. The members of this committee were carefully chosen to represent many groups interested in excellence in library offerings. Ideas and judgments of teachers, administrators, and librarians from all parts of the country were used to develop a guide for good school libraries.
Two years of constant work was put into the development of this guide, and it was finally ready for publication in 1960. Standards for School Library Programs is the name of the book published by this committee. This publication provides a yardstick for measuring library facilities in a school.

Purpose of the Study

The purpose of this study is to compare the library facilities and services of the elementary schools (K-6) in Bozeman, Montana, with Standards for School Library Programs, published by the American Library Association in 1960. This comparison should show the strengths and weaknesses in the present facilities and services, and provide a foundation from which to work.

There are five elementary schools (K-4) and one middle school (grades 5 and 6) to be considered in this study.

The specific areas to be compared are:

1. Selection of Materials
   a. Method of Selection
   b. Size of Collection
      (1) Books
      (2) Magazines
      (3) Pamphlets
      (4) Pictures and slides
   c. Annual expenditures
      (1) General principles
   d. Reference Books
   e. Supplementary materials
2. Making Materials Easily Accessible in the School
   a. School Library Policies
   b. Organization of Materials
   c. Processing Materials
3. The School Library Staff
4. The School Library Program
   a. Reading and Reading Guidance
   b. Instruction in the Use of Materials

Limitations

The writer has placed limitations on certain phases of this study. The scope of only two collections will be considered. The library collection in one K-4 school and in the middle school will be analyzed for scope. Since the K-4 libraries are not cataloged and classified according to the Dewey system, the analysis of that library will not be as accurate as the picture shown for the middle school library. The information for the scope of the K-4 library will be taken from the library lists prepared for each school.

The figures quoted in this survey in regard to book collections will be quantitative figures. No attempt is being made to analyze the collections qualitatively.
CHAPTER II
REVIEW OF RELATED RESEARCH

A great deal of research has been done on library services and facilities over the past decade. Only the studies directly related to the philosophy affecting this survey will be cited.

The United States Office of Education (16) funded a survey to find out the status of the school libraries of the nation. The survey was done for the school year 1960-61. Data are provided for all school grade levels, and are stratified by regions of the United States. The compilation of their findings was published in Statistics of Public School Libraries, 1960-61. The research was conducted by means of questionnaires sent to a sample of all public school districts in the United States. A short form was sent to school districts with enrollments less than 150, and a long form to districts enrolling more than 150. The returned questionnaires provided information for the compilation of many statistics which give a broad overview of the library situation in the schools of the United States. Such items as number of schools with only classroom collections, number with centralized collections, number with bookmobile service, per pupil expenditure for library books, and many others were on the questionnaire.

There were 4,548 school districts contacted in the first sample. Eighty percent responded. Questionnaires were then sent to a subsample of 25 percent of nonrespondents. Ninety-eight percent of the schools in the subsample furnished the information requested.

The results graphically tell the story of the status of school libraries in the year 1960-61 in the United States. Less than fifty percent of the elementary
schools had centralized libraries.

Another study on status of elementary school libraries was done by the Research Division of the National Education Association (13). This study provided data on the extent of provision for library services in elementary schools, based on replies from 810 urban districts. No definition was provided for the levels of provision by which the data were classified. Perhaps the most significant finding is the statement that 11.1 percent of the districts reporting "full provision" are expanding.

Dean's (2) study of practices and policies in elementary school administration found that one third of the schools in the sample were recognizing the importance of the elementary school library by providing librarians and supervisors.

One of the reasons that elementary school libraries are in such a deplorable state is that many administrators feel that classroom collections are adequate, especially if there is a public library in the area. The statement from the Education Policies Commission (14) that "an elementary school needs a library available to pupils individually, in groups, and in classes" may have some influence with administrators.

A series of studies (4, 6, 7) was designed to ascertain the proportionate use of elementary school libraries and public libraries where both were provided. The findings show that relatively few children in the elementary school age bracket use the public library.

There have been few studies done on the nature of the elementary school collection, selection policies, and expenditures. A great deal of research needs to be done in those areas if elementary collections are to provide adequately for
individualized reading programs.

One study has been identified in which practices and procedures in the selection of materials for elementary schools is the subject of investigation. McCartney's (11) study obtained data from a questionnaire from 302 California school administrators and curriculum supervisors (78.4 percent return). Of great concern are her findings that no general pattern or policies for materials selection existed.

Studies regarding library personnel and the role of teachers and principals in relation to school library programs have great value at the elementary level. Landerholm's (9) study analyzed the provision of eight kinds of professional specialists, whose employment does not reduce class size, in relation to a criterion of school system quality. The highest correlation was assigned to the provision of school librarians.

McKenna (12) in an article reviewing studies made in the Institute of Administrative Research, Teachers College, Columbia University, reported evidence showing the impact of good school libraries. These studies investigated staff deployment practices in school systems of high quality. They found, that of eight types of professional specialists employed, full time librarians contributed most to quality education. McKenna comments: "In light of the recent emphases on individualization of instruction, independent study, and research, the implications of adequate numbers of library personnel to serve pupils become even more critical". This evidence is further supported by the research done by Gaver (3). Her study on "Effectiveness of Centralized Library Service in Elementary Schools (Phase I)" indicates that children in schools with centralized libraries staffed by professional librarians show evidence of better accomplishment
in reading and greater educational gain than do pupils in schools without library facilities. Her study was very thoroughly done with control groups, so her findings are worth consideration.

According to Kennon and Doyle (8) two basic questions must be considered in beginning a program of school library development:

1. What is a good school library?
2. What elements are required to support a full program of library to pupils and teachers?

They list Standards for School Library Programs produced by the American Association of School Librarians (1) as the best source for guidelines in answering those two basic questions.

The Southern Association (15) has developed standards for evaluating elementary school libraries, and is using the instrument as a guide in its accreditation and study program.

Henne (5) and others developed "Planning Guide for Elementary School Libraries". This is a very useful tool to aid in evaluation.

Lowrie's (10) study had as its objective "to determine the conformity of elementary school library service to standards and to present programs...in reading guidance and curriculum development". She made visits to excellent elementary libraries in ten states to observe their services. These observations provided the basis for her conclusions that excellent library service is very important in elementary schools, and that at least meeting existing standards is part of the criteria of their success.

The previously cited studies provide a background from which to draw general conclusions. This study will be directed toward the comparison of the
elementary schools (K-6) in Bozeman, Montana, with the Standards for School Library Programs published by the American Library Association in 1960 (1). This comparison should show the present status in library development in Bozeman elementary schools, and provide a foundation on which to lay future plans.
CHAPTER III

PROCEDURES

Personal interviews with the people most directly involved in each particular facet of the study were used to gather the necessary information. Budget figures for the school year 1966-67 were supplied by the clerk of District #7 and the figures for library book expenditures in each specific school were taken from the records of the library supervisor. The information about the collections was tabulated from the library lists prepared for each school. Enrollment figures for each school for the year 1966-67 were obtained from the clerk of District #7. Information about use of the classroom collections, policies of materials selection, and services to students was derived from the principals and teachers of the respective buildings. The coordinator and teachers supplied the information about the instruction in the use of materials. The library supervisor furnished information on the selection, organization and processing of materials.

All this information was then tabulated by the writer in preparation for comparing it with the standards set by the American Library Association.

The American Library Association Standards for School Library Programs* has been used as the guide to analyze the findings of this study. The comparison with the Standards in each specific area should show how the Bozeman elementary school libraries measure up in each category.

The American Library Association states clearly that these standards are not maximum goals.

*This book will be referred to as the Standards in the remainder of this study.
The quantitative standards recommended in this book are those that provide for very good school library programs. (Good is interpreted as being average, and it is assumed that communities want to have schools that provide something more than just average for their children and young people.) The standards are not maximum ones, and superior schools will want to go beyond them, as some already have. These standards have been based primarily on judgments of educators and librarians that represent long experience with school library programs.
CHAPTER IV
COMPARISON OF THE STANDARDS

The Materials Collections

Everyone who has any part in the selection of materials should be aware of the School Library Bill of Rights endorsed by the American Library Association in 1955.

School Library Bill of Rights

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

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

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

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

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

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

Basic principles that guide the selection of books as listed in the Standards follow:

1. Administrators, classroom and special teachers, and the library staff endorse and apply the principles incorporated in the School Library Bill of Rights of the American Association of School Librarians, and in any statements for the selection of library materials that school librarians have helped to formulate for the state or for the local school system.
2. The library collections are developed systematically so that they are well-balanced and well-rounded in coverage of subjects, types of materials, and variety of content.

3. Maintaining qualitative standards for the selection of materials is essential. All materials are therefore carefully evaluated before purchase, and only materials of good quality are obtained.

A wealth of excellent material is available for children and young people, and there is no justification for the collections to contain materials that are mediocre in presentation and content. By virtue of their professional preparation and experience, librarians have the special competencies that enable them to evaluate materials critically. They are familiar with and guided by the established criteria for the evaluation and selection of materials. They consult standard tools and reliable guides for the selection of materials and go beyond the limits of these sources whenever they have the opportunity to examine and to evaluate materials carefully before purchase.

4. Teachers make recommendations to the head librarian for materials to be added to the collections of the school library.

The teacher plays an important part in the selection of materials for the school library. His professional preparation and experience provide him with a knowledge of materials in his field and of the types of materials appropriate for the needs and abilities of his students. A two-way avenue of communication exists between the teacher and librarian, in which each relays to the other information about new materials in the teacher’s field. The teacher evaluates materials on the basis of the criteria established for materials in his teaching area, and recommends only those materials that meet these standards satisfactorily. He is familiar with and uses standard tools and guides for the selection of materials, and he utilizes every opportunity to examine and to evaluate materials in his field.

5. Students are encouraged to make suggestions for materials to be acquired for the school library.
6. The collections are continuously re-evaluated in relation to changing curriculum content, new instructional methods, and current needs of teachers and students. Appropriate materials are obtained for these new developments. This process of re-evaluation also leads to the replacement of outmoded materials with those that are up-to-date, the discarding of materials no longer useful, and the replacement of materials in poor repair.

7. In order that good service may be provided for teachers and students, materials are purchased throughout the school year as needed, and their acquisition is not limited to annual or semi-annual orders.

8. Final authority for materials to be acquired rests with the principal of the school and the head school librarian.

The American Library Association suggests examining books with the following criteria in mind:

1. Is the subject matter suitable and desirable for young people?

2. In factual books, is the subject matter accurate, authoritative and up to date?

3. Will the subject matter tend to develop desirable attitudes, and appreciation?

4. Does the subject matter interpret historical or modern life situations from a true and unbiased viewpoint?

5. Is the style of the book--vocabulary, sentence structure, form, diction--appropriate and effective for the subject matter and for the readers for whom it is intended?

6. Is the format of the book satisfactory--in appearance, size, durable binding, opaque paper, wide margins, type, spacing between lines?

7. Are the illustrations satisfactory from the standpoint of text, of clarity, of art value?

8. Is the author qualified to write in this particular field?

9. What is the reputation of the publisher in relation to desirable books for school libraries?
10. Has the book been included in any recognized list or review of books suitable for school libraries?

The selection of materials for the libraries of the elementary schools in Bozeman is done by the library supervisor, the principals, and the teachers. The teachers choose the materials they feel will most nearly fill the needs in their particular area. The selection aid given to them by the library supervisor is *Best Books for Children* by Patricia Allen (latest edition), R. R. Bowker Co., New York.

Since the teachers have no opportunity to actually examine the books, the information presented in the particular catalog they are using is often their only criteria for selection.

The books in the K-4 libraries are not cataloged and classified according to the Dewey classification system, thus it is almost impossible for the teachers to know if the library collections facilitate the curriculum in all areas. There is no accurate record available to the teachers to show a picture of the overall collection in the school. She has a good idea of what is in her own classroom collection and in most cases, in the K-4 schools, those are the only materials readily available to her and to the children in that room.

The books are ordered once a year. This is often done when the teachers are the very busiest. They are told an amount of money that is available for that classroom and they order what they feel is most needed.

The final selection is done by the library supervisor.
Size of the Collections

An explanation of the elementary school libraries in the K-4 buildings and the middle school in Bozeman is necessary here in order that the reader may better understand the figures and comparisons to follow.

There are only classroom collections in the Longfellow, Irving, Hawthorne and Whittier Schools (K-4).

There is a library list in each room containing all the titles of books in that classroom collection. The books have not been cataloged or classified according to the Dewey Decimal System. Instead, they are shown in the library list under such headings as literature, fairy tales, animal stories, and others. The children only have access to the books in their particular classroom collection.

The Emerson School (K-4) has the beginning of a centralized library. This is being accomplished by the Parent Teachers Association in that school. At the present time the first grade collections have been centralized. They hope to finish the centralization of the rest of the classroom collections by the end of the 1967-68 school year.

The middle school library at Willson is centralized but only partially cataloged. The fiction books have all been cataloged and processed; the non-fiction section of the library is in the process of being cataloged. Perhaps by the beginning of 1968 the centralized collection will be in condition to really function as a library.

The following statement is from the Standards:
Classroom collections never constitute a substitute for a library in the school having 200 or more students. No classroom collection can contain enough materials to meet the wide range of interests and abilities represented in any class. Having classroom collections instead of a library is not an economical measure if any effort is made to meet the many needs of teachers and students. When they do not have a school library, students are deprived of a wide range of resources, of many special services and experiences important to them, and of the opportunities to learn how to use a library and its resources effectively.

Books

Recommendations from the Standards are as follows:

1. In schools having 200-999 students . . . 6,000--10,000 books.

   (This range for the size of the book collection is of qualitative nature and is not to be interpreted as being proportionate in relation to size of enrollment. For example, schools having 200 pupils can make effective use of collections containing 10,000 books.)

   In schools having 1,000 or more students . . . 10 books per student.

2. With collections that are large enough, books can be made easily accessible for students and teachers. At all times there is a sufficient number of books available for use in the school library, for classroom collections, and for withdrawals for home use. Libraries in excellent schools, particularly those having 200-2,000 students, will far exceed the minimum recommendations for size of book collections.

3. The standards for the size of the school library book collection allow for the acquisition of duplicate copies of titles to meet the needs of students and teachers. It is evident from reports received from school librarians that efficient service requires two or more copies of many titles, so that books in heavy demand are available for students at the times when they are most needed. Duplicate purchases are essential to meet reasonable requests for books that are used intensively by many students in connection with their class projects or assignments. Some titles are duplicated so that they
can be made available for use in classroom collections as well as in the school library. Obtaining duplicate copies of titles that are popular with students in their noncurricular reading pursuits is highly desirable. The provision of good library service shapes the policies to be followed for the acquisition of duplicate copies of books. Duplication of titles, however, is not done at the expense of building a well-rounded, basic collection of books for the library.

The scope and size of the collections in the Irving School are given in the following table. These figures were taken from the library lists for the respective rooms. Supplementary texts and teachers' reference books were not counted. Only the total figure is given for the other schools (K-4). These books are not classified according to the Dewey Decimal System, but it gives a general picture of the scope of the collection. The other K-4 schools have very similar collections.

<table>
<thead>
<tr>
<th>Room</th>
<th>Social Studies</th>
<th>Health Biography</th>
<th>Science Fiction</th>
<th>Fine Arts</th>
<th>Fairy Tales</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>52</td>
<td>2</td>
<td>36</td>
<td>363</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>1A</td>
<td>50</td>
<td>0</td>
<td>38</td>
<td>272</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>2A</td>
<td>25</td>
<td>7</td>
<td>62</td>
<td>313</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>2B</td>
<td>29</td>
<td>2</td>
<td>51</td>
<td>299</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>3A</td>
<td>105</td>
<td>10</td>
<td>68</td>
<td>260</td>
<td>21</td>
<td>32</td>
</tr>
<tr>
<td>3B</td>
<td>85</td>
<td>5</td>
<td>54</td>
<td>221</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>4A</td>
<td>67</td>
<td>27</td>
<td>50</td>
<td>132</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>4B</td>
<td>81</td>
<td>30</td>
<td>61</td>
<td>220</td>
<td>23</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Total Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irving</td>
<td>3722</td>
</tr>
<tr>
<td>Longfellow</td>
<td>3064</td>
</tr>
<tr>
<td>Whittier</td>
<td>3994</td>
</tr>
<tr>
<td>Hawthorne</td>
<td>3370</td>
</tr>
<tr>
<td>Emerson</td>
<td>3418</td>
</tr>
</tbody>
</table>
The following table shows the scope and size of the library of the Willson Middle School. American Library Association is abbreviated ALA in the chart.

TABLE II

<table>
<thead>
<tr>
<th></th>
<th>Titles</th>
<th>Duplicates</th>
<th>Total</th>
<th>According to ALA</th>
<th>Willson Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>000 General Works</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>2.0</td>
<td>.2</td>
</tr>
<tr>
<td>100 Philosophy</td>
<td></td>
<td></td>
<td></td>
<td>.5</td>
<td>0.0</td>
</tr>
<tr>
<td>200 Religion</td>
<td>58</td>
<td>65</td>
<td>123</td>
<td>1.0</td>
<td>1.8</td>
</tr>
<tr>
<td>300 Social Science</td>
<td>153</td>
<td>307</td>
<td>460</td>
<td>5.0</td>
<td>4.8</td>
</tr>
<tr>
<td>400 Language</td>
<td></td>
<td></td>
<td></td>
<td>.5</td>
<td>0.0</td>
</tr>
<tr>
<td>500 Science</td>
<td>172</td>
<td>620</td>
<td>792</td>
<td>8.0</td>
<td>5.3</td>
</tr>
<tr>
<td>600 Useful Arts</td>
<td>191</td>
<td>50</td>
<td>241</td>
<td>5.0</td>
<td>6.2</td>
</tr>
<tr>
<td>700 Fine Arts</td>
<td>125</td>
<td>14</td>
<td>139</td>
<td>3.0</td>
<td>3.9</td>
</tr>
<tr>
<td>800 Literature</td>
<td>91</td>
<td>181</td>
<td>272</td>
<td>5.0</td>
<td>2.8</td>
</tr>
<tr>
<td>900 History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biography</td>
<td>591</td>
<td>268</td>
<td>859</td>
<td>25.0</td>
<td>19.0</td>
</tr>
<tr>
<td>Fiction and Easy Books</td>
<td>1781</td>
<td>1995</td>
<td>3776</td>
<td>45.0</td>
<td>56.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3168</td>
<td>3501</td>
<td>6669</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

There is an average of approximately 3500 books in each K-4 school in comparison with the 6,000 to 10,000 books recommended in the Standards. One must also consider that each child only has access to the books in his own classroom. The need for larger collections and making more of the books available to each child seems very apparent. The average number of books in each classroom collection is 400. In many instances there are very few books in the collection on the reading level of the individual child. For example, a fourth grade child, reading at second grade level, would not find many books he could read in the fourth grade classroom collection.

The collection in the centralized Willson Library falls within the
quantitative number recommended by the Standards. As far as balance in scope is concerned, most attention needs to be paid to the general reference, science, literature, and history sections. Books in the fields of social science, science and useful arts should be checked for recency. Books in these groups copyrighted ten years ago or more are out of date.

Magazines

Magazines are an important addition to school library collections. It is in the library that many students find their only access to current literature of this nature.

The following table shows the titles of magazines that were available in each school in 1966-67. The recommendations from the Standards are included.

<table>
<thead>
<tr>
<th>School</th>
<th>No. of Title for Children K-6</th>
<th>Professional Journals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actual</td>
<td>Recommended</td>
</tr>
<tr>
<td>Irving (K-4)</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Longfellow (K-4)</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Emerson (K-4)</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Whittier (K-4)</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Hawthorne (K-4)</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Willson (5-6)</td>
<td>17</td>
<td>25</td>
</tr>
</tbody>
</table>

None of the schools meet the Standards for number of titles, but when one considers that the number recommended is for grades K-6, the comparison looks better.
Pamphlets

The Standards present no definite number for the size of the pamphlet collection. The recommendation is as follows:

For many subjects, information can be found only in pamphlets. For some readers, needs can be met more effectively with pamphlets than with books. The collection should therefore be fairly extensive, consisting of up-to-date and useful materials on a wide range of subjects. The school librarian builds the pamphlet collection systematically and does not leave its development to chance.

None of the elementary schools has a pamphlet collection.

Pictures and Slides

The Standards present the following recommendations:

The library has an extensive collection of pictures and slides available for use by students and teachers in the library, in the classroom, and in the home. In addition to their value as supplementary and enrichment resources, these collections furnish the only material available on many topics and details. They form an important reference tool in the library. Pictures are also used for displays and exhibits in the library and throughout the school. Some libraries have a collection of good reproductions of paintings that students may take home on long-term loans.

A few of the elementary classrooms have small picture files. Most of these are the property of the individual teachers. This is an area where a great deal of work could be done. There is excellent equipment in the audio-visual office for laminating pictures and making them of a more permanent nature.
Annual Expenditures

General Principles

1. The standards for annual appropriations recommend amounts that are necessary for the maintenance of functional materials collections and, therewith, an effective program of library services for teachers and students. They also allow for duplicate purchases of materials in sufficient quantity to meet the needs of students.

2. The amounts recommended for the annual expenditures for materials pertain only to those school libraries where the collections of materials meet the standards for the size and quality of the collections that have been noted in the preceding pages. Where this is not the case, the annual appropriations will need to be larger during the period of time required to develop the basic collections.

3. It is assumed that certain factors tend to operate to keep sufficient balance between materials acquired and those discarded, so that the materials collections, particularly in very large schools, do not become disproportionately large.

4. The figures cited apply to conditions existing in the year of 1960. Any changes beyond this date in the purchasing value of the dollar must be kept in mind and allowances made accordingly.

5. It is recommended that arrangements be made so that the head librarian has a petty cash or contingent fund readily available for the purchase of inexpensive materials and supplies.

Printed Materials

1. Recommendations for the annual budget for printed materials in the school library collections follow:

   a. Funds for books in the school library (see also point 1b immediately following):

   In schools having 200-249 students.....at least $1,000-$1,500.

   In schools having 250 or more students...at least $4.00-$6.00 per student annually.

   It should be noted that the expenditure of the bare minimum of $4.00 per student means that approximately only one book per student can be added to the school library each year. The current cost of books (allowing for discounts) averages $3.00 per book for the elementary school library,
$3.50 for the junior high school library, and $4.00 for the senior high school library. Production costs of books have been rising steadily during the last decade, and there is every indication that these costs will continue to mount.

b. Additional funds, as required, for:

- Encyclopedias and unabridged dictionaries.
  (Encyclopedias to be replaced at least every five years.)
- Magazines, newspapers, and pamphlets
- Rebinding
- Supplies
- Professional materials for the faculty
- Collection of supplementary materials

**Supplies**

Funds for supplies are provided in sufficient amount for the needs of the school library program. These cover items to be used in connection with the acquisition, cataloging, and other technical processing, circulation, organization, repair, maintenance, promotion, and use of printed and audio-visual materials.

**Equipment**

Funds are provided as required for the acquisition and repair of equipment needed for the effective and efficient organization and utilization of materials.

The following table shows the expenditures for library books for the school year 1966-67 in the Bozeman elementary schools. Recommended amounts from the Standards are shown also. The enrollment and budget figures are from the office of the clerk of District #7. The figures for the amount appropriated to each school came from the records in the office of the library supervisor.
TABLE IV

<table>
<thead>
<tr>
<th>Standards*</th>
<th>School</th>
<th>Enrollment</th>
<th>Library Books</th>
<th>Expenditure Per Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4.00 per child</td>
<td>Irving</td>
<td>265</td>
<td>$472.25</td>
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<tr>
<td>$2292.00</td>
<td>Willson</td>
<td>573</td>
<td>$1000.00</td>
<td>$1.73</td>
</tr>
</tbody>
</table>

*Note recommendations for printed materials in the Standards. $4.00 per child is the very lowest recommendation.

The Bozeman elementary schools are allocating far below the recommended per pupil expenditure for library books.

Reference Books

The Standards recommend that every classroom from the fourth grade on should have an up to date set of encyclopedias. All the fourth grade classrooms in the Bozeman elementary schools have a set of encyclopedias. One set in the Emerson School and one set in the Whittier School is older than the recommended copyright date (over five years old).

Every fifth and sixth grade classroom has a set of encyclopedias. Three rooms have sets that are out of date.

Every classroom (4-6) has at least the required number of dictionaries (one for every two children).

The Atlases and almanacs in the Willson Library are very outdated.
Supplementary Materials

Supplementary materials refer to supplementary texts, magazines, and newspapers for classroom use, and other materials that are purchased with school funds but are not shelved with the main library collections.

Principles for the effective administration of these materials are listed in the Standards as follows:

1. The head school librarian has administrative responsibility for the acquisition and care of these materials, and all requests for materials to be added to the collection are to be cleared through his office. Recommendations for purchase of these materials come primarily from classroom and special teachers. The librarian's role is essentially advisory in nature, and he is serving as the co-ordinator of materials in the school. With this centralization of administrative responsibility, effective selection and optimum use of these materials throughout the school can be achieved, and unnecessary duplication in the purchase of supplementary materials is avoided. Materials do not become misplaced or forgotten within the school building.

2. All titles in the supplementary collection meet recognized criteria for the evaluation and selection of books.

3. Funds for these materials do not come out of the budget for the school library collection, but are in addition to those amounts and are allocated on the basis of need.

4. Adequate clerical assistance is made available to take care of the routines involved in handling and accounting for these materials.

5. It is usually desirable that a storage or depository room be provided for the sets of supplementary textbooks so that use of these sets by more than one class group may be facilitated. These books may be housed with the free or rental textbook collections or in the stack area of the school library.

6. The materials are uncataloged and unclassified. Simplified records of author and title entries, copy numbers, and location of copies are sufficient.
In the Bozeman elementary libraries many of these supplementary materials have become a part of the classroom collection. Numbers two and three in the principles from the Standards should be particularly noted.

Making Materials Easily Accessible in the School

School Library Policies

The policies and procedures outlined in the Standards only pertain to schools with libraries, but many of the general policies and the underlying philosophy of making materials easily accessible apply to schools with classroom collections also.

The following procedures from the Standards provide for optimum use of materials:

1. The school library is available for use by individual students and by class groups throughout the school day. Flexible scheduling enables the teacher to bring his class to the library at the times best suited for the purposes of classroom instruction.

2. The school library is open before and after school for use by students and teachers. There is a growing approval of those policies that recommend that during the school year, school libraries should be open for use on Saturdays.

3. All materials are made easily available for use in the library by students and teachers. The policy of permitting students to borrow books from the school library for use during all vacation periods, including summer, applies to all school libraries.
4. Collections of materials from the school library are continuously sent to the classrooms for short term loans, ranging in length from one class period to several weeks.

5. Materials are sent to some classrooms for long term or permanent loans.

6. The resources of the library are easily available from the library for home use.

In the Bozeman elementary schools (K-4) the greatest problem seems to be the small percentage of the entire school collection that is available to each child. The availability of even those materials is up to a busy classroom teacher. Some of the classrooms have a library period only once a week.

In the Emerson School where the collections are being centralized, plans are being made for regular class visits to the library. Small collections will be checked out from the central library to the classrooms as they are needed. The teacher will choose books at the reading levels of her particular group, and the classroom collections will always contain a new variety of books.

The children in the Willson School have a regular library period once every week and twice some weeks. The study hall is held in the library; this presents the usual problems to all concerned. The fiction books are easily accessible and the card catalog should be ready for use in that area this fall. The non-fiction section is not ready; it will perhaps be after Christmas before the card catalog is ready to be used for those books.

The rigid scheduling at Willson makes it impossible for teachers to take classes to the library for instruction.

Books are not available from any of the elementary libraries during
summer vacations.

Organization of Materials

The Standards suggest the following basic policies for organization of the materials collections:

1. The collections of materials are organized to permit the most efficient service to students and teachers in the library and in classrooms.

2. The book collection of the school library is cataloged and classified according to standard procedures recommended for elementary and secondary school libraries.

3. Audio-visual materials are cataloged and arranged according to standard procedures recommended for processing these materials. In schools where audio-visual materials are not a part of the library area, the card catalog in the school library contains entries for audio-visual items owned by the school.

   Lists or indexes of pertinent materials obtainable from the central audio-visual depository are made available in the school library.

4. Magazines, pamphlets, and ephemeral materials are organized and arranged for quick and effective use.

5. Records for the acquisition and the circulation of materials are maintained in the library as required for the sake of efficiency and for official reports. These records are kept as simple as possible.

6. Centralized facilities are provided whenever the number of schools in a system warrants the establishment of central ordering and processing facilities and staff.

Since the libraries in the K-4 schools are not cataloged, it is in this area that a great problem exists in the Bozeman elementary schools. The American Library Association insists that all schools need functional programs of library service. The following quote from the Standards gives a great deal of food for
Merely stocking schools with materials is not enough. There must also be arrangements that make these materials easily accessible to students and teachers and that assure their optimum use. All schools having two hundred or more students need well-organized school libraries with functional programs of service directed by qualified personnel.

Educational leaders stress the point that the school library is one of the basic requirements for quality education. Through the school library, the many materials needed by teachers and students can be supplied efficiently and economically, and their quality and suitability assured. Equally important, the school library program, embracing teaching, guidance, and advisory services, forms a unique and vital part of quality education.

The library in the middle school is far from functional yet. It is to be hoped that by the end of the 1967-68 school year, the children in grades five and six will have the advantages of a well organized and well administered materials collection.

There is no record of audio-visual materials available in the library. It is recommended that the card catalog in the library contain an entry for all audio-visual materials owned by the district. This could very easily be done by the use of colored cards for the various types of equipment (blue for filmstrips, yellow for records, etc.). The information for everything available on a given topic would then be readily accessible in one place.

All the ordering and processing of books for K-6 at the present time is done by the library supervisor. Although very little processing is done to the books for the K-4 schools since they are not cataloged, the large numbers of books involved take most of the supervisor's time.
Size of the Library Staff

The following paragraphs from the Standards give the general principles on which the quantitative standards for size of the staff are based:

In view of the tremendous number of printed and audio-visual materials that have been published and produced in this country and elsewhere and the exceedingly large number that appear each year, the careful evaluation and selection of materials for school libraries has become a process that takes time and highly skilled competencies. Appraising materials for their intrinsic worth, acquiring materials for all aspects of the curriculum, and selecting materials suitable for the wide range of abilities and interests of students are all procedures that require time and thought. In all schools, a considerable portion of a librarian's time can profitably be devoted to the selection of materials. In the schools having only one librarian (those with enrollments of 200-450 students), the librarian has far too little time for this important part of his work. Only for the largest schools (those with 2,000 or more) do the standards perhaps allow for sufficient staff for an expert program of examining, selecting, and evaluating materials.

A truly dynamic library program of service to teachers could easily occupy the full time of an imaginative, resourceful, and helpful school librarian in a school having 200 pupils, and of more librarians in larger schools. No teacher has the time to keep informed about all the materials available for his students for classroom needs or for their many other interests, and he depends upon the librarian, who knows the whole range of materials in the library. The teacher must have adequate, competent professional leadership, guidance, and service in the matter of locating, evaluating, selecting, and using materials and resources for teaching and learning. The standards recommended for the size of library staff do not allow for a rich and vital program of service to teachers, except, possibly, for schools in the largest enrollment brackets.

The recommended standards provide for only an extremely small amount of time for the librarian to work with individual students during the school day—approximately six minutes a week for each student in schools having 300-900 students and approximately five minutes a week for each student in larger schools, if the school librarian did nothing else but this guidance and teaching of individual students.

Less important, but nonetheless very time-consuming and necessary for facilitating the use of the school library and its resources, is the technical processing of materials. That the standards for size of
staff make provision for technical processing to be done within the individual schools in no way negates or minimizes the recommendation for centralized processing. For schools not having centralized processing and for schools about to have centralized processing, the standards for size of professional staff and library clerks should not be reduced, the only exception being, possibly, schools in student enrollment brackets of 3,000 and over.

It should be emphasized, however, that the personnel standards are based on the assumption that the school library meets standards for materials collections, funds, and space; and, above all, that the library program is an active one, with the librarians able and willing to assume roles of leadership and creative planning. The standards are recommended with the major purpose of making it possible for the school to have or to work toward a complete library program for students and teachers. As one part of this goal, the standards provide for a clerical staff that is large enough to permit the librarians to concentrate on professional services and activities without the need to devote large segments of their time to clerical and housekeeping duties. (Limited, inadequate space for school library areas may affect the size of the library staffs in some schools until the time comes when they have new or remodeled library quarters. It should be kept in mind, however, that in these situations librarians and library materials must go more frequently to the classrooms. Library activities carried on in the classroom as well as in the library, intensive work with teachers, and the services of the librarians as materials specialists require a staff that is comparable in size to that recommended for schools with adequate library quarters, and, in some situations, a staff of equal size may be necessary.)

The quantitative standards for size of staff are:

1. Librarians:
   For the first 900 students or fraction thereof: 1 librarian for each 300 students or major fraction thereof.
   For each additional 400 students or major fraction thereof: 1 librarian.

2. Clerks:
   1 clerk for each 600 students or major fraction thereof.

If Bozeman elementary schools were to meet the Standards, it would be necessary to have six librarians and three clerks on the staff for the K-6 schools.
The Bozeman elementary schools have one librarian in the middle school and a library supervisor. Due to the tremendous task of centralizing the middle school library, and ordering materials for the K-4 schools, the library supervisor has been forced to spend all her time on those duties.

The unreadiness of the middle school library has made it difficult for the librarian in that building to do the kind of work necessary with students.

There is no plan at the present time for library skills development or reading guidance in the library in the elementary grades. The professional staff has had to give the greatest percentage of their time to clerical duties.
CHAPTER V
SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study was to compare the services and facilities of the Bozeman elementary libraries with the national standards. This was done in an attempt to show where these schools are at present in library development. It's impossible to adequately plan for the future without honestly assessing the present situation.

The parts of the Standards which pertain especially to elementary schools were used for comparison with the existing conditions in each respective category in the local schools. The local elementary schools do not meet the standards.

Recommendations

It is assumed that the Bozeman elementary schools want to provide at least average facilities for the children attending. If this assumption is correct, the following recommendations are valid.

1. Book fairs and more aids should be provided to help the teachers in materials selection.

2. The collections in the K-4 schools should be centralized, cataloged, and classified in order that the children in those buildings have a wider selection of materials and so that the teachers can know what is available.

3. A complete re-evaluation of all the collections should be made before they are cataloged.
4. The collections should be continuously re-evaluated in relation to changing curriculum content and current needs. This process of re-evaluation also leads to replacement of outdated materials and discarding of materials no longer useful.

5. Accurate records concerning the percentage of books in the library in each subject area should be available.

6. A school policy for criteria for selection of materials should be formulated.

7. More library books should be purchased annually in all the elementary schools in order to meet the standards.

8. Pamphlet and picture files should be started for all the elementary schools.

9. The classrooms with outdated encyclopedias should be furnished with current sets.

10. The supplementary materials should be evaluated by the criteria mentioned. They should not be shelved with the regular library books.

11. The materials should all be made more easily accessible.

12. Centralized processing of all materials for grades K-6 should be provided without delay. The processing could be done by clerks with the supervision of a librarian. Thus the librarians would be freed to work with children and teachers.

13. More library staff is needed if the children of the Bozeman elementary schools are to have adequate library service.

14. A definite plan for reading guidance and the teaching of library
skills should be formulated and put into practice.

15. Flexible scheduling at Willson would allow the teachers to take classes to the library for aid and instruction.

16. The study hall at Willson should be conducted in an area other than the library.

17. Further studies are needed to determine the quality of all the collections, and to survey the availability of physical facilities for libraries in the K-4 buildings.

18. A study of the possibility of aid through Title II ESEA for the centralization and improvement of elementary libraries should be made.

Several procedures for implementing the above recommendations follow:

1. Appointment of a citizens' committee to work with members of the board of education and the school staff to study the problem.

2. Appointment of a library committee in each parent teachers organization. These committees would make a study of Standards for School Library Programs published by the American Library Association in 1960. (A study guide is available for this purpose.)

3. These committees should formulate short term goals to solve the most urgent problems. Long range goals should be established in order that the Bozeman elementary schools meet the standards set by the American Library Association.

4. The collections in the K-4 schools should be allocated on a school wide basis rather than on a classroom basis, until such time that
the collections can be cataloged. This would facilitate the problem of getting the right books to the children on each reading level.

Other communities have faced similar situations in regard to elementary library facilities. Minneapolis has done a remarkable job for the schools in that area. Their report "Survey, Elementary School Libraries, Minneapolis Public Schools" is available, and could help a local committee in planning. The address for obtaining this survey is:

Minneapolis Citizens Committee on Public Education
223 Foshay Tower
Minneapolis 2, Minnesota
LITERATURE CITED


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6. James, Gertrude R., "Use of the Public Library Agencies by Students in Grades Four Through Eight of the Phoenix Elementary Schools, Phoenix, Arizona" (Master's Thesis, Graduate Library School, University of Chicago, 1949).


15. Southern Association of College and Secondary Schools, Guide to Evaluation and Accreditation of Elementary Schools (Order from: Dr. Durell Ruffin, Cooperative Program in Elementary Education, Suite 592, 795 Peachtree Building, Atlanta, Georgia).