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Evaluative criteria for library services in the elementary school.

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Boston University
EVALUATIVE CRITERIA
FOR
LIBRARY SERVICES
IN THE
ELEMENTARY SCHOOL

Submitted by
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First Reader: James F. Baker, Assistant Professor of Education
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CHAPTER I

STATEMENT OF THE PROBLEM

The purpose of this study is to develop a set of Criteria to evaluate the Library Services of the elementary school. The Criteria for Library Services consist of specific statements indicating desirable conditions and procedures by means of which Library Services in an elementary school program may be evaluated and examined. This specific set of Criteria was developed as part of a measuring instrument to evaluate the entire elementary school program. The Criteria were patterned after the 1950 edition of Evaluative Criteria of the Cooperative Study of Secondary School Standards.¹

JUSTIFICATION OF THE PROBLEM

Library Services, so essential to the modern-day elementary school program are sadly in need of an overhaul in many of our elementary schools. A checklist and evaluation list cannot fail to enlighten many school administrators, teachers and librarians to the inadequacy of such a necessary feature in today's elementary school. As methods and curriculum change, prevailing techniques of library administration

have to be altered to fit new situations.

Otto\textsuperscript{2} maintains that there are few data on Library Services, but what there are indicate a lack of necessary library services in the schools. The Yearbook of the Department of Elementary School Principals\textsuperscript{3} refers to the fact that constant evaluation is the method of improvement. Douglas\textsuperscript{4} has stated that no evaluation instrument similar to the secondary evaluation has been prepared on the elementary school level.

The extensive use of the \textit{Evaluative Criteria} in the secondary schools of the country is another indication of the corresponding need in the elementary school. Since an attempt has been made to parallel the \textit{Evaluative Criteria} in developing the various sections of this instrument for the elementary school, the construction would make possible a continuous evaluation of a twelve-year program.

The \textit{Criteria} utilize the best form of evaluation— that of self-evaluation. Strengths and weaknesses of the Library Services can be isolated best through the medium of


objective self-evaluation, the logical outcome of which would be a stimulation for the improvement of existing conditions. In this study an attempt is made to provide the type of instrument which will be most effective in the evaluation of the Library Services of the elementary school.

Sara Fenwick\textsuperscript{5} has stated the need for and the benefits of a comprehensive program of evaluation in the elementary school in the 1951 Yearbook of the Department of Elementary School Principals.

\textit{Elementary-school library services need to be evaluated in such a way that their values are clear and convincing. The best teacher-librarians have definite programs of evaluation which they have worked out in cooperation with classroom teachers, principals, and pupils. This evaluation is in terms of improved pupil achievement, of improved teaching, or of progress toward the accepted educational objectives of the school. Where this last type of evaluation has been seriously tried, there has been a marked trend toward better understanding of, and greater accomplishments by, elementary school teacher-librarians.}

CHAPTER II

REVIEW OF LITERATURE

Library Personnel

All available books and articles emphasize the fact that the librarian, or teacher-librarian, in charge of library services should be chosen as carefully as is possible, for the axiom that "no organization is stronger than its leader applies forcefully to the school library". ¹

The National Elementary Principals Thirtieth Yearbook prefaced its section on "Staffing the Library" by stating:

The ideal situation calls for a trained librarian who has a broad knowledge of books, library organization and administration, the total elementary school program, and of child growth and development. The most successful librarian does not forget that she is also a teacher. A warm personality, a genuine interest in children, and a willingness to grow in her job are necessary personal requirements for effective librarianship. ²

Gardiner and Baisden³ state that the most basic per-


sonal qualification of the librarian should be a genuine and sincere enthusiasm for books and life. They believe that it is a function of the librarian to familiarize herself with the entire elementary school program and its underlying philosophies and to be alert to changing methods and materials.\(^4\)

In schools where the size of the school or the financial situation makes impossible the hiring of a full-time librarian, the library can operate with the help of a teacher who trains older pupils to do much of the time-consuming work. This is the opinion of the authors of the *Elementary School Libraries Today*\(^5\), and such other authorities as Douglas\(^6\), and Gardiner and Baisden\(^7\). They stress in their articles on teacher-librarians, however, that the effectiveness of this plan rests on the quality of the teacher and the extent to which she has been trained in library work. Mrs. Douglas\(^8\) states that "...no book or collection of books on

\(^4\) Ibid., p. 31


\(^8\) Douglas, op. cit., p. xi.
library organization and practice can take the place of college courses designed for training teacher-librarians.

Fenner\(^9\) believes that it is the librarian's responsibility to get children to really like the library and feel happy in it. Through clubs, games, displays, and such techniques, Fenner\(^10\) lists ways that a librarian can acquaint pupils in the use and tools of the library in a way that will stimulate interest and rapport with the librarian.

Fargo\(^11\) also lists activities which the resourceful librarian may use to plunge a library wholeheartedly into a school program.

Guidance of children's reading interests is one of the most important tasks of the librarian, authorities believe. LaPlante\(^12\) states that the librarian must know each child's independent reading level and comprehension capacity as well as his reading interests and tastes to be able to guide him in his reading. Gardiner and Baisden\(^13\) similarly point out

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\(^10\) Ibid., Chapter 3.


\(^13\) Gardiner and Baisden, op. cit., 32.
that the librarian must continually study the children to know their interests, reading abilities, and tastes. All authors agree that any guidance of children's reading must be preceded by a wide knowledge of children's books and literature.

Douglas\textsuperscript{14} suggests that there be one full-time librarian to serve up to 500 pupils and one for each added 500 pupils. In addition to this, she said there should be one clerical assistant to serve up to 1,000 pupils and one for each additional thousand. In a school of less than 300, the use of teacher-librarians who are released for $1/3$ to $1/2$ of the teaching day for library work is a further recommendation\textsuperscript{15}. The teacher librarian in this situation should train and use pupil assistants in the library work.\textsuperscript{16}

\textbf{Materials}

\textbf{Selection of Materials}. Mary Peacock Douglas\textsuperscript{17} states that in selecting books and evaluating those on hand, such factors as relation to the curriculum, relation to extracurricular activities, and relation to pupil interest, both expressed and potential, should be considered. She suggests

\begin{itemize}
  \item \textsuperscript{14} Douglas, \textit{op. cit.}, p. 8.
  \item \textsuperscript{15} \textit{Ibid.}, p. 12-13
  \item \textsuperscript{16} \textit{Loc. cit.}
  \item \textsuperscript{17} \textit{Ibid.}, pp. 64-74.
\end{itemize}
also that the librarian consider the approved book lists such as Children's Catalog, the opinions of teachers, and the advice of public librarians. Seeking the recommendation of the public librarian will avoid excessive duplication of expensive purchases. She concluded that the development of a well balanced collection be the goal of the school and cooperating agencies. Fargo\textsuperscript{18} maintains that the librarian may well consider suggestions of the teachers and the likes and dislikes expressed by pupils, but she states vehemently that\textsuperscript{19}

\ldots no matter what the routines or form of administration, the initiative in selection and acquisition belongs to the librarian.

Otto\textsuperscript{20} agrees that if the library is to render maximum service to the instructional program of the school, it is important that teachers, supervisors, and principals share with the librarian in the choice of books and library materials, emphasizing that a good rule to follow is to buy only materials which have been approved for elementary school use by qualified agencies, such as state education departments, the American Library Association and The Children's Catalog.


\textsuperscript{19} Ibid., p. 331.

Otto\textsuperscript{21} points out further that often there is inadequate cooperation between the public library and school library. He proposes the following to reduce this lack as much as possible.

Overlapping membership on school and public-library selection committees could facilitate the building up of a collection of books in school and public library together, which would result in a better-balanced collection, a more adequate collection and the avoidance of unnecessary duplication.

Gardiner and Baisden\textsuperscript{22} mention that the function of the school library is to furnish children with a constant supply of books and library materials to meet all educational demands which included books for reference, for leisure reading, and for the pursuit of personal hobbies.

Mrs. Douglas\textsuperscript{23} states that cognizance must be taken of the physical factors of the book in the selection for the elementary library. She includes among her criteria for judging books the following: the format of the book, appearance, size, binding (with emphasis on its durability), type of paper, wide margins and the type used including the spacing between the lines.

\textbf{Data About Periodicals.} In judging the periodicals

\textsuperscript{21} Ibid., p. 390.

\textsuperscript{22} Gardiner and Baisden, \textit{op. cit.}, p. 4.

\textsuperscript{23} Douglas, \textit{op. cit.}, p.
in the library, Fargo's criteria include the style of the magazine, subject field, format, editorial staff, contributors, pupil interest, age appeal and a coordination with the curriculum.

Martin, Rimkus, Walraven and Hall-Quest, Riggs, and Fargo have suggested tentative titles representative of the needs, interests and desirability for the elementary school youngster. Fargo maintains, however, that there are few deserving consideration and that their value to little children is questioned.

Protection of the periodicals in the elementary school is of a different nature than in the secondary library. In this connection, Clark questions the desira-

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24 Fargo, op. cit., p. 240


29 Ibid., p. 242.


bility of reinforced periodicals for the elementary school, but did recommend protective covers for the magazines during their current circulation. Douglas\textsuperscript{32} suggests pasting strips of Kraft paper tape along inside cover margins if protective covers are unattainable due to the limitations of the school budget. She further suggests storage of magazines by tying them together with string and cardboard sheets on top and bottom thus protecting them from dust. They are then stacked so that the dates are in sight and easily available.

\textbf{Additional Instructional Materials.} Walraven\textsuperscript{33} and Rufsvold\textsuperscript{34} state that some school libraries are becoming materials centers and lend films, slides and records as well as books. With an adequate staff this library is the logical place for these services. Douglas\textsuperscript{35} states that the part which the library plays in the audio-visual program varies from place to place in the country. However, the disorder, obscurity and duplication of audio and visual materials in many schools with the resultant lack

\textsuperscript{32} Douglas, \textit{op. cit.}, p. 79.

\textsuperscript{33} Walraven and Hall-Quest, \textit{op. cit.}, p. 144.


\textsuperscript{35} Douglas, \textit{op. cit.}, p. 107.
of use has been pointed out by Rufsvold. She states further that the gathering, indexing, processing and circulation of all these materials is not a new function or phase of the library because it fulfills these functions already with books and graphic materials. Performing this service merely extends their existing services, necessitating, of course, an increased staff in order to successfully cope with the work involved.

With the standard classroom equipment of maps, globes and tests, Rufsvold feels that it becomes the responsibility of the library to supplement these materials with atlases, other maps, charts, models, specimens and exhibit materials. Many times this necessitates a large storage area with deep shelves, large bins and cabinets. Rufsvold also mentioned that films, filmstrips, projection equipment, record players, and recording equipment all are adjuncts of the educational system which can well be supplied by the library. The high selective factor makes assistance to the teacher more evident than in the case of books, but the same principles and considerations apply.

With these materials, Douglas emphasizes that it

36 Rufsvold, loc. cit.
37 Rufsvold, op. cit., p. 49-52.
becomes mandatory for periodic checking, preferably annual, to determine the modernity of the materials, discarding those irrelevant due to age, changing conditions and its relevancy to the curriculum.

Radio offers many advantages of timely broadcasts, and personal appeal for close contact with people. However, the problem of effective selection is great. Rufsvold\(^{40}\) tells how this has been overcome somewhat by the use of tape recorders and many studio's efforts to correlate the programs of those of the schools.

Television in its infancy has the same problems as radio for school use, plus the added deterrent of technical difficulties. When the technical difficulties are overcome and larger screens, sharper images and color are available, television may eclipse all other media in the visual field is Rufsvold's comment\(^{41}\).

**Organization and Management**

The majority of librarians and authorities feel that library services are best and most efficiently served through a centralized library. Jewel Gardiner\(^{42}\) points out that

We need to show that it (the centralized library) is absolutely essential for the proper functioning

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\(^{40}\) Rufsvold, *op. cit.*, p. 30-36.


\(^{42}\) Gardiner and Baisden, *op. cit.*, p. 14-15
of the school curriculum and the close integration of it with all subjects.

Lacy and Cooper\(^{43}\) have stated that school forces in the state of Washington are convinced that a well-stocked, adequately housed and professionally staffed library is essential if the modern concept of elementary education is to become a reality. They also argue that it is the most economical and efficient means, pointing out that room libraries, if they are to provide the needed materials and resources for whole ranges of interests and abilities require much more duplication of material.

Gardiner and Baisden\(^{44}\) also agree that the central library is the best possible arrangement, stating that in small rural schools where space and finances do not permit this, that the best method is the classroom library supplied from a central depository which utilizes public libraries, bookmobiles, county and state distributing centers. They made it clear, however, that such an arrangement of classroom libraries was expensive, and its use limited.

**Financial Provisions.** There are few data available

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regarding the cost of the elementary school library. Otto\textsuperscript{45} states that the tendency is to require a lump sum for one room schools (usually $25). For larger schools, requirements are usually on a per capita basis after a $200–$300 expenditure for the initial book collection. He states further that elementary school libraries have an average expenditure of 3\(\frac{1}{10}\) of 1\% of the total school budget.\textsuperscript{46}

Fargo\textsuperscript{47} states that library supplies are generally covered by the school budget except for special library items, therefore, the library budget is a book budget. Douglas\textsuperscript{48} advocates 5–10 books per pupil at an average cost of $1.50. Fargo\textsuperscript{49} feels that not more than 25\% of the total annual appropriation should be spent for general reading books, and not more than $1.00 per pupil should be expended to keep the library in order.\textsuperscript{50} The American Library Association provides more specific standards, but these specific standards must be adapted flexibly, taking into consideration such factors as the school population, size and specific needs of the school.

**Book Collection.** Standards for the book collection

\textsuperscript{45} Otto, op. cit., p. 379.
\textsuperscript{46} Ibid., p. 328.
\textsuperscript{47} Fargo, op. cit., p. 322.
\textsuperscript{48} Douglas, op. cit., p. 91.
\textsuperscript{49} Fargo, op. cit., p. 495.
\textsuperscript{50} Ibid., p. 322.
should govern to a certain extent the selection of the books of the library. In the Douglas report⁵¹ the standards set down include the following: (1) The size should be related to the school population with a rough figure of five to ten books for every student, (2) there should be only a duplication of titles of one third of the total volumes. Fannin⁵², however, maintains that the above standards do not allow for beginning students the duplication needed for reading progress. She held further that there must be a ratio of three to one of duplication of books in the reading program. Otto⁵³ from different criteria broke the book collection down allowing 20 per cent of the book collection for grades one to three, 40 per cent for grades four to six and 40 per cent for grades seven to eight in an eight grade elementary school.

The Thirtieth Yearbook of the Department of Elementary School Principals⁵⁴ and Powers⁵⁵ stress the fact that there

⁵¹ Mary P. Douglas, "Functions and Standards for a School Library", School Executive, 64:51, December, 1944.
⁵³ Otto, op. cit., p. 365.
must be integration of the library with the classroom work and the variety of our programs can only be accomplished by having a variety of materials readily available to the pupils and teachers. This includes an integration and balanced book collection in terms of the curriculum, teaching techniques, subject fields and in reading levels.

Douglas\textsuperscript{56} includes the following distributions from a well-balanced collection used in one state:

<table>
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<tr>
<th>Classification</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>000-009</td>
<td>General Reference</td>
<td>2%</td>
</tr>
<tr>
<td>100-199</td>
<td>Philosophy</td>
<td>1/3 of 1%</td>
</tr>
<tr>
<td>200-299</td>
<td>Religion</td>
<td>1/3 of 1%</td>
</tr>
<tr>
<td>300-399</td>
<td>Social Sciences</td>
<td>8%</td>
</tr>
<tr>
<td>400-499</td>
<td>Languages</td>
<td>1/3 of 1%</td>
</tr>
<tr>
<td>500-599</td>
<td>Sciences</td>
<td>10%</td>
</tr>
<tr>
<td>600-699</td>
<td>Useful Arts</td>
<td>10%</td>
</tr>
<tr>
<td>700-799</td>
<td>Fine Arts</td>
<td>5%</td>
</tr>
<tr>
<td>800-899</td>
<td>Literature</td>
<td>5%</td>
</tr>
<tr>
<td>910-919</td>
<td>Geography and Travel</td>
<td>12%</td>
</tr>
<tr>
<td>900-909</td>
<td>History and Biography</td>
<td>10%</td>
</tr>
<tr>
<td>920-999</td>
<td>F and 398</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fiction and Fairy Tales</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>E Easy Books for Grades 1-3</td>
<td>20%</td>
</tr>
</tbody>
</table>

Classification and Care of Library Materials. All authorities on school libraries spend a great deal of time on the subject of classification and cataloging methods. Fargo\textsuperscript{57} states that the problem of the school librarian is to drop out all the cluttering unessentials while preserving

\textsuperscript{56} Douglas, \textit{op. cit.}, p. 69.

\textsuperscript{57} Fargo, \textit{op. cit.}, p. 357.
accuracy, standard form, and the information desirable for quick and effective service. Douglas\textsuperscript{58} advocates the use of a simplified Dewey Decimal System. She says that if a school started out with no organizational plan for classification, and continually adds books, chaos results eventually and a complete reorganization has to be established. Use in the beginning of a system such as the Dewey Decimal would eliminate this. Fargo\textsuperscript{59} also argues for the Dewey Decimal System saying that the classification is standard, and in the interests of continuing education, it is well for the pupils to become acquainted with standard library practices.

Douglas\textsuperscript{60} recommends that whenever possible, the printed cards available for many books listed in the Standard Catalogs published by H. W. Wilson Company be used. Her reasons include accuracy of filing, a workable system of classification and cataloging, and a saving to the librarian of much time-consuming work.

Douglas\textsuperscript{61} emphasizes that well-cared for books increase the usefulness and effectiveness of the book collection as they act as incentives to handle books properly.

\textsuperscript{58} Douglas, \textit{op. cit.}, p. 67.
\textsuperscript{59} Fargo, \textit{op. cit.}, p. 362.
\textsuperscript{61} Ibid., p. 127-128.
She says that instructions in the care of books and proper shelving to prevent straining on the bindings of books were two ways to take precautions, and that books would last longer if they were purchased with reinforced bindings. She also stresses the fact that before a book is mended or repaired it should be carefully examined to see whether its usefulness will be worth the cost of the labor and materials.

**Accessibility of Library Facilities.** Clarkson\(^62\) states that having resources in the library is not enough. It becomes the responsibility of the librarian, in her opinion, to keep library materials in use.

Gardiner and Baisden\(^63\) maintain that there is little point in having a well-organized library if the school program is not arranged so that the children may make effective use of the resources. They suggest regularly scheduled daily classes in the library with provisions for individual children and committees of children to use the library at any other time of the day for special work. They state that the system of charging out books should be simple and convenient so that teachers do not hesitate to utilize the services, and that the greatest service that a teacher could render as far


\(^{63}\) Gardiner and Baisden, op. cit., p. 11-24.
as the library is concerned was to provide the kind of learning situations which call for the constant use of library facilities.

Gardiner and Baisden in speaking of the library state that is matters not how great was the supply of books if a child cannot get his hands on them, the books had just as well not exist. They further claim that the school should afford the child some opportunity every day to practice the art of reading.

Use of the Library

Bickel and Simonson in discussing the elementary school library emphasize the fact that the classroom teachers and librarians working together can do a great deal to build scientific attitudes by encouraging children to withhold definite opinions until they have adequate evidence. This can be accomplished by encouraging the pupils to look for and to reliable sources for evidences and by encouraging the willingness to change opinions if wrong. They feel that the more the librarian is allowed to participate in teacher-pupil planning, the more effective can the use of the library be.

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64 Ibid., p. 2-3.

They believe that skills in the use of library tools is best developed when motivated by some real need in curriculum activity. Further, they state that one of the greatest ways of arousing interest in children for free reading was by pupil stimulation of one another.

In a statement Anna Clark Kennedy\textsuperscript{66} says that the library becomes increasingly effective as teachers and pupils learn to use its resources and employ its services for their work and play purposes.

Douglas\textsuperscript{67} states that the ability of pupils and teachers to use library facilities and their habitual use of them may well be major criteria in evaluating the effectiveness of the reference service of the school library. Douglas\textsuperscript{68} also reproduced with modifications parts of the statement of Anna Clark Kennedy\textsuperscript{69} in which she states that

\ldots Children and young people who are learning to explore the resources of knowledge are the first essentials of an active school library. Their enjoyment and use of printed, auditory, and visual media measures the service...Before a school library can perform all of its services, the teachers must know its resources and realize how its work leads to, and develops from, their work. Teachers who teach with and through the library are enriching and extending interests,

\textsuperscript{66} Anna Clark Kennedy: From a statement prepared for the Joint Committee of the National Education Association and the American Library Association.

\textsuperscript{67} Douglas, op. cit., p. 6.

\textsuperscript{68} Loc. cit.

\textsuperscript{69} Kennedy, loc. cit.
making school work vital, and helping their pupils gain worth-while skill in acquiring information and using the tools of scholarship.

The library does not become an integral part of the learning and living experience of children just by its mere existence in a school building. It does this only as provision is made for its constant and extensive use.\textsuperscript{70} This is shown in Fargo's two works, \textit{Activity Book for School Libraries}\textsuperscript{71} and \textit{Activity Book Number Two}\textsuperscript{72}. This in turn means a vital working and cooperating force between the classrooms and the library using every possible technique available to the classroom teacher and the librarian alike to strengthen library appreciations, skills, aptitudes and enjoyment.

\textsuperscript{70} Gardiner and Baisden, \textit{op. cit.}, p. 11

\textsuperscript{71} Fargo, \textit{op. cit.}, pp. 208.

\textsuperscript{72} \textit{Activity Book Number Two} (Chicago: American Library Association, 1938), pp. 230.
CHAPTER III

PROCEDURES

Procedures in Developing Materials

In developing the Evaluative Criteria for Library Services in the elementary school, a careful study of the research and literature of the past ten years was made. Chapters of works of an administrative nature were read as well as complete works of librarians dealing with the practical and technical aspects of library service. This research fitted into the main headings of (1) Library Personnel, (2) Materials, with sub-topics of Selection, Book Collection, Data About Periodicals and Additional Instructional Materials, (3) Organization and Management, with sub-topics of Financial Provisions, Classification and Care of Library Materials, and Accessibility of Library Materials, (4) Use of the Library, and (5) Special Characteristics of Library Services. This material was then broken down into checklist and evaluation items under these five main topics. The Statement of Guiding Principles was formulated with the dominant viewpoint and philosophy of the authors of the books utilized in the research as a guide, buttressed by the author's practical experience with the lack of elementary school libraries in all too many of our schools.
Criticism by Seminar Members

The tentative materials thus organized were presented to the other seminar members, criticized by them, and on the basis of this criticism revised before presentation to the jurors.

Selection of Jurors

The jurors were chosen on the basis of three criteria: (1) for their contributions in the field of elementary library literature and texts, (2) their leadership in the area of library services throughout the country, and (3) the positions they now hold as elementary school library supervisors.

The following leaders in the field of the library in the elementary school offered their services in this study:

Miss Rheta A. Clark, School Library Adviser
State Department of Education
Hartford, Connecticut

Mrs. Mary Peacock Douglas, Library Supervisor
Raleigh Public Schools
Raleigh, North Carolina

Miss Jewel Gardiner, Librarian
Sacramento City Schools
Sacramento, California

Mr. V. Carl Ilgen, Principal
Pershing School
University City, Missouri
Procedure of Submission of Materials to Jurors

A letter was sent out to all prospective jurors informing them of the Group Research Project conducted by Dr. James F. Baker of Boston University, to develop the Criteria paralleling the Secondary School Evaluative Criteria, 1950 edition. Their services were requested and their duties as jurors were explained were they to offer their services. On receipt of their acceptance, the tentative materials were forwarded to them for their criticisms. These were then revised incorporating the ideas of the jurors into the final form of the Criteria.
CHAPTER IV

CRITICISMS OF MATERIALS

Library Personnel

The main criticism of this section concerned the wording of items stating that the librarian "has the ability or interest" to perform certain tasks. Miss Gardiner felt that often the librarian has the "ability", but the school program is so set up that she does not have a chance to put her abilities into action. Mrs. Douglas, on the other hand, said that in working with high school evaluation, statements so worded often checked high while there was indication that the librarian had not been successful in these things. Other suggestions involved the inclusion of items which would insure the librarian of an active part in the integration of library services and the total curriculum.

Materials

Most of the jurors felt that a checklist of sources used in the selection of materials should be added. A checklist was included in the final revision.

Two of the columns in the "Book Collection" section were questioned as being of doubtful value, namely; "Number of Titles in "The Children's Catalog", and "Number purchased
in the last two Years". The order of this page was changed to follow, rather than precede the "Classification and Care" section due to a juror criticism.

It was also felt that the section on "Data About Periodicals" should also include a checklist of periodicals subscribed to by the school. A checklist was added. The advisability of binding periodicals was also questioned.

The jurors felt that there should be checklist and evaluation items which would evaluate the modernity, organization and actual use of the materials listed under "Instructional Materials".

**Organization and Management**

The suggestion was made concerning "Financial Provisions" that there be a differentiation between the money regularly allotted in the annual school budget for books, for other library needs, and upkeep of the library materials.

Mrs. Douglas and Miss Gardiner both suggested that the first checklist item in the "Classification and Care" section be one stating that the library be arranged according to a simplified Dewey Decimal Classification.

Miss Gardiner also suggested an item concerning the use of a Library Manual, Course of Study, and a Handbook or Library Guide as guidance to the entire library program.

The main criticism of the section "Accessibility of Library Facilities", emphasized that there should be regularly
scheduled classes to the library. An item under comments was included to give the number of times per week each grade is scheduled to the library.

**Use of the Library**

A comment was made that this section should be more specific on actual techniques used in the library to further the cooperative planning between the librarian and the teachers in achieving maximum use of the library.

**Special Characteristics of Library Services.**

One juror criticism centered around the ambiguity of the fourth item under this section. Due to this criticism, the fourth item was broken into two parts, differentiating between allotted improvements in the school budget for the current fiscal year, and planning over a long range period for library improvements.
FINAL REVISION OF LIBRARY SERVICES
LIBRARY SERVICES

Statement of Guiding Principles

The elementary school library is a resource center furnishing an adequate supply of selected books and library materials which provide integration with the total school curriculum and meet the reading and instructional requirements for the elementary school pupil.

Guidance in using the library should provide for a transfer of skills from the elementary library to the high school and adult libraries. The development of desirable reading habits and tastes in pupils should be a major goal of the school librarian and also a goal of all staff members. The librarian should be well trained in library science, the elementary school curriculum and child psychology.

The functions of the elementary school library include (1) active promotion of, integration with, and enrichment of the school curriculum and objectives, (2) improvement of reading skills and appreciation of good literature, and (3) the development of skills in the use of library materials.

NAME OF SCHOOL............................ DATE...........

Checklist and evaluation ratings made by:

..............................................................
..............................................................
..............................................................
..............................................................

(Experimental copy: not to be reproduced)
Instructions

General

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community", and Section C, "Educational Needs of Children", should be considered. Persons making evaluations should ask, "How well do the practices in this school meet the needs of the pupils and the community?" When evaluations are made, factors such as financial support and state requirements should not justify failure to provide suitable facilities to meet the needs. The two-fold nature of the work—evaluation and stimulation to improvement—should be kept in mind if these purposes are to be served satisfactorily.

Checklists

The checklists consist of provisions, conditions, or characteristics found in good elementary schools. Although they are recommended provisions, a school lacking some of them may have other compensating features. Space is provided to record these features as additional items. The checklist items should be marked as follows:

- ✓ if the provision or condition is made extensively
- ✓ if the provision or condition is made to some extent
- X if the provision or condition is very limited
- M if the provision or condition is missing and needed
- N if the provision or condition is not desirable or does not apply.

Evaluations

Evaluations represent the best judgement of those making the evaluation after all evidence (including results of observations, consideration of ratings on checklist items, and other data which may be available) has been considered. Evaluations should always be made by the local staff members even though these evaluations may be checked later by a visiting committee. The evaluation ratings should be made by means of the scale defined below.

5 -- Excellent; the provisions or conditions are extensive and functioning excellently.
4 -- Very good;*
   a. the provisions or conditions are extensive and functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently
3 -- Good; the provisions or conditions are moderately extensive and are functioning well.
2 -- Fair;*
   a. The provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.
1 -- Poor; the provisions are limited in extent and are functioning poorly.

M -- Missing; the provisions or conditions are missing and needed; if present they would make a contribution to the needs of pupils.

N -- Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the children of this community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* Staff members may wish to use the symbols "4a" or "4b", "2a" or "2b"
I. LIBRARY PERSONNEL

Two types of library leadership situations are considered. The first checklist pertains particularly to a professionally trained librarian. The second set is for use in schools where a classroom teacher is in charge of the library.

**Checklist**

The professional school librarian

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>( )</td>
<td>1. Has had successful elementary school teaching experience.</td>
</tr>
<tr>
<td>( )</td>
<td>2. Adjusts library practices to the entire elementary curriculum and the prevailing school philosophy.</td>
</tr>
<tr>
<td>( )</td>
<td>3. Has a broad knowledge of children's books, children's periodicals, and other library materials (e.g., reference, audio-visual).</td>
</tr>
<tr>
<td>( )</td>
<td>4. Shows a genuine liking for and sympathetic understanding of the elementary school child.</td>
</tr>
<tr>
<td>( )</td>
<td>5. Gives individual reading guidance.</td>
</tr>
<tr>
<td>( )</td>
<td>6. Encourages reading through such media as bulletin board displays, reading games, poetry and story hours, and summer reading projects.</td>
</tr>
<tr>
<td>( )</td>
<td>7. Instructs children in the use of basic library tools and library materials.</td>
</tr>
<tr>
<td>( )</td>
<td>8. Handles technical work of library organization and management.</td>
</tr>
<tr>
<td>( )</td>
<td>9. Works with teachers to increase effective use of library materials in their classrooms and in the total curriculum.</td>
</tr>
<tr>
<td>( )</td>
<td>10. Coordinates services with other library agencies (e.g., public library, bookmobile).</td>
</tr>
<tr>
<td>( )</td>
<td>11. Carries on an effective program of school library publicity both within the school and to parents (e.g., book displays on bulletin boards, special book lists for teachers and parents, book exhibits, P.T.A. programs, book talks).</td>
</tr>
<tr>
<td>( )</td>
<td>12. Exercises leadership in the development of policy regarding selection and use of library materials.</td>
</tr>
<tr>
<td>( )</td>
<td>13. Has faculty status equal to that of other teachers in the school system with equal training, experience and responsibilities.</td>
</tr>
</tbody>
</table>
14. Is provided with clerical assistance.
15. Serves on curriculum committees.
16. Trains and uses pupil assistants.
17. Carries on library course of study (if there is one).
18. 
19. The classroom teacher responsible for library organization and management
20. Has a reduced teaching load to provide for part-time library activities.
21. Has had courses in library science or is taking courses in this field.
22. Is genuinely interested in bringing libraries and books to people.
23. Has read widely in the field of children’s literature.
24. Trains and uses pupil assistants providing a real educational experience for these pupils.
25. Keeps a record of administrative and training methods used in the library (e.g., Library Manual, Course of Study, and methods and techniques utilized in training pupil assistants).
26. Is provided with clerical assistance.
27. Shows a genuine liking for and sympathetic understanding of the elementary school child.
28. Carries out a library Course of Study (if there is one).

Evaluations

a. How adequate are the professional qualifications of the full-time librarian?

b. How adequate are the professional qualifications of the teacher-librarian?

c. How effective is the library personnel in administering their duties?

Comments
II. MATERIALS

A. SELECTION

Checklist

The following factors are given consideration in the selection of books and other library materials:

( ) 1. Suggestions of the principal, teachers, supervisors, public librarian, school librarian, parents and children.

( ) 2. Suggestions from curriculum committees.

( ) 3. Techniques of instruction and the specific aims and objectives of the curriculum.

( ) 4. Proper balance for recreational reading, informational reading, and the reference needs of children.

( ) 5. Extra curricular activities of the children.

( ) 6. Proximity of other library facilities of the community.

( ) 7. Physical factors of the book (e.g., print, format, durability, type of paper, illustrations).

( ) 8. Book Selection aids (check those utilized in the library).

Adventuring with Books

Basic Book Collection for the Elementary Grades (Snow)

Book Reviews in Booklist

Book Reviews in Elementary English

Book Reviews in Horn Book Magazine

Book Reviews in Subscription Books Bulletin

Book Selection for Children and Young People, 1945

The Children's Catalog

500 Books for Children (Nora Beust, United States Office of Education)

Horn Book

Library Journal

Subject Index to Books for the Intermediate Grades

Subject Index to Books for the Primary Grades

Elementary School Library Books issued or recommended by the State Department of Education

Others:

Evaluations

( ) a. How satisfactorily are library materials selected in relation to the curriculum needs of the pupils?

( ) b. How satisfactorily are library materials selected in relation to the recreational and personal needs of the pupils of the school?

( ) c. To what extent do members of the teaching staff assist in the selection of library materials?

Comments
B. DATA ABOUT PERIODICALS

Checklist

( ) 1. Periodicals are purchased which have a high interest value for the children.

( ) 2. Periodicals and newspapers are provided which include general coverage of a variety of subjects.

( ) 3. The newspapers and periodicals received regularly provide adequate coverage of news events.

( ) 4. The number of periodicals for children's use regularly subscribed to by the school is _____.

( ) 5. The number of periodicals for professional use regularly subscribed to by the school is _____.

( ) 6. 

( ) 7. 

Supplementary Data

Check the names of all periodicals and newspapers currently subscribed to by the library. Enter the number of duplicate copies of each periodical received.

<table>
<thead>
<tr>
<th>CHECK OR NUMBER</th>
<th>CHECK OR NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Boy</td>
<td>Popular Aviation</td>
</tr>
<tr>
<td>American Girl</td>
<td>Popular Mechanics</td>
</tr>
<tr>
<td>Child Life</td>
<td>Popular Science</td>
</tr>
<tr>
<td>Children's Activities</td>
<td>St. Nicholas</td>
</tr>
<tr>
<td>Children's Playmate</td>
<td>Story Parade</td>
</tr>
<tr>
<td>Jack and Jill</td>
<td>Time</td>
</tr>
<tr>
<td>Junior Scholastic</td>
<td>Wee Wisdom</td>
</tr>
<tr>
<td>Life</td>
<td></td>
</tr>
<tr>
<td>My Weekly Reader</td>
<td></td>
</tr>
<tr>
<td>National Geographic</td>
<td></td>
</tr>
<tr>
<td>Nature Magazine</td>
<td></td>
</tr>
<tr>
<td>Newsweek</td>
<td></td>
</tr>
</tbody>
</table>

Evaluations

( ) a. How adequate is the variety of periodicals to meet pupil interest and need?

( ) b. How adequate is the content of periodicals to meet pupil interest and need?

( ) c. How extensively are the periodicals used?

Comments
C. ADDITIONAL INSTRUCTIONAL MATERIALS

Include in this section all materials available for use by the school. Indicate under comments whether they are under the supervision of the librarian and in the building or in a central office.

Checklist

( ) 1. A collection of pamphlets, bulletins, clippings, travel folders, pictures and other vertical file material is accessible.

( ) 2. Maps, charts, models, globes, specimens and other similar exhibit materials are available.

( ) 3. Motion picture films are available.

( ) 4. Slides and still-projection aids are provided.

( ) 5. Projection equipment is available.

( ) 6. Record players, phonograph records and transcriptions are available.

( ) 7. Recording equipment is provided.

( ) 8. Radio facilities are provided.

( ) 9. Television facilities are provided.

( ) 10. Materials are continually scrutinized to determine up-to-dateness and out of date materials are discarded.

( ) 11.

( ) 12.

Evaluations

( ) a. How adequate is the supply of the vertical file materials?

( ) b. How adequate are the audio materials?

( ) c. How adequate are the visual materials?

( ) d. How well are materials kept up to date?

( ) e. How adequately are materials organized?

( ) f. How extensively are the additional materials used?

Comments
III. ORGANIZATION AND MANAGEMENT

A. FINANCIAL PROVISIONS

Checklist

( ) 1. A sum of money is regularly allotted in the annual school budget for books.

( ) 2. A sum of money is regularly allotted in the annual school budget to care for other library needs.

( ) 3. Accurate and up-to-date records are kept concerning available funds and disbursements.

( ) 4.

( ) 5.

Supplementary Data

Enter data concerning library expenditures for the past four years in the following table. If these data cannot be provided, discuss under comments any financial provisions for the purchase of library materials.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Books, Periodicals and Materials</td>
<td>____________</td>
</tr>
<tr>
<td>Audio-visual</td>
<td>____________</td>
</tr>
<tr>
<td>Binding, repairing and supplies</td>
<td>____________</td>
</tr>
<tr>
<td>TOTAL</td>
<td>____________</td>
</tr>
</tbody>
</table>

Evaluations

( ) a. How adequate are the financial provisions for purchase of library materials?

( ) b. How adequate are the financial provisions for upkeep of library materials?

Comments
B. CLASSIFICATION AND CARE OF LIBRARY MATERIALS

Checklist

( ) 1. The library is arranged according to a simplified Dewey Decimal System of classification.

( ) 2. A card catalog is maintained with author, title, and subject cards.

( ) 3. Periodicals are arranged to facilitate use.

( ) 4. Books and other materials are properly shelved or filed and frequently checked to prevent misplacement.

( ) 5. All library materials of permanent value which are school property are accessioned and catalogued by the library regardless of where they are housed.

( ) 6. The library has an efficient loan system.

( ) 7. Library books are repaired and rebound as necessary.

( ) 8. Library materials which have ceased to meet pupil needs are discarded.

( ) 9. A Library Manual is used to insure uniform classifying and cataloging.

( ) 10. A Course of Study is used as a guide to teaching the skills, attitudes and habits to the children.

( ) 11. A Handbook or Library Guide is in use to aid the children in the use of the library.

( ) 12. A shelf list on cards is maintained.

Evaluations

( ) a. How effectively are library materials organized?

Comments
C. BOOK COLLECTION

Include books catalogued and accessioned in the library regardless of where they are housed (centralized library or classroom library collection). Use shelf list in obtaining these statistics.

<table>
<thead>
<tr>
<th>CLASSIFICATIONS</th>
<th>Total Number of Volumes</th>
<th>Number of Different Titles</th>
<th>Number of Duplicate Titles</th>
<th>EVALUATION Adequacy of each classification in relation to need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>000 General Reference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 Philosophy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>200 Religion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300 Social Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>400 Languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>500 Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>600 Useful Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>700 Fine Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>800 Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>900 History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>910 Geography</td>
<td></td>
<td></td>
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<tr>
<td>920 Biography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>921 Individual Biography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Fiction and Fairy Tales</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Easy Books Grades 1-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. ACCESSIBILITY OF LIBRARY FACILITIES

Checklist

( ) 1. The library is open before the beginning of the daily program.

( ) 2. The library is open continuously throughout the day.

( ) 3. The library is kept open as long after school hours as its use justifies.

( ) 4. Members of the trained professional staff, teachers or trained pupil assistants are present in the library during its open hours.

( ) 5. Library materials are freely loaned to classrooms for such periods of time as needed.

( ) 6. Library materials are available to pupils for home use.

( ) 7. Students have access to the library during class periods.

( ) 8. Individual classes are regularly scheduled to the library (Indicate under comments how many times per week each grade is scheduled to the library).

( ) 9. Classroom circulation is planned so that it does not deplete the book collection of the library.

( ) 10.

( ) 11.

Evaluation

( ) a. How accessible are the library facilities and materials?

( ) b. Are provisions adequate for making the library and library materials accessible to pupils and teachers?

Comments
IV. USE OF THE LIBRARY

Consider in this checklist pupil and teacher use of the school library, community library, bookmobiles and other available library facilities with which pupils and teachers come into active contact.

Checklist

The children's use of the library services is characterized by

( ) 1. Frequent borrowing of books for classroom purposes.
( ) 2. Frequent borrowing of books for voluntary reading purposes.
( ) 3. Pupil assistance in the operation of the library.
( ) 4. Self discipline and cooperation in the use of library facilities.
( ) 5. A working knowledge of library skills gained through library activities (e.g., story hours, book games, classification games, quizzes)
( ) 6. Group activities in curriculum projects (e.g., conferences, research, project work, committee meetings).

( ) 7.
( ) 8.

The teachers' use of the library is characterized by

( ) 9. Extensive use of the library materials in classroom planning and teaching (e.g., correlation of units with informational reading, reference work, voluntary reading.
( ) 10. Stimulation and assistance to pupils in the effective use of library materials (e.g., story hours, book games, catalog games, quizzes assembly programs on book book quizzes, titles, and characters, library displays of book covers).
( ) 11. Information given to the librarian concerning pupil and classroom reading needs.
( ) 12. Cooperative assistance to pupils in the development of desirable study and reading habits.
( ) 13. Utilization of the library to promote professional growth.
( ) 14. Cooperative planning with the librarian for obtaining maximum use of the library.
( ) 15.
( ) 16.
Evaluations

( ) a. How effectively do pupils use library facilities for supplemental classroom reading?

( ) b. How effectively do pupils use the library facilities for voluntary reading?

( ) c. How extensively do teachers use library facilities?

Comments
V. SPECIAL CHARACTERISTICS OF LIBRARY SERVICES

1. What are the best and most commendable aspects of the library's services?
   a. 
   b. 
   c. 
   d. 

2. In what respects is the greatest improvement needed in the library?
   a. 
   b. 
   c. 
   d. 

3. In what ways have these factors (in number 2) been improved in the past two years?
   a. 
   b. 
   c. 
   d. 

4. What improvements are now being made or definitely allotted in the school budget for the coming year?
   a. 
   b. 
   c. 
   d. 

5. What improvements are being planned for a long range planning viewpoint?
   a. 
   b. 
   c. 
   d.
CHAPTER V

SUGGESTIONS FOR USING THE CRITERIA

In using the Criteria being developed for the elementary school, the procedure recommended by the Cooperative Study of Secondary School Standards for using the Evaluative Criteria in the secondary schools is perhaps the best method. This procedure involves self-evaluation followed by a check on the self-evaluation by a visiting committee. The Criteria thus used will disclose to faculty, school administrators and the committee in which particular aspects the school program is successful, where its greatest weaknesses lie and where improvements can be made.

The Library Services section provides for a qualitative evaluation of the library services in the elementary school. Although the checklist is beamed for the elementary school with a professionally trained librarian it can be used successfully by even a small rural school which is making maximum use of such facilities as the public library, public librarian, bookmobiles, and county and state distributing agencies.

---

The elementary school evaluating its library services should first check with the Statement of Guiding Principles the prevailing school philosophy in regard to the status and place of the library in the total school program. Schools with programs which do not integrate their library services with the total curriculum and school objectives may discover that the whole philosophy of the importance of school libraries needs to be changed before the school can begin to benefit from improved library services.

The Library Personnel section will provide for a school with either a full-time or teacher librarian, an evaluation of the librarian's work. A self-evaluation by the librarian may prove to be valuable in stimulating in her a desire to fulfill those duties suggested by the checklist which she now is failing to do. It should also point out to school administrators who do not have trained personnel with adequate working conditions the benefits of a professionally trained librarian in carrying out the library program.

The Materials section which includes suggestions on the selection and organizing of books, periodicals, and additional instructional materials should be useful to newly organized libraries, library staffs and school staffs considering the desirability of purchasing library materials. In a like manner the sections included in Organization and Management should provide an analysis of budgetery expenses in broad classifications, how effectively books and materials are
classified, catalogued, bound and cared for, and how balanced the book collection is.

The checklist on Use of the Library will reveal most clearly how effectively the school operates in bringing together the classroom and the library, and what is more fundamental children and books. Elementary schools whose evaluation of Use of the Library is scored poorly in the evaluation, regardless of how many books and materials it houses, should be the first to begin work to improve existing conditions responsible for the ineffectiveness of its library services.

In the last section, Special Characteristics of Library Services, emphasis is placed on the total library situation and is aimed at developing within the staff an objective view of past developments, improvements being effected in the present time, and future planning.

Finally and perhaps the most important use of the Criteria is its use by the superintendent of schools. It provides a tool for the chief administrator of a school system to make the public aware of the educational need for libraries in the modern elementary school curriculum. This is the main emphasis of the Criteria. It is primarily an instrument to evaluate and in the evaluative activity to acquaint all -- teachers, librarians, administrators and the public with the need for and use of the elementary school library in our present day practices and philosophy of educating the child.
BIBLIOGRAPHY

A. BOOKS


B. PERIODICAL ARTICLES


Ross, Margaret, "Housing a School Library", School Executive, 64:54-57, December, 1944.


FORM LETTERS SENT TO JURORS
EVALUATION RESEARCH PROJECT

57 Eliot Street
South Natick, Massachusetts
Date

Dear

A group research project is being conducted at Boston University to develop Evaluative Criteria for elementary schools. This project is under the direction of Dr. James F. Baker who served as Research Assistant to the Cooperative Study of Secondary-School Standards in developing the 1950 edition of the Evaluative Criteria now being used in secondary schools throughout the country.

One of the procedures which is planned is to have juries of interested and qualified persons criticize materials which will be prepared in tentative form by the research group. We hope that you will be willing to serve as a jury member to criticize materials in the area of

As this is a non-profit venture with the main aim in view to develop materials which teachers may use in evaluating their own educational endeavors, funds are not available for the professional services of jury members. Past experience in developing the secondary school instrument indicates that leaders in education will be glad to participate in such a study on a voluntary basis.

It is not expected that the time required of a member of the jury will be excessive. May we count on your cooperation? A form is enclosed for your reply.

Sincerely yours,

Daniel W. Gibbs, Jr.
Member Research Group
Mr. Daniel W. Gibbs, Jr.
57 Eliot Street
South Natick, Mass.

Dear Mr. Gibbs:

The checks in the parentheses below indicate my status regarding the evaluation research project discussed in the letter accompanying this form.

( ) 1. I will serve as a member of the national jury of experts in the work of developing *Evaluative Criteria* for elementary schools, insofar as these standards pertain to the area of

( ) 2. I understand the service will require criticism of tentative materials for the field of

( ) 3. I have access to a copy of the *Evaluative Criteria* 1950 edition pertaining to secondary education which will give me an idea of the format and scope of a similar instrument for elementary schools.

4. Comments:

(Signed) ______________________________________

(Official Position) ______________________________________

(Street and Number) ______________________________________

(City and State) ______________________________________
Dear Thalli,

Thank you for accepting the invitation to serve on a jury to examine and criticize materials being developed to evaluate elementary education. Your cooperation is much appreciated.

Enclosed please find the first draft of materials submitted for your criticism. Please feel free to change, delete, or add to any of the material in this form. Your suggestions will be studied carefully and compared with criticisms received from other jury members. As soon as replies have been received from all members of the jury, a revision will be made and sent to you.

Enclosed also is an outline indicating the sections now being developed. This outline is of course tentative but it may help you to see the materials on which you are working in relation to the entire Criteria.

We do not want to seem to be rushing you, but early attention on your part will be helpful. We hope to receive your criticisms by January 12.

Very sincerely yours,

Daniel W. Gibbs, Jr.
Member Research Group
Dear:

Your comments and suggestions concerning the elementary school evaluation blank (Section E, Library Services,) have been received and will be incorporated in a revision of this blank. The interest you have shown in this project and the suggestions you have volunteered are deeply appreciated.

After all sections have been received, a copy of the revision will be sent you by Dr. James F. Baker of Boston University.

Thank you very much for your cooperation.

Sincerely yours,

Daniel W. Gibbs, Jr.
Member of Research Group
FIRST DRAFT OF CRITERIA
LIBRARY SERVICES

Statement of Guiding Principles

The elementary school library is a resource center furnishing an adequate supply of selected books and library materials which will meet the reading and instructional requirements for the elementary school pupil.

Guidance in using the library should provide for a transfer of skills from the elementary library to the high school and adult libraries. The development of desirable reading habits and tastes in pupils should be the major goal of the school librarian and also a goal of all staff members. The librarian should be well trained in library science, the elementary school curriculum and child psychology.

The functions of the elementary school library include (1) active promotion and enrichment of the school curriculum and objectives, (2) improvement of reading skills and appreciation of good literature, and (3) the development of skills in the use of library materials.

NAME OF SCHOOL .................................. DATE ......................

Checklist and evaluation ratings made by:

................................................
................................................
................................................
................................................

(Experimental copy; not to be reproduced)
Instructions

General

Then the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Children," should be considered. Persons making evaluations should ask, "How well do the practices in this school meet the needs of the pupils and the community?" Then evaluations are made, factors such as financial support and staff requirements should not justify failure to provide suitable facilities to meet the needs. The two-fold nature of the work—evaluation and stimulation to improvement—should be kept in mind if these purposes are to be served satisfactorily.

Checklists

The checklists consist of provisions, conditions, or characteristics found in good elementary schools. Although they are recommended provisions, a school lacking some of them may have other compensating features. Space is provided to record these features as additional items. The checklist items should be marked as follows:

✓✓ if the provision or condition is made extensively
✓✓ if the provision or condition is made to some extent
✗ ✗ if the provision or condition is very limited
✗ ✗ if the provision or condition is missing and needed
✗ ✗ if the provision or condition is not desirable or does not apply.

Evaluations

Evaluations represent the best judgment of those making the evaluation after all evidence (including results of observations, consideration of ratings on checklist items, and other data which may be available) has been considered. Evaluations should always be made by the local staff members even though these evaluations may be checked later by a visiting committee. The evaluation ratings should be made by means of the scale described below.

5 -- Excellent; the provisions or conditions are extensive and functioning excellently.

4 -- Very good;

  a. the provisions or conditions are extensive and functioning well, or
  b. the provisions or conditions are moderately extensive but are functioning excellently

3 -- Good; the provisions or conditions are moderately extensive and are functioning well.

2 -- Fair;

  a. The provisions or conditions are moderately extensive but are functioning poorly, or
  b. The provisions or conditions are limited in extent or are not functioning.

1 -- Poor; the provisions or conditions are inadequately met and are failing.
I — Poor; the provisions are limited in extent and are functioning poorly.

II — Missing; the provisions or conditions are missing and needed; if present they would make a contribution to the needs of pupils.

III — Does not apply; the provisions or conditions are missing but do not apply or are not desirable for the children of this community. (Reasons for the use of this symbol should be explained in each case under Comments.)

Staff members may wish to use the symbols "4a" or "4b", "2a" or "2b"
I. LIBRARY PERSONNEL

Two types of library leadership situations are considered. The first checklist pertains particularly to a professionally trained librarian or elementary school library supervisor. The second set is for use in schools where a classroom teacher is in charge of the library.

Checklist

The professional school librarian

( ) 1. Has had successful elementary school teaching experience.

( ) 2. Is familiar with the entire elementary curriculum and the prevailing school philosophy.

( ) 3. Has a broad knowledge of children's books, periodicals, and other library materials (e.g., reference, audio-visual).

( ) 4. Shows a genuine liking for and sympathetic understanding of the elementary school child.

( ) 5. Has an interest in continuing her professional training.

( ) 6. Has the ability to give individual reading guidance.

( ) 7. Has the ability to encourage voluntary reading habits through such media as bulletin board displays, reading games, poetry and story hours, and summer reading projects.

( ) 8. Is able to instruct children in the use of basic library tools and library materials.

( ) 9. Handles technical work of library organization and management.

( ) 10. Works with teachers to increase effective use of library materials.

( ) 11. Coordinates services with other library agencies (e.g., public library, bookmobile)

( ) 12. Carries on an effective program of school library publicity.

( ) 13. Exercises leadership in the development of policy regarding selection and use of library materials.

( ) 14. Has faculty status equal to that of other teachers in the school system with equal training, experience and responsibilities.

( ) 15. Is provided with clerical assistance.
The classroom teacher responsible for library organization and management

( ) 18. Has a reduced teaching load to provide for part-time library activities.

( ) 19. Has had courses in library science or is taking courses in this field.

( ) 20. Is genuinely interested in libraries and books.

( ) 21. Has a broad knowledge of children's books and literature.

( ) 22. Trains and uses pupil assistants.

( ) 23. Keeps a record of administrative and training methods.

( ) 24. Is provided with clerical assistance.

( ) 25.

( ) 26.

Evaluations

( ) a. How adequate are the professional qualifications of the full-time librarian or library supervisor?

( ) b. How adequate are the professional qualifications of the teacher-librarian?

( ) c. How adequate are the conditions of service for those responsible for the library?

( ) d. How effective is the library personnel in administering their duties?

Comments
II. MATERIALS

A. SELECTION

Checklist

The following factors are given consideration in the selection of books and other library materials:

( ) 1. Suggestions of the principal, teachers, supervisors, public librarian, school librarian, parents and children.

( ) 2. Techniques of instruction and the specific aims and objectives of the curriculum.

( ) 3. Proper balance for recreational reading, supplementary reading, and reference needs of children.

( ) 4. Extra curricular activities of the children.

( ) 5. Proximity of other library facilities of the community.

( ) 6. Physical factors of the book (e.g., print, format, durability, type of paper, illustrations).


( ) 10.

( ) 11.

Evaluations

( ) a. How satisfactorily are library materials selected in relation to the needs of the pupils?

( ) b. To what extent do members of the teaching staff assist in the selection of library materials?

Comments
### B. BOOK COLLECTION

Include books catalogued and reclassified in the library records of where they are housed (centralized library or classroom libraries). Use shelf list in obtaining these statistics.

<table>
<thead>
<tr>
<th>CLASSIFICATIONS</th>
<th>Number of Different Titles</th>
<th>Number of Duplicate Titles</th>
<th>Number of Titles in Children's Room</th>
<th>Number Purchased in last 3 years</th>
<th>In what relation to need?</th>
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<tr>
<td>000 General Reference</td>
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<td>100 Philosophy</td>
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<td>200 Religion</td>
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<td>300 Social Sciences</td>
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<td>600 Useful Arts</td>
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<td>700 Fine Arts</td>
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<td>800 Literature</td>
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<td>920 Biography</td>
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<td>F Fiction and</td>
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<td>Grades 1-3</td>
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</table>
C. DATA ABOUT PERIODICALS

Under comments list (1) the names of all periodicals and newspapers received currently by the library and (2) the number of duplicate copies of each periodical received.

Checklist

( ) 1. Periodicals are purchased which have a high interest value for the children.

( ) 2. Periodicals and newspapers are provided which include general coverage of a variety of subjects.

( ) 3. A general periodical index is available.

( ) 4. The number of periodicals regularly subscribed to by the school is ________________.

( ) 5. Accessible files of the periodicals are kept over a number of years. The number of years is ________.

( ) 6. The newspapers and periodicals received regularly provide adequate coverage of news events.

( ) 7. The periodicals are reinforced or placed in protective covers.

( ) 8.

( ) 9.

Evaluations

( ) 10. How adequate is the mailing of periodicals to meet pupil interest and need?

( ) 11. How adequate is the content of periodicals to meet pupil interest and need?
D. ADDITIONAL INSTRUCTIONAL MATERIALS

Included in this section are materials available for use by the school. Individuals under consent if they are under the supervision of the librarian and in the building or in a central office.

**Library:****

1. A collection of pamphlets, bulletins, clippings, workbooks, glossaries and other vertical file materials is available.
2. Foot, charts, models, plaques, specimens and other similar exhibit materials are available.
3. Motion picture films are available.
4. Slides and still-productions kits are provided.
5. Projection equipment is available.
6. Phonograph players, phonograph records and transcriptions are available.
7. Recording equipment is provided.
8. Basic facilities are provided.
9. Television facilities are provided.
10.
11.

**Evaluation:**

1. How adequate is the supply of the vertical file materials?
2. How adequate are the audio materials?
3. How adequate are the visual materials?
III. ORGANIZATION AND MANAGEMENT

A. FINANCIAL PROVISIONS

Checklist

( ) 1. A sum of money is regularly allotted in the annual school budget to care for library needs.

( ) 2. Accurate and up-to-date records are kept concerning available funds and disbursements.

( ) 3.

( ) 4.

Supplementary Data

Enter data concerning library expenditures for the past four years in the following table. If these data cannot be provided, discuss under comments any financial provisions for the purchase of library materials.

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<tbody>
<tr>
<td>New books and periodicals</td>
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<tr>
<td>Audio-visual</td>
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<tr>
<td>Binding, repairing and supplies</td>
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<td>TOTAL</td>
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</table>

Implications

( ) a. How adequate are the financial provisions for purchase of library materials?

Comments
E. CLASSIFICATION AND CARE OF LIBRARY MATERIALS

Checklist

( ) 1. A card catalog is maintained with author, title, and subject cards for each title.

( ) 2. Periodicals are arranged to facilitate use.

( ) 3. Books and other materials are properly shelved and frequently checked.

( ) 4. All library materials of permanent value which are school property are accessioned and catalogued by the library regardless of where they are housed.

( ) 5. The library has an efficient loan system.

( ) 6. Library books are repaired and rebound as necessary.

( ) 7. Library materials which have ceased to meet pupil needs are discarded.

( ) 8.

( ) 9.

Evaluations

( ) a. How effectively are library materials organized?

Comments
C. ACCESSIBILITY OF LIBRARY FACILITIES

Checklist

( ) 1. The library is open for pupil use before the beginning of the daily program.
( ) 2. The library is open continuously throughout the day.
( ) 3. The library is kept open as long after school hours as its use justifies.
( ) 4. Members of the trained professional staff or trained pupil assistants are present in the library during its open hours.
( ) 5. Library materials are freely loaned to classrooms and study halls for such periods of time as needed.
( ) 6. Library materials are available to pupils for home use.
( ) 7. Students have access to the library during class periods.
( ) 8. Scheduled periods in the library or in library activities are provided. Discuss scheduling of library activities under comments.
( ) 9. Classroom circulation is planned so that it does not deplete the book collection of the library.
( ) 10.
( ) 11.

Evaluation

( ) a. How accessible are the library facilities and materials?

Comments
IV. USE OF THE LIBRARY

Consider in this checklist pupil and teacher use of the school library, community library, bookmobiles and other available library facilities with which pupils and teachers come into active contact.

Checklist

The children's use of the library services is characterized by

( ) 1. Frequent borrowing of books for classroom purposes.
( ) 2. Frequent borrowing of books for voluntary reading purposes.
( ) 3. Pupil assistance in the operation of the library.
( ) 4. Self discipline and cooperation in the use of library facilities.
( ) 5. A working knowledge of library skills.
( ) 6. Group activities in curriculum projects.

The teacher use of the library is characterized by

( ) 8. Extensive use of the library materials in classroom planning and teaching.
( ) 9. Stimulation and assistance to pupils in the effective use of library materials.
( ) 10. Information given to the librarian concerning pupil and classroom reading needs.
( ) 11. Cooperative assistance to pupils in the development of desirable study and reading habits.
( ) 12. Use of the library to promote professional growth.
( ) 13.
( ) 14.

Evaluations

( ) a. How effectively do pupils use library facilities in instructional reading?
( ) b. How effectively do pupils use library facilities for voluntary reading?
( ) c. How extensively do teachers use library facilities?
V. SPECIAL CHARACTERISTICS OF LIBRARY SERVICES

1. What are the best and most commendable aspects of the library services?
   a. 
   b. 
   c. 
   d. 

2. In what respects is the greatest improvement needed in the library?
   a. 
   b. 
   c. 
   d. 

3. In what way have they been improved in the past two years?
   a. 
   b. 
   c. 
   d. 

4. What improvements are now being made or definitely planned in the future?
   a. 
   b. 
   c. 
   d. 