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An Analysis of the Library Services of Nine Selected Elementary Schools of Northern Utah

Pearl J. Carter
Utah State University

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AN ANALYSIS OF THE LIBRARY SERVICES
OF NINE SELECTED ELEMENTARY SCHOOLS
OF NORTHERN UTAH
by
Pearl J. Carter

A thesis submitted in partial fulfillment
of the requirements for the degree
of
MASTER OF SCIENCE
in the
School of Education

Utah State Agricultural College
1948
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ACKNOWLEDGMENT

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Pearl J. Carter
One of the distinguishing features of the modern elementary school is a library. The changes in educational philosophy which have made the child rather than the lesson the center of interest have brought about new methods of teaching. The lesson now becomes a challenge to the child to seek out information from many sources: books, magazines, newspapers, pamphlets, maps, and visual aids. No longer does the mere memorizing of a specific assignment mean successful education.

Cecil and Heaps (6: 62)* made the following statement:

According to this child centered philosophy, education must assist the child in clarifying and organizing his experiences which should as far as it is possible be actual life situations. However, obviously no one individual's life situations can embrace all the experiences necessary to well integrated growth, nor can the community in which he lives supply them. It therefore becomes necessary to obtain vicarious experience and it is the library which provides materials for this experiencing.

According to Kennedy (26: 35) elementary school libraries are in a state of transition and it is often possible to find libraries in all states of development even within the same school. The same idea is expressed in the Career Monograph on School and College Librarianship as a career:

Elementary school libraries are in a state of evolution and for that reason the nature of library work will vary from school to school, depending upon the stage of development within the library itself. Library service in each school will vary for another fundamental reason. Each school sets up its own educational aims and objectives in terms of the needs of the community. The school library must be integrated into the particular school program so that its services will implement these educational objectives and aid in their accomplishment. (23)

Standards for elementary school libraries have been in the process of formulation since 1920. One of the most recent set of standards

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*Numbers in parenthesis refer to bibliography number and page reference.
was issued in 1945 by the "Post War Planning Committees of the American Library Association, Division of Libraries for Children and Young People and Its Section, The American Association of School Librarians". These standards are being accepted as authoritative throughout the United States. (16: 26) (39) They are applicable to both secondary and elementary school libraries. Lois Fannin (15) in a report of the library services of the elementary schools of Long Beach, California criticizes these American Library Association Standards as being Utopian for elementary schools. Some librarians have agreed with Fannin while other librarians have considered the standards too low. In personal communication with Mrs. Douglas* she states:

We have heard from librarians that the standards are too high, and we have heard from other librarians that the standards are too low. You might be interested in knowing that in the Raleigh, North Carolina Public Schools we very nearly meet many of the standards in our elementary schools. We have fourteen elementary schools. Ten of the schools have library rooms large enough to seat a class group plus twenty, and in another school we are building a library room that will meet the standards. A new building is planned for one of the remaining three schools, and it will also include a proper library room. All of the schools now meet the suggested minimum book collection in terms of number of titles and number of volumes. The book budget this year for these same elementary schools is $1.35 per pupil. We are at the present time, however, sadly lacking as far as meeting the library personnel is concerned. Only one school has a full-time librarian, and she does not meet the full requirements of training. We have two trained librarians who work from school to school. We are hoping to be able to find additional librarians next year and expect to be able to employ five full-time librarians for these elementary schools. The situation in the high schools is equally as good in relation to standards... You have frequently heard the South referred to as "our economic problem number one". If we can do as well for our school libraries as the statistical report indicates we are doing, it would appear to me that other sections of the country would be in an equal position if they consider school libraries as important as we feel that they are.

The elementary schools of North Carolina as a whole are working toward meeting the American Library Association Standards.

*Mrs. Mary Peacock Douglas is Library Supervisor, State Department of Public Instruction, North Carolina and chairman of the committee which formulated the standards.
In Utah, the State Department of Public Instruction made a comprehensive survey of the secondary and elementary school libraries of Utah in 1939-40. The report showed that the elementary school libraries were not staffed or equipped nearly as well as the secondary school libraries. (41) In December 1941, the Division of Libraries of the Utah State Department of Public Instruction issued a leaflet of Library Recommendations. Concise instructions in the processing of books for library use were included in the leaflet recommendations.

The following statements are the brief recommendations given in the Report of 1939-40 Utah School Library Survey:

1. Library responsibility should be definitely assigned to a trained capable individual in each school district.

2. Each school should have a capable individual in charge of library work.

3. Librarians now in service without certification should secure proper certification without delay.

4. Librarians should be assigned to library work for a larger portion of school time.

5. Adequate assistance should be provided to librarians to assure efficient library service.

6. Librarians should be given equal rank and status of faculty members when properly certificated.

7. Equalization of library service on elementary and secondary levels should exist.

8. Sufficient funds should be assigned libraries to promote growth.

9. Districts accepting state money for library purposes should have catalogs and accession books in proper use.

10. Library allowances should be made available during entire year.

11. Librarians should have definite responsibility in budget making.

12. Fines for overdue books should not exceed two cents daily.

13. Books lost by pupils should be paid for by pupils.
14. Card catalogs should be used by both pupils and teachers.

15. Libraries should be made available to pupils for a greater period of time.

16. Where public library service is not available in summer months, school libraries should provide summer service.

17. Regularly assigned study classes in the library are to be discouraged.

18. Where possible library and study rooms should be separate coordinating units.

19. Serviceable, attractive equipment should replace unsatisfactory furniture and equipment.

20. Book distribution should be approximately the same as recommended in American Library Association Standards or other standards acceptable to the State Director of Libraries.

21. Librarians are urged to cull all obsolete books.

22. Trained librarians should be consulted in purchasing books and periodicals.

23. Standard aids approved by the State Director of Libraries should be available in each library.

24. Library service should be publicized and encouraged so that proper use of school libraries may grow.

The elementary school principals at their section meeting of the Utah Education Association in 1946 were given a copy of a set of statements taken from the report issued by the Joint Committee of the American Library Association and the National Education Association on Standards for an effective elementary school library program. (40)

The growing interest in elementary school libraries in the state of Utah and the availability of the new standards for evaluation suggested elementary school library services as a field for investigation. Preliminary consideration was given to the problem of a resurvey on a state basis of some of the sections of the Utah Library Survey of 1939-40 and comparing the findings with the standards of the American Library Association. This
was found to be too large an area for one study.

Then the possibility of studying all the school libraries in northern Utah was given consideration. It was finally decided that three schools in the three districts of northern Utah would give a representative picture of the library services of these districts and would allow time for a more detailed type of study than a survey of a larger area would do. The schools were selected to represent a city school, a rural school and a combination city-rural school.

The nine schools selected were: The Lincoln School of Brigham, the McKinley School of Tremonton and the Bothwell School at Bothwell of the Box Elder School District; the Providence, Lewiston and Hyde Park Schools of the Cache School District; the Adams, Woodruff and Ellis Schools of the Logan District. Hereafter throughout this study these schools will be referred to as: District I schools A, B and C; District II Schools A, B and C; and District III schools A, B and C.

TYPES OF SCHOOLS STUDIED

The nine elementary school libraries used in the present survey were chosen because of their geographic location and because they represented a cross section of the elementary schools in northern Utah. The largest school had more than 500 pupils. Two schools had between 400 to 500 pupils enrolled. Four schools had from 262 to 360 pupils enrolled. The smallest schools had 64 and 105 pupils respectively.
Table 1. The enrollment, type of organization, number of teachers, number of grades and the type of library services in the school; the type of population served by the schools, and the location of nine elementary schools of northern Utah.

**SCHOOLS OF DISTRICT I**

<table>
<thead>
<tr>
<th></th>
<th>Lincoln</th>
<th>McKinley</th>
<th>Bothwell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>415</td>
<td>500</td>
<td>64</td>
</tr>
<tr>
<td>Type of Organization</td>
<td>Platoon in 5th and 6th grades</td>
<td>Room teachers</td>
<td>Room teachers</td>
</tr>
<tr>
<td>Number of Teachers</td>
<td>12</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Number of Grades</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Type of Library Service</td>
<td>Public</td>
<td>Public</td>
<td>Public</td>
</tr>
<tr>
<td>Type of Population Served</td>
<td>Rural and Rural</td>
<td>Rural</td>
<td>Rural</td>
</tr>
<tr>
<td>Location</td>
<td>Brigham</td>
<td>Tremonton</td>
<td>Bothwell</td>
</tr>
</tbody>
</table>

**SCHOOLS OF DISTRICT II**

<table>
<thead>
<tr>
<th></th>
<th>Providence</th>
<th>Lewiston</th>
<th>Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>277</td>
<td>265</td>
<td>105</td>
</tr>
<tr>
<td>Type of Organization</td>
<td>Partial Platoon</td>
<td>Room teachers</td>
<td>Partial platoon</td>
</tr>
<tr>
<td>Number of Teachers</td>
<td>10</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Number of Grades</td>
<td>8</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Type of Library Service</td>
<td>Public</td>
<td>Public</td>
<td>Public</td>
</tr>
<tr>
<td>Type of Population Served</td>
<td>Rural</td>
<td>Rural</td>
<td>Rural</td>
</tr>
<tr>
<td>Location</td>
<td>Providence</td>
<td>Lewiston</td>
<td>Hyde Park</td>
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SCHOOLS OF DISTRICT III

<table>
<thead>
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<th></th>
<th>Adams</th>
<th>Woodruff</th>
<th>Ellis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>360</td>
<td>590</td>
<td>262</td>
</tr>
<tr>
<td>Type of Organiza-</td>
<td>Room</td>
<td>Room</td>
<td>Room</td>
</tr>
<tr>
<td>tion</td>
<td>teachers</td>
<td>teachers</td>
<td>teachers</td>
</tr>
<tr>
<td>Number of Teachers</td>
<td>10</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Number of Grades</td>
<td>6 and</td>
<td>6 and</td>
<td>6 and</td>
</tr>
<tr>
<td>Type of Library Service</td>
<td>Public</td>
<td>Public</td>
<td>Public</td>
</tr>
<tr>
<td>Type of population Served</td>
<td>Urban</td>
<td>Urban and Rural</td>
<td>Urban and Rural</td>
</tr>
<tr>
<td>Location</td>
<td>Logan</td>
<td>Logan</td>
<td>Logan</td>
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Plan of Procedure for This Study

A questionnaire* covering library facilities and functions was devised. Some suggestions for statements to include in the questionnaire were obtained from a study made in 1940 by Clyde F. Morris (28) on the "Library Facilities and Personnel of Five Selected High Schools of Northern Utah". In the main, however, the questionnaire was made up from the standards set forth in 1945 by the American Library Association.

The first section of the questionnaire called for general information about the school. Then the remaining questions were grouped under the same section heading as are used in the "School Library Today and Tomorrow: Functions and Standards". (1) These standards were formulated by a committee of the American Library Association. The six section headings are: (I) The School Library in Education; (II) Service to Pupils and Teachers; (III) Standards of Personnel; (IV) Book Collection and Other Library Resources;

*For a complete copy of the questionnaire used in this survey see the Appendix.
(V) Housing the Library; (VI) Administration, Supervision and Extension.

Throughout this study these standards are referred to as the A. L. A. Standards.

The questionnaire was sent to the nine selected schools of northern Utah. A follow-up visit was then made to each school. At this time an interview was held with the person in charge of the library or with the principal, and questionnaire sheets were completed as nearly as possible. A general idea of the type of library services that the school provided was gained first from talks with the librarians and teachers and from an inspection of the library room and book collection. At the same time, a test of recognition of selected book titles was given to all the pupils in the sixth grade. Finally, a random sampling of the number of books that had been read by the pupils in grades three to six, inclusive, was made.

The information collected through the visits to the school and from the questionnaire sheets was then analyzed. The discussions of the library services of the schools included in this survey are separated into sections that correspond with the sections of the A. L. A. Standards and those used in the questionnaire. In each section the A. L. A. Standards are cited first. Then the findings about the library services of the schools are given. The results of the book-title-recognition test and reading records are discussed in separate sections.
Review of Literature

The State Department of Public Instruction made a survey of the school libraries of Utah in 1939-40. High schools, elementary schools and combined high and elementary schools were included in this survey. Statistics were collected about the library staff; the organization and administration of the library; the adequacy of library materials; and miscellaneous school library problems in most of the public schools of Utah. Following the survey, a set of recommendations for improvements in the library services of the school was published and sent to the school. The survey showed that the elementary school libraries were lagging far behind the high schools in the development of the school libraries.

The most recent statistics on the condition of the elementary school libraries in the different states of the United States were found in "Statistics on Public School Libraries 1941-42" issued by the United States Office of Education, 1945. (3)

No published reports of library surveys using the American Library Association Standards as outlined in "School Libraries Today and Tomorrow: Functions and Purposes" were found. However, Fargo(16) reported that these A. L. A. Standards are being used in various ways for the promotion of better library services in different sections of the country.

Coryell (9) stated that the A. L. A. Standards were considered fundamental to the development of any qualitative school library standards and were given basic consideration in her study of the library services of the elementary schools in San Diego County, California.

Helfin (22) made a study of the standards that had been set up for elementary school libraries in a number of states. He chose the following states that were listed by the United States Office of Education as having
state school library advisers: Georgia, Illinois, Indiana, Louisiana, New
York, North Carolina, and Tennessee. In his report on "State Standards for
Elementary Libraries", he drew the following conclusions:

1. North Carolina has been a pioneer in establishing standards for
elementary school libraries.

2. According to materials sent the writer, the standards of North
Carolina are more closely checked and more carefully tabulated
than those of any other state.

3. Of the southern states studied, North Carolina standards seem
to be higher than those of any other except Louisiana, where
standards have been so recently established that checking against
them is impossible.

4. The finding that lessons in library usage are required only by
Louisiana and North Carolina would lead one to believe that the
material making up the library is given more attention than is
its utilization.

5. There is no agreement among states as to the requirements for
elementary school librarians. More attention should be given
the selection and the training of such librarians.

6. The standards of Georgia, New York, and North Carolina include
no requirement for a definite appropriation for libraries. A
definite appropriation should be required and steps should be
taken to provide means of furnishing the money to meet the
appropriation.

7. No other state studied equals North Carolina in the excellence
and the extent of its standards for elementary school libraries.

8. In general, elementary school library practice leaves much to be
desired.

Much has been written about elementary school libraries in both books
and magazines. In 1933 the Department of Elementary School Principals
titled their twelfth annual yearbook, "Elementary School Libraries". (33)
This organization felt that the growth of the elementary school libraries
had not been as rapid as was desirable and that pioneering in the field
was still necessary. They had published articles about libraries in pre-
vious issues of their yearbook; notably the C.C. Certain Report on Elementary
School Library Standards, in 1925. The entire twelfth yearbook of the Elementary School Principals Association is given over to discussions of the place of the library in modern education under the following topics: Organization and Administration of the School Library, Relationships Between School and Public Libraries, Integrating the School Library and the Classroom, The School Librarian, Rural and State Library Practices, Supervision and Appraisal, and Research Studies of Booklists and Reading Interests.

Another comprehensive discussion of school library problems was published in 1943 by the National Society for the Study of Education. (34) This volume, "The Library in General Education", is part two of the Forty-Second Yearbook of the society. The library problems of Junior Colleges as well as secondary and elementary schools are given consideration in this volume.

Lucile Fargo, (16) a recognized authority in the field of school library services, has recently made a complete revision of her book, The Library in the School. While this was mainly written for secondary schools, the principles and practices for good librarianship are equally applicable in the elementary school library.

A book of a similar nature written especially for the elementary schools is Gardiner and Baisden, Administering Library Service in the Elementary School. Another excellent guide to use in establishing and conducting a school library is the Douglas (12) Handbook for the Teacher-Librarian. Fenner (17) in her pamphlet, The Library in the Elementary School, shows what a happy, useful place an elementary school library can be.

Power (35) in her book, Work with Children in the Public Libraries, gave much information that is practical for use in school libraries also. Flexner (18), in Making Books Work, pointed out the fact that the elementary school library is the place where children should learn to use libraries,
a skill which is useful throughout life. As an aid in teaching the use of books and library in the elementary school, Mott (31). The Children's Book on How to Use Books and Libraries is an excellent guide. Teaching Through the Elementary School Library by Walraven and Hall-Quest (43) pointed out how the teacher could use library resources as an aid in all the teaching units. The librarian could also find suggestions of how to aid teachers. This idea of teacher and librarian cooperation was also stressed in the magazine articles by Johnson (24) and Dillon (11).

The growth of one library from 50 books to more than 8,000 volumes plus many pamphlets, pictures, and magazines in a five-year period was portrayed by Brumbaugh (5). The growth of this library was the result of the splendid cooperation between the school and community. As a result of the library program, it was found that no remedial reading program was necessary in this school of 500 pupils. Van Deusen (42) considered the librarian the master teacher in the school.

Hefferman (2) reviewed the essential library services for a county school system in California. The inclusion of audio-visual aids as library materials was stressed. Martin (27) also discussed the importance of audio-visual materials in the library program.

Cecil and Heaps (6) outlined the historical background of school library services in the United States. In their report of the recent developments of library services a number of statistical tables are included as well as discussions on state and federal aid to libraries.
THE SCHOOL LIBRARY IN EDUCATION

The Development of the Library in the American Elementary Schools

The pioneering in the field of school libraries in the United States was done by such men as Horace Mann of Massachusetts, Governor DeWitt Clinton, and Governor William L. Marcy of New York. "These educational leaders and others of the day realized that the development of intelligent citizens depended not only upon teaching reading but also on providing reading opportunities. It was for the purpose of providing such opportunities that the school district libraries came into being." (6: 41)

Governor Clinton recommended the establishment of small school libraries in the district schools of New York in 1828. However, these recommendations were not carried out until 1835 when New York enacted a law "which permitted the voters in any school district to levy a tax to begin a library and a tax of $10 each succeeding year to provide for its increase." (6: 42)

Few districts availed themselves of this privilege and the growth of the school libraries was very slow until after 1839 when Governor Marcy was instrumental in getting a share of the United States Deposit Fund appropriated for district school libraries. By 1842 there were 620,125 volumes in the district school libraries.

Then in 1843 the legislature gave authority to use the library fund for apparatus and after that for payment of teachers' salaries, provided that each district containing more than fifty children between five and sixteen should have a library of 125 volumes. There was an increase in the number of books held in the district school collection until 1853. A steady decline followed that date until 1874 as shown by the following figures:
By 1874 the total of the appropriation since 1838 had been $2,035,000. At this time the superintendent recommended that the law be repealed because it was obvious that the library moneys had been freely applied to the payment of teachers' wages rather than the purchase of books. (6: 43)

Massachusetts provided a similar picture of early growth under the leadership of Horace Mann during the famous years of his administration in 1837-48. Then a period of decline followed the repeal of the school library law and an enactment of a law providing for the establishment of town libraries which superseded the school libraries. (6: 44)

Cecil and Heaps (6: 45) made the following statement:

The school district library, though destined to be superseded in most areas by the town library and the public library of today, nevertheless served an important part in school library development. Although its usefulness in the school was hindered by the fact that it was organized primarily for adults and hence failed to consider children in its selections of books, its administration by school authorities, as provided by law, and its usual location in the school house, guaranteed its future consideration as school equipment.

"For a number of years, following the decline of libraries as a part of the district schools, the public libraries were important agencies working with the schools...in an effort to inculcate reading habits and to develop a reading public." (1: 5)

The Herbartian Movement in the teaching of reading was a factor in the awakening of educators to the potentialities of the library in the school. (6: 49) Continuing this development, John Dewey, Francis W. Parker, and
other educators began the movement in education which made the individual child the center of interest. Educational philosophies insisted on the recognition of the child's initiative and capacities. Various plans of instruction were formulated to carry out these new educational philosophies. The library became an essential part of all of them, particularly in the "Platoon School", the "Winnetka Plan", and the "Dalton Plan".

In the more traditional type of school, new methods of classroom teaching were introduced in an effort to incorporate within the old framework, new educational philosophies. The project method, the problem lesson, socialized recitation, supervised study, the laboratory method, and "unit" plans of all sorts were ways of applying the new philosophies to the classroom situation. All of these methods required the use of many materials to supplement or replace the standard textbook. Library materials became a necessity in the school.

Development of Standards of Services

For Elementary School Library

The National Education Association appointed a committee in 1915 to study school libraries and make a report in the form of standards for organization and administration of school libraries. Mr. C. C. Certain was the chairman of the committee and the report which was published in 1920 titled Standard Library Organization and Equipment for Secondary Schools of Different Sizes is informally known as the Certain Report or Certain Standards. (6: 59)

In 1925 the Certain Standards for Elementary School Libraries were published. (6: 59) These early standards were quantitative in nature and were useful in securing the certain basic essentials for library services. Library services have always paralleled educational change. As progressive
educational philosophies demanded improved teaching methods, new types of
library services became necessary. Standards that give a qualitative evalua-
tion of library services were consequently evolved. The cooperative Study
of School Standards, 1938 (8) was an example of qualitative standards of
evaluation. In this set of standards the purposes of the library are
summed up as follows:

The library should be a center of the educational life of the
school, not merely a collection of books. It should provide the
reading and reference facilities necessary to make the educational
program effective. Its books and other resources should therefore
be chosen in the light of the specific aims and purposes of the
school. Many pupils do not have access to good books and periodi-
cals in their homes and therefore lack the background which acquaint-
ance with such material would supply. By teaching pupils how and
where to find library materials, how to select them, and how to use
them effectively, the library should provide pupils with valuable
means not only of extending their knowledge and understanding but
also of developing desirable leisure habits. The library and its
facilities not only should be readily and easily accessible but also
should be so attractively equipped that aesthetic tastes will be
developed.

Adequate provisions for the school library should include the
following: (1) a well educated, efficient librarian; (2) books
and periodicals to supply the needs for reference, research, and
cultural and inspirational reading; (3) provision for keeping all
materials fully cataloged and well organized; (4) a budget which
provides adequately for the maintenance and improvement of the
library; (5) encouragement of the pupils in the development of the
habit of reading and enjoying books and periodicals of good quality
and real value.

In 1945 the American Library Association published School Libraries
for Today and Tomorrow: Functions and Standards. (1) These are qualitative
standards that can be applied in evaluating the library services in secondary
and elementary schools.

A similar set of standards was developed by the joint committees
of the National Education Association and the American Library Association in
1941. (30) These are quoted in School Libraries for Today and Tomorrow
as follows:
The school library is an essential element in the school program; the basic purpose of the school library is identical with the basic purpose of the school itself.

School library service, being an essential part of the school program, is basically a responsibility of the board of education.

The distinctive purpose of the school library within the total complex of the work of the school is that of helping children and young people to develop abilities and habits of purposefully using books and libraries in attaining their goals of living.

The school library program should carry out the purposes of sharing in the whole school program and of encouraging the effective use of books and libraries by providing individual service to individual children through reading guidance, sample reading materials, and library experience.

Three essential factors without which a school library does not exist are: (1) the librarian, (2) the book collection, and (3) the library quarters.

A school library does not become effective without the informed and constructive participation of many persons within the school system in addition to the librarian and the pupils, including especially: (1) the superintendent of schools and the central administrative staff, (2) principals of school buildings, and (3) classroom teachers.

School libraries and the public library should work together to provide a coordinated and complete library service to school children without unnecessary duplication of activities.

State leadership, operating under adequate state laws and regulations and working in cooperation with local groups, is essential in performing certain promotional, advisory, administrative, and coordinating services not otherwise available to local school libraries.

These recent standards have been used in making this study of the library services of nine elementary schools in northern Utah.

Objectives of School Libraries

The first section of the questionnaire used in this study has to do with objectives of the library. Before considering the findings for the nine schools, it may be well to review what the "Authorities" say on this matter.

Joy Elmer Morgan (26) made the following statement in 1933 about the importance of the elementary school library:

The elementary-school library is more important than the high school or college library because the habits which are formed through the elementary-school years are persistent and tend to
continue throughout life. Whatever enriches the elementary schools makes the task of all other schools easier and to the certainty and joy of learning.

In an article written at an earlier date he said:

The library has its great opportunity when, having learned to read the pupils first discover the book as a joy and a tool. This comes during the elementary school years. Then is the time for excellence to lay the solid foundations for right and permanent reading habits. Such habits will add to the richness of the child's elementary school experience; they will cause many pupils to enter junior and senior high schools and even college, who would otherwise lose interest. They will furnish those whose formal education is over the open sesame into the broad highway of useful and liberal learning. (29)

Another significant statement on the purposes of school libraries was made by Gardiner and Beisden: (19)

It matters not how great the supply of children's books if a child cannot get his hands on them, for him they had as well not exist. One of the important problems facing parents, teachers, and librarians today is how to bring the world of children and the world of books together. Books cost money. Few families can afford large numbers of books. Many families live too far from a public library to make full use of its resources for children. Many parents unfortunately, are unaware of the part books might play in the lives of their children. This situation is a challenge especially to the school and to the public library to seek the most effective means of providing books for all children and of giving such instruction in the use of books and libraries as will make for permanent and happy association.

The greatest single factor in developing interest in books and the habit of reading is the accessibility of books.

Fargo (16: 35-39) discussed the functions of the library under seven headings:

Acquisition of materials.—This means more than books; pamphlets, clipping films, recording, and pictures are now considered as library material.

Making materials available.—Accessibility is an important factor in the use of material. The library keeps an open door and open shelves.

Stimulating the reading habit.—Children who have not been brought up with books need to be stimulated to desire to read. The librarian uses displays, recordings, talks, and many other devices to encourage reading.

Creating favorable atmosphere.—A comfortable, beautiful, restful room where a friendly, helpful, good humored staff are
interested in each individual will do much to make library activities a pleasure.

Providing laboratory conditions.—A laboratory is a place where materials are available for use in experimentation—where students learn to do by doing. In a library children share experiences through story telling, dramatization, reviewing, discussion and other social enterprises.

Providing classroom collections.—A classroom collection that is changed as the need demands and which does not monopolize books that are needed by pupils in other grades, can be a real factor in enriching the curriculum and stimulating an interest in reading.

Extension services.—Clubs organized for reading or other groups should be able to obtain assistance from the library in building and carrying out their programs. The Parent-Teacher organization should be familiar with the school library.

Dawson and Cleary (10) state:

The significance of the school library depends on three factors of primary importance: a. its role as a contributing source to the curriculum; b. its position as a learning center in the school, a place where ideas are generated and knowledge is unified and integrated; c. its function as a dynamic force in promoting the intellectual growth of the individual.

Fenner (17) summed up the purposes of the library in the statement:

The library should be more than a storehouse of books. It should be more than a reference room. It ought to be as someone has said "the living room of the school".

The A. L. A. Standards outlined the purposes of the school library as follows:

1. Participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents, and other community members.

2. Provide boys and girls with the library materials and services most appropriate and most meaningful in their growth and development as individuals.

3. Stimulate and guide pupils in all phases of their reading that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.

4. Provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes.

5. Help children and young people to become skillful and discriminating users of libraries and of printed and audio-visual materials.

6. Introduce pupils to community libraries as early as possible
and cooperate with those libraries in their efforts to encourage continuing education and cultural growth.

7. Work with teachers in the selection and use of all types of library materials which contribute to the teaching program.

8. Participate with other teachers and administrators in programs for the continuing professional and cultural growth of the school staff.

9. Cooperate with other librarians and community leaders in planning and developing an over-all library program for the community or area. (1: 9-10)

The questionnaire used in this study of the nine elementary schools in northern Utah asked for statements covering the objectives of the library services in the school. Various types of statements were received from the nine schools concerning library objectives. In District I, where the schools depend on the public libraries to supply the library books, no statements of objectives were given except in school A. In this the teacher of reading has a small collection of books that has been donated to the school by pupils and patrons. The objectives listed for this school were: to provide material for leisure reading, to instill an appreciation of good literature, and to provide material which will improve reading skill.

The schools in District II have central libraries. Schools A and B are staffed by full-time teacher-librarians. In school C a teacher spends two periods a day in the library. The first period is with all the boys in grades five to eight inclusive. The second is with the girls of the same grades.

The teacher-librarian of School A listed statements of objectives such as: the stimulation of reading through personal guidance, enlistment of the good will of the child by comfortable surroundings and well-selected, attractive books, teaching library skills, teaching responsibility in the care of materials, teaching consideration for other people, making the library an agency for curriculum enrichment, providing for pupil exploration
of materials, and providing an abundant supply of good literature.

School B gave curriculum enrichment, the development of good reading habits, an appreciation of good literature, and an acquaintanceship with authors as objectives.

In the report from School C the library is seen as an aid in self improvement. Here the pupils learn the skills of gathering information independently and of reading books in leisure time.

The statements listed in the reports from the schools in District III are practically the same as those listed from the schools in District II. The library programs of the schools in District III are carried out by the regular room teachers. School A and C in District III have classroom libraries. School B has a central library, but no librarian. Pupil assistants are scheduled to work at the desk.

The objectives listed by the schools, where library services are looked upon as a part of the regular school program, included a number of the same objectives as listed in the A. L. A. Standards. However, none of the libraries included in this study listed cooperation with other agencies or services to community members as objectives.

The answers to the questions on objectives of the school library program varied from no answers at all to a fairly comprehensive set of statements of objectives. But the vision of the complete possibilities of library services to teachers and pupils as set forth in the A. L. A. Standards was not indicated in any set of statements of objectives received from the nine schools included in this survey.
Cooperation between teachers and the librarian is the key to effective library services in the school. The librarian shares with the teacher the responsibility of developing and improving the reading ability of the individual pupils. To do this, the A. L. A. Standards state that the librarian should:

Know many books, their contents, style of writing, level of difficulty.
Know individual pupils, their reading abilities and interests.
Keep or have available records of pupil's reading.
Encourage the expansion of interests.
Promote discrimination in selection and reading.
Develop appreciation of good writing.
Cooperate with other teachers.
Follow up suggestions made by teachers concerning individual pupils.
Inform teachers and counselors of pupil's needs as evidenced in the library.
Prepare collections of books and materials and prepare bibliographies to fill specific needs.
Provide abundant materials to meet varying abilities and interests and to encourage discrimination and appreciation in their use.
Provide opportunity and atmosphere conducive to reading.
Provide stimulation and encouragement for reading.
Prepare effective displays and exhibits.
Talk with individuals to develop awareness of needs.
Talk with groups to promote exploration of library materials.

(1: 11-12)

In a survey made by Shores (32) the average high school student was found to be two years retarded in reading level and that the average adult has only a sixth grade reading ability. He suggested that the school librarian has a definite responsibility as a teacher of reading.

To find out the devices used to promote the reading program in the schools included in this study, sixteen statements were listed on the questionnaire sheet. The person in charge of the library program in the school was asked to check the devices used in the school. Where there was no librarian
employed in the school, each teacher was responsible for the reading pro-
gram in her own room. All the schools reported that the librarian or teacher
talked with individual children and with small groups about books, and that
they tried to become well acquainted with the individual child. Records of
each child's reading were kept in most schools.

The schools in all districts encouraged the children to use the books
from the public library. Some of the teachers checked out a number of books
from the public library and then rechecked them out to the children. In
School B, District II, the children who travel in the school bus are dis-
missed fifteen minutes early in order to visit the library.

None of the schools in District I reported the use of bulletin boards,
clippings, posters, etc. to encourage reading. In School B, District I,
the pupils are required to read nine books from a list of twenty titles
recommended by the county supervisor.

Bulletin boards, posters, clippings, recordings, films, slides, and
scrapbooks about authors were used as additional devices to stimulate in-
terest in books in the schools where central or classroom libraries were es-

tablished.

Reference Work

Reference work is an important function of the school library. The
A. L. A. Standards state:

Provision should be made for several distinct types of library
reference service, such as:

Individual exploration and use of materials.
Planned library periods for improving ability in the use of
books and libraries through group instruction and guidance
under combined librarian-and-teacher leadership.
Group reading and research in the library by classes working
under teacher leadership.
Free use of materials from central library selected cooper-
atively by class groups for special projects and uses in
Teachers and pupils need to be familiar with certain fundamental techniques. Training in these techniques is a necessary part of any school library program. What shall be taught, who shall do the teaching, and when shall the teaching be done are problems to be decided by teachers and librarians working together.

Most of the schools in Districts II and III gave instruction in the use of books and libraries to their pupils at the beginning of the school year followed by individual instruction whenever it was needed. However, there were no dictionary card catalogs in any of the schools. A dictionary catalog contains author, title, and subject cards filed together alphabetically. Neither were any of the standard indexes, such as: Children's Catalog, (7) Russ Subject Indexes, (36 and 37) or The Index to Children's Poetry (4) found in the schools. On the shelf of professional books for the teachers there were no copies of library science books in any of the schools. The lack of library tools was an indication that the reference work of the school libraries was not as effective as it could have been.

The libraries were open before and after school for the teachers. In the two schools where there were librarians, the pupils were scheduled for definite periods in the library. The room teacher did not come to the library with her group. This practice made the library a study hall or library classroom. The librarian's attention was taken up by the group in the library and little time could be devoted to library research problems that would arise in the classroom discussions of other groups.

The books in the library collections of District II are not checked out to the children for home use. While the supplying of books for leisure reading
may be considered as a problem of the public library, the school should be interested in the problem also. Accessibility is an important factor in the reading of books. Many school children live too far away from a public library to be regular patrons. If the children could take the books home from school when they have become interested in them, they would probably do more reading. If the school does not have sufficient funds to supply books for leisure reading, definite plans should be worked out with the public library to supply books to meet this need. Concerning this problem, Cardiner (19) states:

While school libraries should make books available for school use, many elementary schools do not have sufficient funds to make books available for home circulation. It is here that the obligation falls heavily on the public library. The time available for library activities during the school day does not provide most children sufficient time for the amount of leisure reading which they might do with pleasure and profit. Children should have books under circumstances when they can have time to read them at leisure. Probably the most important and universal use of books for both children and adults is for recreational purposes.

All the schools in District III circulated books for leisure reading at home. Each teacher was responsible for checking out the books to the pupils in her room.

The Utah Department of Public Instruction in 1941 offered to furnish to the schools the equipment for the accessioning and the cataloging of library books. They suggested that the author and title cards be made first and the subject cards be added as time would permit. None of the schools of northern Utah that were studied had been able to complete the cataloging of the books in their libraries. None of the teachers or teacher-librarians were allotted time to do cataloging of books or other technical library processes.

School B, District III, was the only school that used student assistants in the library. These students were trained by the teacher in charge of
the library. Each assistant spent one hour per week at the circulation desk. He also helped to keep the library attractive, to make posters and displays, to check in and shelve books, and to assist in taking the library inventory. Schools A and C, District III, reported a student-librarian or a library committee in most of the rooms. These children helped to keep the records of the library books in the rooms.

Schools A and B, District II, did not have any student assistants listed. School C, District II, had one boy and one girl who kept the records of the books read by the pupils in the four upper grades. There were no pupil assistants in the schools of District I.

The room teacher becomes solely responsible for the reading program and the use of the library books in the school when there is no librarian to assist her. Some teachers are more alert and interested in books than other teachers. For this reason the use of library books and other supplementary materials in the furtherance of the reading program and reference work in the school varied from grade to grade and from school to school in the district according to the interest shown by the individual teachers.

Very little opportunity for the development of citizenship, leadership, and cooperation among the pupils of the school was afforded by the library programs that were in operation in the nine schools of northern Utah that were studied.
STANDARDS OF PERSONNEL

Four things are necessary to establish a functioning library: a collection of books and materials, a place to house these books and materials, a person to care for and circulate them, and teachers and pupils to use the books and materials. The following quotation was given in the A. L. A. Standards:

The school librarian is perhaps the most important factor in a full program of library service. A professional librarian who knows books and knows how to select, organize and interpret them; a master teacher who understands children and knows what the school would do for them; and a practical executive who is skilled in organizing a variety of forces to produce effective action—all are needed in the person of the successful school librarian. Professional preparation and experience both in librarianship and in education are desirable. The librarian should be accorded the same professional status as other faculty members under similar conditions of employment with respect to such matters as certification, salaries, retirement and tenure. He needs time to do his job; a teacher with full-time duties who tries to look after the library on the side has been given an impossible assignment.

In addition to his professional training in education and librarianship, the school librarian needs to have those personal traits which are characteristic of the most successful school personnel: good humor, a pleasing appearance, friendliness with people, dignity and self-control, and energy and initiative. Understanding of the objectives of the school and ability and desire to achieve them are necessary in the school librarian.

(1: 16)

If the librarian is to share with teachers the responsibility of guiding and stimulating young people and to organize materials for this purpose, the librarian’s work load must be in harmony with that of other teachers. An examination of the school program should be made to determine the number of pupils and teachers one librarian can serve effectively. It appears that a full-time librarian with clerical assistance is needed in any school, elementary or secondary, with a school membership of 200 pupils or more and in which the full possibility of the library is realized in the school program. One trained, experienced, full-time school librarian can serve effectively a school enrollment of not more than 500 pupils. ... In schools having an enrollment of less than 200 pupils, definitely scheduled part-time or teacher-librarian, within the school or from an itinerant professional librarian who serves more than one school. Clerical assistance is needed where there is a part-time or teacher-librarian, so that the time of the librarian may be given to work with boys and girls and with teachers in the use of library materials and to the technical organization of library resources for which professional library training is necessary.

(1: 17)
In one school the principal was directly in charge of the library. Only two schools of the nine included in the study employed teacher-librarians. One teacher-librarian had completed seventeen hours of professional library courses. She had recently read a number of professional books and kept in touch with developments in the field through professional magazines. In recent years she had traveled and attended summer sessions at college.

The other librarian had no professional library training. She had been employed as a teacher-librarian for five years. She was enrolled in extension classes in education and is planning to obtain some library training at summer schools.

The schools of District III depended upon a committee of classroom teachers to carry out the library programs of the schools. The teachers on these committees had excellent training in educational methods, but the only library training had been courses in children's literature. The schools did not provide any means of obtaining this kind of training while the teachers were in service. There were no books on library science, such as: Douglas, Teacher-Librarians' Handbook; (12) Cardiner and Baisden, Administering Library Services in the Elementary Schools; (19) or Walraven and Hall-Quest, Teaching Through the Elementary School Library (43) found among the professional books for the teachers in any of the schools.

There was evidence of a serious lack of training for librarianship among the personnel in charge of the school library programs. Only one teacher-librarian had trained for her position. No provisions were made in any of the schools for in-service training of the teachers in charge of the libraries.
BOOK COLLECTION AND OTHER LIBRARY RESOURCES

A. I. A. Standards given for the book collection of a school library are:

The school library for approximately 200 pupils should contain not less than 1,000 to 17,000 titles appropriately selected for the specific group of children. Provision should be made for the annual addition of at least 100 new titles or replacements. These figures would be valid just as definitely in an elementary school as in a high school. (l: 21)

The illustrative and reference materials needed in a good school are so numerous and of such variety that the library service in these areas has been, and needs to be, increasingly enlarged. The wide use of many books, periodicals, prints, maps, recordings, films and other audio-visual aids has made it imperative that information regarding all materials in the school be available from some central source. The school library appears to be the logical place for this information even when some of the materials are housed outside the library. The selection of the materials should be the joint responsibility of all those who anticipate using them—pupils, teachers, and librarians—and should be based on the need for the material in terms of social, aesthetic, and intellectual growth of the pupils. (l: 20)

The number of books and other library materials found in the schools included in the present study are summarized in the following tables:

Table 2. Inventory of library materials in nine elementary schools of northern Utah

| District I | School A |   |   |   |   |   |   |   |
| District II | School A | 1363 | 5 |   | 7 | yes |
| District III | School A | 3108 | 8 |   | 8 |   |   |
| District III | School B | 2700 | 4.5 | 7 |   | yes |
| District III | School C | 2234 | 6 |   | 8 |   |
Table 3. Inventory of library materials continued

<table>
<thead>
<tr>
<th>Schools</th>
<th>Pictures</th>
<th>Slides</th>
<th>Film Strip</th>
<th>Films</th>
<th>Recording</th>
<th>Other Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>District I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School A</td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>School B</td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>School C</td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>District II</td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
<td>yes</td>
<td>Science objects</td>
</tr>
<tr>
<td>School A</td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
<td>yes</td>
<td>Science objects</td>
</tr>
<tr>
<td>School B</td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
<td>yes</td>
<td>Science objects</td>
</tr>
<tr>
<td>School C</td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
<td>yes</td>
<td>Science objects</td>
</tr>
<tr>
<td>District III</td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>School A</td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>School B</td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>School C</td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
</tbody>
</table>

Book Collection

*There were classroom collections of supplementary textbooks in social science and natural science in the schools of District I. In addition there were a number of sets of Junior Literary Guild books that were circulated among the different schools in the district by the county supervisor. Twenty books were in each set. School B, with an enrollment of 500 pupils, reported the use of three sets this year. In school A the patrons and pupils of the school had donated a number of books that were used in the reading program. The children could check out these books. The public libraries in District I supplied most of the reading material for the pupils in the district.

The number of books in Districts II and III should be considered as close estimates rather than actual numerical counts, because the accession books from which these figures were taken were not always accurate. Sometimes a book was lost without a note of the loss being entered in the accession book.

There were no shelf lists available in any of the schools. Consequently,
it was impossible, within the time limit of this study, to make the complete, detailed book inventory study that was planned in the questionnaire.

At the time of the visit to the library, an estimation of the number of volumes in the different Dewey Classifications was made. The books in School B, District II, and School B, District III, were counted. This study of the book collections indicated that in proportion there were too many books of fiction and too few books in science, useful arts and biography, history, and travel in the book collections of the libraries.

The percentages given by Douglas (12: 67) for the number of books in these classifications are compared with the percentages found in the collection of School B, District II, and School B, District III, in the following table:

Table 4. Percentage comparisons

<table>
<thead>
<tr>
<th>Dewey Class</th>
<th>Subject</th>
<th>Douglas</th>
<th>School B District II</th>
<th>School B District III</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>Science</td>
<td>10%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>600</td>
<td>Useful Arts</td>
<td>10%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>900</td>
<td>Biography</td>
<td>22 1/2%</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Travel</td>
<td>36 1/2%</td>
<td>65%</td>
<td>60%</td>
</tr>
</tbody>
</table>

The libraries were probably meeting the demand for leisure-time reading material much more successfully than they were supplying materials for the curriculum enrichment needs of the school program.

Magazines

The only magazines that were in the schools of District I were in School B. There the principal, personally, supplied the grade that he taught with a subscription to *Junior Scholastic*, *Weekly Reader*, and *The Instructor*. 
In District II School A reported subscriptions to the following magazines: Story Parade, Polly Pictails, Calling All Girls, Calling All Boys, and Wee Wisdom. Patrons supply the school with copies of The National Geographic and Life. There were no magazines subscribed for in School B of this district. In School C the principal supplied copies of American Girl, Open Road for Boys, and Best Stories for use of the pupils.

All the schools in District III had subscriptions to Story Parade, Wee Wisdom, American Junior Red Cross, Jack and Jill, Safety Education, Nature, Playmates. School C also reported a subscription to True Comics and the Parent-Teacher Magazine.

Audio-visual Materials

The collections of pictures, pamphlets, and film strips in the schools were very meager. There were no slides or clipping collections.

School B, District I, had a 16 MM film projector and had spent $225 for film rentals this year. Both Districts II and III had recently acquired projectors for use within the district. A few films are owned by the districts and others are rented. Nearly all the schools have phonographs and collections of recordings.

The book collections in the schools where libraries were established met the minimum of the A. L. A. Standards. However, there was evidence that more attention should be given to keeping a balanced book collection to meet the needs of the pupils and teachers in the school.
HOUSING THE LIBRARY

The A. L. A. Standards on housing a school library state:

Desirable library quarters for a particular school can be planned only after a critical examination of school services and after a plan for their development has been made by administrators, teachers, parents, and librarians. For the broad program implied in the term "school library service" as used in this pamphlet adequate and convenient library quarters are needed for:

Groups of boys and girls working with their teachers and librarians on class activities involving the use of library materials.

Individual readers using library materials to satisfy personal or class interests.

Library resources including books, pamphlets, magazines, pictures, recordings, films and film-strips, and other educational and leisure-time materials for which the library is responsible.

Technical work necessary in organizing library resources and in administering library services.

To carry out any adequate program of service the smallest school library—whether designed for elementary, junior high, senior high, or twelve-grade school—should consist of a reading room for pupils and a workroom for the librarian. For this minimum arrangement for the small school to quarters consisting of reading rooms, conference rooms, open stacks, workroom, library office, library classroom, accommodations for audio-visual materials, and storage space, expands the range from the smallest to the largest school offering the services of a central library...Schools of all sizes can plan their reading-room space in terms of the number of people who will be seated at any one time, allowing 25 square feet per reader. In small schools floor space should not be less than that required to seat the largest classroom group plus 20 pupils and to secondary schools of the same enrollment when the library and supervised study space are separate. If they are combined, the minimum seating capacity should be 75. In this latter arrangement the librarian should have an adequate number of periods during the school day for library services without study-hall responsibilities at the same time.

In schools with enrollments of about 500 pupils the library quarters should provide for seating at any one time about 15-20 per cent of the students. (1: 25-26)

The three schools in District I had no library rooms. All the schools in District II and one school in District III had special library quarters. School A, District III, had a library store room that had been made by closing off the end of a hall. School C, District III, housed the book collection in the principal's office.
The floors of the library rooms were finished the same as the classroom floors. Only one library had a ceiling that was acoustically treated. This was the only provision made to eliminate noise in a library room. Adequate open shelves were provided to care the present collections of books in all the libraries, but there were no provisions for expansion for library facilities in any of the schools.

In all but one library there were pictures, potted plants, and other devices to make the library a pleasant, cheerful room. There was ample light for reading. The chairs were too large for comfortable seating for the pupils of the lower grades. The library rooms were all below the A. L. A. Standards for room size.

There were no work rooms provided. Book processing and other library tasks had to be done in the library or classrooms after regular school hours.
ADMINISTRATION, SUPERVISION, AND EXTENSION

The following quotation taken from the A. L. A. Standards shows the responsibility of the school superintendent and the school board in the administration of the school library:

The school library should be the responsibility of the school board just as are other school services. The school superintendent as the administrative head of the school system has the responsibility for developing and effecting a well-conceived and stimulating program of school library service which meets the needs of teachers and pupils. It is upon his recognition of the importance of library service, the necessity for its support, and the interpretation of its value to the school board that provision for its support and supervision is made. Through his interpretation and that of principals and supervisors, in addition to the activities of the librarian, the library program is made known to parents and to the whole community as well as to the faculty of the school. (1: 30)

Concerning the library staff, books, and budgets the A. L. A. Standards state:

Every school library serving an enrollment of 200 or more pupils should be in charge of a trained librarian and should maintain a central library collection of books, periodicals, and audio-visual aids which is regularly supported by an annual appropriation. The librarian in an individual school can do much to promote library service in other schools in the administrative unit if provision is made in the schedule for work with these smaller schools and if clerical assistance is provided.

Schools with enrollments of fewer than 200 pupils should have basic reference tools, such as encyclopedias and dictionaries, available in the school at all times. For other books, however, the small school may acquire its own collection, but unless it has unusual financial resources it will receive more satisfactory service through a central library from which it can borrow collections for an extended period with opportunity to make exchanges as the classwork and pupil interests change.... The school should expect to provide a budget of at least $1.50 per pupil annually for books and other library materials, including those to be purchased by the school and those supplied on contract with the larger library.... As a general consideration, school libraries in any school administrative unit, particularly a city or a county, should be coordinated through a central school-library office from which direction and supervision can be given.... Under the arrangements for central supervision and organization the school librarian(s) and clerical assistant(s) working from a head-quarters central library for the city, county, or region would provide the following services:

1. A central collection of books, periodicals, pamphlets,
and audio-visual aids (with needed duplications) to meet the needs of the school population served. This may also be used as a central collection to be consulted by school librarians, teachers, pupils, and parents before selections for school library purchases are made.

2. Group purchasing of books, periodicals, pamphlets, and other materials for permanent and supplementary library collections for the schools served.

3. Centralized classification, cataloging, and processing of books to be housed either in the central library or in individual school libraries.

4. Assistance to librarians, teachers, and school administrators in the reading program of the school, in organizing and administering individual school libraries, in instruction in the use of books and libraries, and in integrating the use of the library within the whole school program.

5. Supplementary reference service and arrangements for inter-library loans.

6. Facilitation of exchange of duplicate and gift books and periodicals to build up the book collections.

7. Guidance to the teacher-librarian or librarian who administers the school library service in the individual school.

8. Evaluation of the school library program with recommendations to the school administrator for strengthening its services; (1: 32-34).

In November, 1947, a statement on the extension of library services was made by the joint committee of National Education Association and the American Association of School Librarians, and this is what they recommended:

1. Every teacher to have instruction in the knowledge and use of library materials,

2. One librarian or consultant be appointed for every 1,000 school children,

3. Every state to make specialized library consultant service available through at least one library adviser in each state education department. (2)

A report by Hefferman (20) on the administration of school library services in the counties of California gave many practical suggestions. The
essential features of county library service to rural schools in California were enumerated as follows:

1. A central school library has been established at the county seat in each county.

2. A professionally qualified county librarian is in charge of the central library and supervises all the school libraries that belong to the system.

3. In large counties, a qualified expert in children's work is in charge of the school library service.

4. Books are utilized effectively by being circulated to all the schools in the system instead of standing idly on the shelves of the individual school district library after limited use.

5. Pupil groups change in rural schools; at one time material is needed for older children and in a few years the composition may have changed materially and the enrollment be predominantly primary children. The county library makes possible a specialized service to meet changing classroom needs.

6. Recreational reading is supplied by an expert qualified to select books for home reading. The teacher in rural school ordinarily does not have access to book review sources or authoritative lists.

7. Magazines suitable for the use of teachers and pupils are provided by the county library.

8. Music records are circulated just as books are, making possible to children wide acquaintance with the music literature of the world.

9. Visual aids to instruction including stereographs, flat pictures, exhibits, maps, slides, and films are circulated to the schools.

10. Books are cleaned and repaired as needed.

11. Teachers have access to a well-selected professional library.

12. County librarians visit rural schools and render professional service in stimulating interest in books, by helping teachers instruct children in the use of books and libraries.

The library picture in Utah is not so bright. In the State Department of Public Instruction the libraries are under the supervision of the assistant superintendent. There were no library supervisors in school districts included
in this study. These libraries were under the supervision of the superintendents and primary supervisors. The budgeting of money for books and the selection of books have been considered under separate heading.

Book Budgets

The superintendent of District I reported that the combined book budgets for both elementary and secondary schools of the district for recent years was $2,000.00 a year. This amount is slightly more than $.40 per school child. The three public libraries in the district had each been given an annual allotment of $100.00 for their services to the school children. The principals of the schools in the districts that were interviewed, reported that no library books or funds for the purchase of books had been given directly to the schools.

Table 5. The book budgets of District II and III

<table>
<thead>
<tr>
<th>Schools</th>
<th>1948-47</th>
<th>Money spent per pupil</th>
<th>1947-46</th>
<th>1946-45</th>
<th>1945-44</th>
</tr>
</thead>
<tbody>
<tr>
<td>District II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School A</td>
<td>$.57</td>
<td>$.90</td>
<td>$.53</td>
<td>$.51</td>
<td></td>
</tr>
<tr>
<td>School B</td>
<td>.57</td>
<td>1.17</td>
<td>.58</td>
<td>.77</td>
<td></td>
</tr>
<tr>
<td>School C</td>
<td>1.25</td>
<td>.67</td>
<td>.65</td>
<td>.40</td>
<td></td>
</tr>
<tr>
<td>District III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Schools</td>
<td>.50</td>
<td>.46</td>
<td>.41</td>
<td>.59</td>
<td></td>
</tr>
</tbody>
</table>

The variation in the amount of money spent for books per pupil in each of the different schools of District II was due to contributions of money given to the schools by the local Parent-Teachers organizations to assist in the purchase of books for the school libraries. In District III any contributions from the Parent-Teacher organizations were not included in the school budgets.

Book Selection

The librarian of each school of District II was responsible for the book selection for that school's library. The teachers were consulted about book selections. The principal of School C said he took groups of children with him
to the bookstore to make selections.

In District III the teachers were asked to make suggestions about books to be purchased. Then a committee of teachers worked with the supervisor to make the final selection of books for the libraries. When the new books arrived, they were sent out from the office to the individual schools where the library committee of teachers processed the books for circulation.

Special Characteristics of Library Service

Under the heading, "Special Characteristics of Library Service", the questionnaire called for statements of evaluation of the school library. The person who answered the questionnaire was asked to list statements about:

1. The best elements or characteristics of the library service of the school;
2. In what respects it is least adequate or in greatest need of improvement, and
3. In what respects has it been improved during the last three years.

The reply, made by the schools of District I, was that at present the school library situation was unsatisfactory. The teachers felt that they and the pupils were handicapped in their work by the lack of library facilities.

The librarian of School A, District II, considered the provision for individual attention to the pupils by the librarian the best characteristic of the library service as offered in that library. Other good elements were the cooperation between the teachers and the librarian and the stimulation of the reading program by supplying an abundance of reading material. The books were not graded as they were placed on the shelves; thus each pupil could select a book that interested him and would fit his reading level regardless of the school grade to which he belonged.

The most unsatisfactory feature of the library was the lack of space. Additional room would make it possible to carry out a more complete plan of library work. Another unsatisfactory feature was that no provision had been made to allow the librarian any time for the technical library work such as
the cataloging of books. The library had recently been improved by the addition of new display shelves for picture books and some closed cabinets for supplies. New books were added each year.

The replies from School B were much the same as those received from School A about the good elements of the library. The librarian of School B was required to teach a section of regular class work in the library because of the crowded condition of the school. Consequently, the library periods of all the other groups had been shortened this year. This was listed as an unsatisfactory condition. No improvements other than the addition of books had been made recently in this school.

An adequate supply of books for the pupils to read both at school and at home was a good characteristic of the library of School C, District II. The lack of books in the informational fields was a weakness. Another weakness was the lack of library training of the school faculty. A part of the unused hall had been made into a library recently. This central library was a great improvement over the traveling book collections that formerly circulated among the small schools of the district.

In District III all the schools made similar reports about the adequate and inadequate elements of the library service. They all said the accessibility of the books was a good feature and that the present supply of fiction was fairly adequate.

The lack of library rooms in two of the schools and the lack of trained librarians in all the schools were listed as the most unsatisfactory conditions.

New books had been added to improve all the collections. School C of the district had classified their book collection recently.
BOOK RECOGNITION AND READING TEST

Essentially the library is provided in the elementary schools to promote more desirable reading, not only of fiction, but of all kinds of reading materials dealing with the activities which go on in a good school. Some of the schools in this study had on file a record of children’s reading. Consideration was given to analyzing these records in detail. This, however, would not give a picture of the reading activities of all the schools. As an alternative method of getting such a measure of library service it was decided to develop a "book recognition" test.

The test was based on a list of books that was suggested by Anne Thaxter Eaton in response to a request for a short list of books that she thought all children should know when they are in the sixth grade, a sort of core-curriculum of reading. Books that are of such worth that children who are not acquainted with them have missed something of real value.

Miss Eaton is an author, critic, and an eminent authority on children’s literature. Her books Reading With Children, (13) and Treasures For The Taking (14) are valuable guides for parents, teachers, and librarians in their work of introducing books to children. The books have grown out of her daily contact with the children of the Lincoln School at Columbia University where she was librarian for a number of years.

Dr. N. A. Pedersen† approved the list of books as worthwhile classics for children. The books were checked with Children’s Catalog where they are all double starred books except Gulliver's Travels. There were eighteen selected book titles in the test. The first section of the test required the matching of nine characters from the books with the book titles. In the second

* A copy of the test is found in the Appendix of this study.
†Dr. N. A. Pedersen teaches Children’s Literature at the Utah State Agricultural College.
section were statements that described the books, and these had to be matched with the book titles.

The school library should supply many books in order to meet the demand for books to satisfy the reading interest of each child, and these books should be suited to his reading ability. Children do not need to be restricted to the books that are considered classics. Children should probably be introduced to many of the classics by having the opportunity to share the book with someone, either teacher-librarian, parent, or an older child. An experience of this kind would add to the child's appreciation of good literature and would often lead to the reading of the book by the child. Just as Shakespeare's works are read with more ease, enjoyment, and appreciation when shared with a good teacher. There are a great many other books that children will and should read before and when they are in the sixth grade.

Before Miss Eaton sent the list of books to the writer, she checked with the children of the Lincoln School at Columbia University to find out how many of the children in that group had read the books. Just what method she used is not known. She suggests that the results may not be rigidly accurate, but they are summarized here because of the possibility of comparison with the results of the test given in the selected nine elementary schools of northern Utah.

There were 38 children in the group at the Lincoln School. Practically all of them had read *Tom Sawyer*, *The Good Master*, *Dr. Dolittle*, Andersen's *Fairytale*, and Grimm's *Fairytale*. No figures were given the *Odyssey*, although Miss Eaton stated that the children seemed to be acquainted with the individual stories in the book. She said the *Iliad* was not well known and that *Heidi* was not nearly so popular with children of today as with children twenty years ago. No figures were given for *King Arthur* or *Winnie-the-Poc*
A percentage of 95 has been assigned to the books that were known by practically all the pupils in the Lincoln School at Columbia.

Table 6. *Titles of books and the percentages of the children at Columbia who were acquainted with these books*  

<table>
<thead>
<tr>
<th>Title</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom Sawyer</td>
<td>95</td>
</tr>
<tr>
<td>Jungle Book</td>
<td>65</td>
</tr>
<tr>
<td>Wind in Willows</td>
<td>73</td>
</tr>
<tr>
<td>Winnie-the-Pooh</td>
<td>95</td>
</tr>
<tr>
<td>Good Master</td>
<td>95</td>
</tr>
<tr>
<td>Robin Hood</td>
<td>89</td>
</tr>
<tr>
<td>Odyssey</td>
<td>71</td>
</tr>
<tr>
<td>Treasure Island</td>
<td>57</td>
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<tr>
<td>Alice in Wonderland</td>
<td>82</td>
</tr>
<tr>
<td>Dr. Dolittle</td>
<td>95</td>
</tr>
<tr>
<td>Andersen's Fairytales</td>
<td>95</td>
</tr>
<tr>
<td>Heidi</td>
<td>76</td>
</tr>
<tr>
<td>King Arthur</td>
<td>95</td>
</tr>
<tr>
<td>Gulliver's Travels</td>
<td>71</td>
</tr>
<tr>
<td>Grimm's Fairytales</td>
<td>75</td>
</tr>
<tr>
<td>Mary Poppins</td>
<td>95</td>
</tr>
<tr>
<td>The Iliad</td>
<td>76</td>
</tr>
<tr>
<td>Arabian Nights</td>
<td></td>
</tr>
</tbody>
</table>

Average: 72

When the test was given in the nine elementary schools of northern Utah, the pupils were told to do individual work. The time allowed for completion of the test was fifteen minutes. This time limit was determined by timing the first group that took the test until most of the pupils were apparently through with the test. The scores for boys and girls were kept separate. The number of correct answers on each test paper were checked and the average number of book titles correctly matched with book characters or statements about the books in each classroom were recorded.

This test may not be an absolutely reliable test of whether the child has read the book, because in some cases the child may be able to get the correct answer because he has seen a movie based on the book. *Tom Sawyer*
and *Arabian Nights* are examples of where this could be the case.

There was evidence that some of the pupils guessed when they attempted to match the characters with the books. Often a paper would have a large number of incorrect answers. Sometimes Christopher Robin would be associated with Robin Hood and Black Sambo with the *Jungle Book*.

The average number of times that the characters in the books and the statements describing the books were correctly matched with the eighteen book titles in the test given to the sixth grade pupils of the nine elementary schools of northern Utah are given in table 7. The percentage results of the test calculated on a district basis and compared with the percentage results of the number of books read by the pupils in the Lincoln School at Columbia are given in table 8. These same results are also shown by the graphs following table 8.
### Table 7: Number of Times and the Percentage that the Characters in the Books and the Statements Describing the Books Were Correctly Matched with the Book Titles in the Test Given to the Sixth Grade Pupils in Nine Elementary Schools of Northern Iowa

#### District I

<table>
<thead>
<tr>
<th>Schools</th>
<th>Sex and Number of Pupils</th>
<th>Tom Sawyer</th>
<th>Jungle Book</th>
<th>Wind in the Willows</th>
<th>Harry Potter</th>
<th>Good Master</th>
<th>Robin Hood</th>
<th>Odyssey</th>
<th>Treasure Island</th>
<th>Alice Wonderland</th>
<th>Dr. Dolittle</th>
<th>Andersen's Fairy Tales</th>
<th>Heidi</th>
<th>King Arthur</th>
<th>Culverhouse's Travels</th>
<th>Girls' Fairy Tales</th>
<th>Diary of Anne</th>
<th>Ladd</th>
<th>Arabic Nights</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys</strong></td>
<td><strong>Girls</strong></td>
<td><strong>No.</strong></td>
<td><strong>No.</strong></td>
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<td><strong>District I</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td><strong>Girls</strong></td>
<td><strong>No.</strong></td>
<td><strong>No.</strong></td>
<td><strong>No.</strong></td>
<td><strong>No.</strong></td>
<td><strong>No.</strong></td>
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<td><strong>No.</strong></td>
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</tr>
<tr>
<td><strong>District II</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td><strong>Girls</strong></td>
<td><strong>No.</strong></td>
<td><strong>No.</strong></td>
<td><strong>No.</strong></td>
<td><strong>No.</strong></td>
<td><strong>No.</strong></td>
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</tr>
<tr>
<td><strong>District III</strong></td>
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</tbody>
</table>

**Note:** All percentages have been rounded to the nearest whole number.
Table 8. Percentage results of the book recognition test calculated on district basis and compared with the percentage results of the number of books read by the pupils in the Lincoln School at Columbia.

<table>
<thead>
<tr>
<th>Book</th>
<th>District I</th>
<th>District II</th>
<th>District III</th>
<th>Columbia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Tom Sawyer</td>
<td>68</td>
<td>59</td>
<td>86</td>
<td>95</td>
</tr>
<tr>
<td>Jungle Book</td>
<td>9</td>
<td>18</td>
<td>9</td>
<td>65</td>
</tr>
<tr>
<td>Wind in Willows</td>
<td>15</td>
<td>8</td>
<td>4</td>
<td>73</td>
</tr>
<tr>
<td>Winnie-the-Pooh</td>
<td>5</td>
<td>21</td>
<td>13</td>
<td>--</td>
</tr>
<tr>
<td>Good Master</td>
<td>12</td>
<td>37</td>
<td>14</td>
<td>95</td>
</tr>
<tr>
<td>Robin Hood</td>
<td>17</td>
<td>9</td>
<td>18</td>
<td>89</td>
</tr>
<tr>
<td>Odyssey</td>
<td>16</td>
<td>34</td>
<td>23</td>
<td>--</td>
</tr>
<tr>
<td>Treasure Island</td>
<td>26</td>
<td>25</td>
<td>38</td>
<td>57</td>
</tr>
<tr>
<td>Alice in Wonderland</td>
<td>49</td>
<td>31</td>
<td>38</td>
<td>82</td>
</tr>
<tr>
<td>Dr. Dolittle</td>
<td>14</td>
<td>40</td>
<td>30</td>
<td>95</td>
</tr>
<tr>
<td>Andersen's Fairytales</td>
<td>33</td>
<td>59</td>
<td>37</td>
<td>95</td>
</tr>
<tr>
<td>Heidi</td>
<td>48</td>
<td>68</td>
<td>58</td>
<td>--</td>
</tr>
<tr>
<td>King Arthur</td>
<td>16</td>
<td>32</td>
<td>31</td>
<td>--</td>
</tr>
<tr>
<td>Gulliver's Travels</td>
<td>18</td>
<td>30</td>
<td>30</td>
<td>71</td>
</tr>
<tr>
<td>Grimm's Fairytales</td>
<td>33</td>
<td>64</td>
<td>44</td>
<td>95</td>
</tr>
<tr>
<td>Mary Poppins</td>
<td>8</td>
<td>37</td>
<td>28</td>
<td>70</td>
</tr>
<tr>
<td>The Iliad</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>--</td>
</tr>
<tr>
<td>Arabian Nights</td>
<td>32</td>
<td>46</td>
<td>46</td>
<td>76</td>
</tr>
<tr>
<td>Average</td>
<td>23</td>
<td>35</td>
<td>30</td>
<td>72</td>
</tr>
</tbody>
</table>

The differences in the percentages of correct matchings were very apparent. Some books were well known by the pupils of all the districts. Some were known by the pupils of one school of a district and not by the pupils of another school in the same district, while some books were known by very few pupils in any of the schools. Tom Sawyer was the best-known book in all the schools. Heidi came next. The Iliad was the least well-known book.

The pupils in District II where teacher-librarians are employed knew more of the books than the pupils in the other two districts. The number of books recognized by the pupils of the nine elementary schools of northern Utah were low when compared with the number of books read by the pupils at the Columbia School.
<table>
<thead>
<tr>
<th>Title</th>
<th>DI</th>
<th>DII</th>
<th>DIII</th>
<th>Col.</th>
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<tr>
<td>Treasure Island</td>
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<tr>
<td>Alice Wonderland</td>
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<tr>
<td>Dr. Dolittle</td>
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<tr>
<td>Andersen's Fairytales</td>
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<td>Heidi</td>
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<td>King Arthur</td>
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<tr>
<td>Gulliver's Travels</td>
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</tr>
<tr>
<td>Grimm's Fairytales</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The average number of times that the characters in the books and the statements about the books were correctly matched with the book titles were calculated for the boys and girls separately for each school. The results were also calculated the same way for each district. On a district basis, the girls always made a slightly better score than the boys; although in some schools the boys' scores are better than the girls'. The highest scores were made in School A, District II. In this school, out of the possible 18 book titles, the boys correctly matched 7.6 and the girls 7.5. The lowest scores were in School A, District I where the boys scored 3 and the girls scored 4 correct matchings. The averages for all the pupils that took the test were: boys 5.3 and girls 5.9. These results are given in the following table.
Table 9. The average number of times that the characters in the books and the statements describing the books were correctly matched with the eighteen book titles in the test given to the sixth grade pupils of the nine elementary schools of northern Utah.

<table>
<thead>
<tr>
<th>Schools</th>
<th>Number of pupils</th>
<th>Average number of books correctly matched</th>
</tr>
</thead>
<tbody>
<tr>
<td>District I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School A</td>
<td>Boys 29</td>
<td>3</td>
</tr>
<tr>
<td>School A</td>
<td>Girls 38</td>
<td>4</td>
</tr>
<tr>
<td>School B</td>
<td>Boys 27</td>
<td>6</td>
</tr>
<tr>
<td>School B</td>
<td>Girls 25</td>
<td>6.2</td>
</tr>
<tr>
<td>School C</td>
<td>Boys 5</td>
<td>4</td>
</tr>
<tr>
<td>School C</td>
<td>Girls 4</td>
<td>3.7</td>
</tr>
<tr>
<td>Total</td>
<td>Boys 61</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>Girls 67</td>
<td>4.6</td>
</tr>
<tr>
<td>District II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School A</td>
<td>Boys 11</td>
<td>7.6</td>
</tr>
<tr>
<td>School A</td>
<td>Girls 12</td>
<td>7.5</td>
</tr>
<tr>
<td>School B</td>
<td>Boys 19</td>
<td>4.5</td>
</tr>
<tr>
<td>School B</td>
<td>Girls 19</td>
<td>6.7</td>
</tr>
<tr>
<td>School C</td>
<td>Boys 5</td>
<td>7.2</td>
</tr>
<tr>
<td>School C</td>
<td>Girls 10</td>
<td>6.9</td>
</tr>
<tr>
<td>Total</td>
<td>Boys 35</td>
<td>6.1</td>
</tr>
<tr>
<td>Total</td>
<td>Girls 41</td>
<td>7</td>
</tr>
<tr>
<td>District III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School A</td>
<td>Boys 14</td>
<td>6.5</td>
</tr>
<tr>
<td>School A</td>
<td>Girls 21</td>
<td>6</td>
</tr>
<tr>
<td>School B</td>
<td>Boys 38</td>
<td>4</td>
</tr>
<tr>
<td>School B</td>
<td>Girls 31</td>
<td>5</td>
</tr>
<tr>
<td>School C</td>
<td>Boys 17</td>
<td>6.7</td>
</tr>
<tr>
<td>School C</td>
<td>Girls 16</td>
<td>8.2</td>
</tr>
<tr>
<td>Total</td>
<td>Boys 69</td>
<td>5.7</td>
</tr>
<tr>
<td>Total</td>
<td>Girls 68</td>
<td>6</td>
</tr>
<tr>
<td>Grand Total</td>
<td>Boys 165</td>
<td>5.3</td>
</tr>
<tr>
<td>Grand Total</td>
<td>Girls 176</td>
<td>5.9</td>
</tr>
<tr>
<td>Grand Total</td>
<td>Both 341</td>
<td>5.6</td>
</tr>
</tbody>
</table>
A record was taken of the number of books read by every fifth child in grades three to six inclusive of each school in the survey. The books had been read since the opening of school in the fall of 1947 and before March 15, 1948. The class roll book was used to determine which child's record would be taken. Numbers 5, 10, 15, 20, etc. as they came on the roll were taken. No records were available in two rooms of School B, District I, and two rooms of School C, District II. From the records collected, the average number of books read by an average pupil in each grade was calculated.

The figures show a rather wide range in the average number of books read in the same grade of different schools in the districts. When different grades in the same school were compared, there was also a wide range in the average number of books read. There seemed to be no marked correlation between these figures and the type of library services in the school. Although it may be noted that in School A, District II, where there is a trained librarian, the highest average number of books read in the whole district was reached. This school scored the second highest score on the book recognition test.

The second highest average number of books read was reached by two schools: School C, District III, and School A, District II. These two schools made the highest and the lowest score on the book recognition test.

The sixth grade pupils apparently read fewer books than pupils in the lower grades. This is probably because the books they read are books containing more pages. Further study on reading records would be worthwhile and the data would be more reliable if the exact paging and type of reading material of each book was taken. This, however, was beyond the scope and time limit of this study. The results of random sampling of the books read
by the pupils in grades three to six inclusive of the nine schools in northern Utah included in this study are given in Table 10.

Table 10. The average number of books read by the average child in grades three to six of the nine elementary schools of northern Utah

<table>
<thead>
<tr>
<th>School</th>
<th>Average for</th>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
<th>Sixth</th>
<th>Average for</th>
</tr>
</thead>
<tbody>
<tr>
<td>District I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School A</td>
<td></td>
<td>20</td>
<td>43</td>
<td>22</td>
<td>32</td>
<td>29</td>
</tr>
<tr>
<td>School B</td>
<td></td>
<td>60</td>
<td>14</td>
<td>8</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>School C</td>
<td></td>
<td>25</td>
<td>21</td>
<td>35</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Average for District I</td>
<td>35</td>
<td>26</td>
<td>21</td>
<td>20</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>District II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School A</td>
<td></td>
<td>24</td>
<td>40</td>
<td>33</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>School B</td>
<td></td>
<td>28</td>
<td>23</td>
<td>28</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>School C</td>
<td>no record</td>
<td>no record</td>
<td>9</td>
<td>12</td>
<td>no average made</td>
<td></td>
</tr>
<tr>
<td>Average for District II</td>
<td>26</td>
<td>31</td>
<td>23</td>
<td>20</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>District III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School A</td>
<td></td>
<td>16</td>
<td>16</td>
<td>12</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>School B</td>
<td></td>
<td>27</td>
<td>27</td>
<td>15</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>School C</td>
<td></td>
<td>21</td>
<td>24</td>
<td>59</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>Average for District III</td>
<td>28</td>
<td>20</td>
<td>28</td>
<td>13</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Average for all districts</td>
<td>25</td>
<td>25</td>
<td>24</td>
<td>17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONCLUSIONS

From the study of the library services of nine selected elementary schools of northern Utah, the following conclusion seems to be justified:

1. The schools in northern Utah are making an effort to provide library services for the school children of this area.
2. The individual schools are handicapped by not having enough funds budgeted for library purposes.
3. There is a marked difference in the type of library facilities and services in the nine elementary schools included in this study.
4. There is a lack of trained librarians in these schools.
5. The teachers in these schools have had little or no training in library science.
6. The teachers and teacher librarians are not allotted sufficient time for technical library work.
7. Books on administering school library services are not furnished to the teachers who are required to work on the library committees of the schools.
8. The library services of the schools of northern Utah are low when compared with the A. L. A. Standards.
9. The A. L. A. Standard for a minimum book collection is more nearly reached than any of the other standards outlined by A. L. A.
10. There are few collections of audio-visual aid materials in the schools included in this study.
11. The library of School A, District II, is more adequately serving the school than any of the other school libraries included in this study.
Some Inferences

The kind of schools that are found in a community depend upon the citizenry of the particular community. Kelley (25) says that we get the type of schools that we want and are willing to pay for. Therefore it rests with the teachers and school administration to interpret the library program to the patrons of the schools. Teachers can often work with the Parent-Teacher groups to create an interest in library services. The patrons of the schools can in turn make their wishes known to the school administrators.

A school library should never be a unit in itself in the school program. It should be the "heart of the school" and furnish materials for all the activities that go on in the school. The social studies, the health program, the nature and science lessons should be enriched with materials from the school library equally as much as the reading and literature studies.

The library is the logical center to care for and to circulate the audio-visual materials that the school are acquiring for use in the school program of instruction.

Books and magazine articles on how to establish and effectively use a school library should be available to the teachers in the schools.

The colleges and universities that are engaged in training teachers would do well to give more attention to training of prospective teachers in the use and management of school libraries. When teachers realize the true extent of help a library can be in carrying out the aims of the school, there is a basis for cooperation between teacher and librarian.

The centralized library offers an excellent opportunity for training in citizenship. The library presents a real life situation in the school. Children can learn here to consider other people. They learn to do things for themselves. Kelley (25) says real learning is the result of activities
carried out with a purpose on the part of the learner. The efficient library, in cooperation with the classroom activity program, gives an opportunity for the pupil to be a planner and to carry out his own purposes. A library should not only be run for boys and girls, but by boys and girls.

The leaflet published by the Tennessee Department of Education (39) on Types of Library Service gives a summary of the advantages of centralized library service as follows:

1. It is economical to buy books centrally for the whole school since many titles, useful throughout a wide range of grades, might otherwise be unnecessarily duplicated in a number of classrooms.
2. The entire collection is always available for use throughout the school.
3. More titles are available for all since classroom collections must be kept at a minimum because of limited space, thereby causing the collection soon to become static.
4. Centralized service makes available for remedial reading in the upper grades and in high school, the material of suitable interest appeal and simple vocabulary which has been purchased for lower grades.
5. Centralized service provides opportunities for actual library experience, thus making it possible for children to use the reference tools in the library for independent research.

It is important, however, that the use of books should not be confined within the four walls of the school library. Units of material supplementing classroom units of study and books for free reading should be lent to classrooms for as long a period as needed. Children are intrigued with new books brought into the room library. Since it is desirable for classrooms to use library books in this way, it is important to provide shelving in each classroom for the temporary housing of such collections.

A centralized library service in cooperation with the classroom library should also give the most efficient reading guidance. The results obtained in the book recognition test given to the sixth grade pupils in the nine elementary schools in this study indicate that there is a need for more reading guidance in these schools.
APPENDIX
THE QUESTIONNAIRE USED
IN THE SURVEY
OF THE
LIBRARY SERVICES OF
NINE SELECTED ELEMENTARY SCHOOLS
OF NORTHERN UTAH
I. General Information

1. Name of school

2. Location of school

3. Name of person reporting
   Position

4. Type of organization
   a. number of grades in school
   b. platoon system
   c. room teachers

5. Number of teachers on faculty

6. Total school enrollment

7. What type of population does the school serve

8. Objectives of the library

   List statements covering the objectives of your library:
   a.
   b.
   c.
   d.
II. Services to Pupils and Teachers

9. Who selects the books for the library? __________________________

10. Are teachers consulted? __________________________

11. Are pupils consulted concerning books to be purchased? ______

12. Who decides what magazines shall be ordered? ______

13. List the book selection aids that are used __________________________

14. Check the devices used by the librarian or teacher in charge to promote the reading program.

Does she:

- Talk with individual pupils
- Talk to small groups of pupils
- Give book talks in the classrooms
- Become well acquainted with the individual pupils
- Encourage discrimination and appreciation of library materials by the pupils
- Have the teachers introduce books to their classes
- Keep records of each pupil's reading
- Keep records of each pupil's interests
- Provide a browsing corner
- Display projects prepared by pupils in classes of various teachers
- Use bulletin boards
- Prepare and post booklists
- Provide shelf or table to display new books
- Use posters for advertising books
- Post literature maps
- Encourage pupils to bring clippings
- List other devices:
15. Check the activities used by the librarian to foster cooperation with the teachers.

Does she:

_____ Follow suggestions made by teachers concerning individual pupils

_____ Inform teachers of pupils needs as evidenced in the library

_____ Prepare collections of books and materials to fill specific needs

_____ Prepare bibliographies

_____ Provide abundant materials to meet varying abilities and interests of pupils

_____ Hold regular conferences with teachers

_____ Keep in touch with units of work being studied in the school

_____ Notify teachers of new publications, not in the library, in which they may be interested

_____ Borrow books from other libraries as requested by teachers

_____ Assist pupils to find materials

_____ Provide professional books for the teachers

List other activities:

16. Is instruction in the use of the library given to the pupils? _____

17. By whom? ____________________________________________


19. When? ________________________________________________

20. Is instruction in the use of the library given to teachers? _____

21. By whom? ____________________________________________

22. How? ________________________________________________
24. Check the provisions for reference service provided by the library.

- Individual exploration and use of materials by pupils.
- Group reading and research in the library by classes working under teacher leadership.
- Free use of materials from central library selected cooperatively by class groups for special projects and use in the classrooms.
- Preparation with pupil and teacher cooperation of bibliographies for class and personal use.

25. Is the library open regularly for use:

a. Before school? 

b. Regular school hours? 

c. Noon hours? 

d. After school? 

26. If the pupils are scheduled for regular library periods, explain procedure.

27. Are all pupils permitted to go to the library freely during the study periods of regular classes? Explain procedure.

28. Are books checked out for classroom use by pupils? For how long?

29. Are books checked out for home use by pupils? For how long?

30. May books be renewed?

31. Are the books kept in a central collection?

32. Are there classroom libraries?

33. Are classroom collections checked out from the central collection? For how long?

34. What circulation data is kept?
35. What use is made of circulation data? ____________________________

36. Are books borrowed from other sources for use in the library? ______
classrooms? _______ Explain procedure ________________________________

37. Does the librarian supervise the library whenever it is open? ______

38. Is the ventilation and illumination properly controlled? ______
   By librarian? ________ by janitor? ________ by student assistant? ______

39. Does librarian keep the library attractive? _______ How? ________________

40. Does the librarian make an annual report of the status and needs
    of the library? ________

III. Library Personnel

41. Type of Librarian
   a. full time ______
   b. teacher librarian ______
   c. principal librarian ______
   d. public librarian ______
   e. other __________________________

42. Years' experience as full time librarian ______
    teacher librarian ______
    public librarian ______
    other ______

43. Has the librarian or teacher librarian ever been a classroom teacher?
    _______ Years of experience? ________

44. Training of library personnel
   a. schools attended:

   Name of institution. Dates of Attendance. Degree granted. Date of Degree
   ________________________________ ________________________________
   ________________________________ ________________________________
   ________________________________ ________________________________

   b. Special library course    Number of quarter hours

   Cataloging
   Reference
   School Library Administration
   Book Selection
   Story-telling
   Childrens' Literature
   Others
c. Certificates held

Library
Teaching
Other

Date granted

45. With what professional organization is the librarian affiliated?

46. List the professional books read recently.

47. What professional magazines does the librarian read regularly?

48. What has the librarian done for self-improvement in library service during the last three years?

College attendance
Special institutes
Research
Travel
Other ways

49. Does the librarian rank as a faculty member?

50. Is the librarian on the same salary schedule as the teachers?

51. Is the librarian a member of the committee on curriculum?

52. Number of classes taught by the teacher-librarian.

53. Subjects taught.

54. Other duties of the librarian.

55. Periods per day the librarian spends in library work.

56. Number of pupil assistants.

57. By whom are pupil assistants selected? Explain procedure

58. Are pupil assistants trained?

59. What is the nature of their training?

60. Is a student assistant in charge of the library part of the time? What hours?

61. How much time does each pupil assistant spend in the library per day?
62. Check activities of pupil assistants.

- Charging books
- Checking returned books
- Shelving
- Filing charge slips
- Getting books and materials from shelves
- Assisting with library housekeeping
- Mending books
- Assisting with displays and exhibits
- Filing clippings, pictures, etc.
- Maintaining discipline
- Keeping magazines in order
- Assisting with overdue
- Mounting pictures
- Filing catalog cards
- Reading shelves
- Helping with inventory
- Preparing with books for shelves

List other activities:

IV. Book Collection and Other Resources.

63. Book Collection.

a. Are the books classified? ___ What method? _____________________________
b. Are the books catalogued or indexed? ________________________________
c. Are the books accessioned? _____________________________
d. Is there a shelf list? _____________________________________________
e. How are the books shelved? _____________________________
f. How often is an inventory taken? ________________________________

64. Are books discarded? ___________ Explain policy ________________________

____________________________________________________________________
### 65. Book Inventory

<table>
<thead>
<tr>
<th>Number of different titles</th>
<th>Number of duplicate titles</th>
<th>Number of titles in Children's catalog</th>
<th>Number of titles copyrighted since 1937</th>
</tr>
</thead>
<tbody>
<tr>
<td>000 General Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 Philosophy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>200 Religion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300 Social Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>400 Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>500 Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>600 Useful Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>700 Fine Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>800 Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>900 Biography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History &amp; Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easy Books</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

66. Total number of volumes in library ____________

67. Number of volumes per pupil _________________

68. Number of dictionaries __________ Name __________

69. Number of encyclopedias __________ Name __________

70. Periodicals:

List the periodicals taken regularly by the library. ____________

________________________________________________________________________

Check those of which back numbers are kept.

Double check those which are bound and kept permanently.

71. Is there a collection of pamphlets?__________

How extensive?________ How filed?______________ How indexed?________

How is it kept up to date? ____________________________________________

73. Is there a collection of pictures? How extensive? How filed? How indexed?

74. Is there a collection of slides? How extensive? How filed? How indexed?


77. Is there a collection of recordings? How extensive? How filed? How indexed?

78. Are there any other collections of audio-visual aids? How extensive? How filed? How indexed?

V. Housing the Library

79. Check the rooms provided for the library:

- reading room
- library classroom
- study hall
- conference room
- work room
- storage room
- others

80. Is the library located near the center of the interclass traffic?

81. Is the library comparatively free from outside noises during the school day?

82. Is there room for expansion?

83. Size:
- Length
- Width
- Number of tables
- Number of chairs to a table

84. Are all the chairs the same size?

85. Are tables and chairs of such construction as to encourage hygienic and comfortable posture?

86. How many pupils can be seated at one time? What percentage of the school population?

87. How much window space in the room?

88. Are there window shades? Type

89. What is the candle meter measure of the light?
64

90. Are walls and ceiling tinted to reflect light without glare?

91. Is the heating arrangement the same as in the classrooms?

92. What temperature is maintained?

93. Is the ceiling acoustically treated?

94. What type of floor covering is used? Is it slippery? Is it noiseless?

95. Are open shelves used except for material of unusual value?

96. Is the shelving adequate for present needs? For future expansion?

97. Is storage space for other materials adequate for present needs?

98. Is there running water in the work rooms?

99. Is the work room space adequate for book processing and storage?

100. Are there electrical outlets in the work room? in the reading room?

VI. Administration, Supervision, and Extension.

101. Is the library included in the school budget?

102. By whom is the budget made? When?

103. What percent is allocated to books? Periodicals? Supplies? Audio-visual aids? Repairs?

104. How are these percentages determined? By whom?

105. Does the library receive money from any other sources?

106. Is there a fund at the command of the librarian for the payment of small bills?

107. Is an allotment of funds made to departments? Subjects?

108. How is new equipment financed?

109. Budgets:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1942</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1943</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1944</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1945</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1946</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1947</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
110. Does the library belong to a district library administrative unit? 

111. What is the school population of the district? 


113. Number of books in the central district collection? 

114. Is the book collection adequate to meet the needs of the pupils in the district? 

115. Does the central office classify the books? Catalog the books? 

116. Is there an Inter-library loan service? 

117. Is there district supervision and assistance for the teacher librarian? 

118. Is there provision for book loans from public libraries? Explain procedure 

119. Check equipment possessed. If more than one, place the number in the blank instead of the check: 

- Open shelves 
- Magazine rack 
- Unit cupboards 
- Shelves adjustable 
- Wall shelves 
- Reading tables 
- Charging desk 
- Librarian's desk 
- Deposit room for pupils books 
- Book truck 
- Card catalog case 
- Librarian's locker 
- Poster files 
- Map cases 
- Bulletin boards 
- Pamphlet files 
- Picture files 
- Clipping files 
- Slide files 
- Vertical files 
- Display case 
- Dictionary stand 
- Atlas stand 
- Typewriter 
- Movable blackboard 
- Return box for books 

120. Does the floor plan allow for flexibility in the arrangement of equipment? 

VII. Special Characteristics of Library Service 

121. What are the best elements or characteristics of the library service?  

A. 

B. 

C. 
122. In what respects is it least adequate, or in greatest need of improvement?
A._____
B._____
C._____

123. In what respects has it been improved in the last three years?
A._____
B._____
C._____

124. What concomitant learnings are derived from the library service as offered in the school?
A._____
B._____
C._____

125. Additional information and comments:
THE TEXT SHEET USED
FOR THE
BOOK TITLE RECOGNITION TEST
At the left below are listed the names of nine books. Opposite these names are the names of characters in the books. In front of each name of a book put the number of the character which is associated with it.

- Tom Sawyer
- The Jungle Book
- The Wind in the Willows
- Winnie the Pooh
- The Good Master
- The Adventures of Robin Hood
- The Story of the Odyssey
- Treasure Island
- Alice in Wonderland

Nine more books are listed below. Opposite these books are statements about them. In front of each book put the number of the statement that describes the book.

- Dr. Dolittle
- Andersen's Fairy Tales
- Heidi
- Story of King Arthur
- Gulliver's Travels
- Grimm's Fairy Tales
- Mary Poppins
- Iliad for Boys and Girls
- Arabian Nights

1. The main character was tied down by ropes
2. The Emperor's New Clothes and the Ugly Duckling are stories in this book
3. A duck was the housekeeper
4. A story of New York
5. A story about people in Switzerland
6. Tells the story of the Trojan War
7. Laughing gas made Uncle Wigg float
8. Contains the stories of Snow White, Hansel and Gretel, and Sleeping Beauty
9. Tells about Sinbad
10. Tells about a boy made of wood
11. Tells about a wonderful sword
<table>
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<th>No.</th>
<th>Reference</th>
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(23) The Institute for Research. School and college librarianship as a career. Chicago: The Society (537 South Dearborn St.), 1947. (Careers Research Monographs, series no. 159.)


(39) Tennessee Department of Education. Division of School Libraries. Types of school library service. Nashville: The Department, 1935. (Some School Library Problems, leaflet no. 2.)

(40) Utah State Department of Public Instruction. Library recommendations. Salt Lake City: The Department, 1941. A leaflet.

