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### A Study of Library Programs in the Public Elementary Schools in Albuquerque, New Mexico

Lucille Curtis Ratliff

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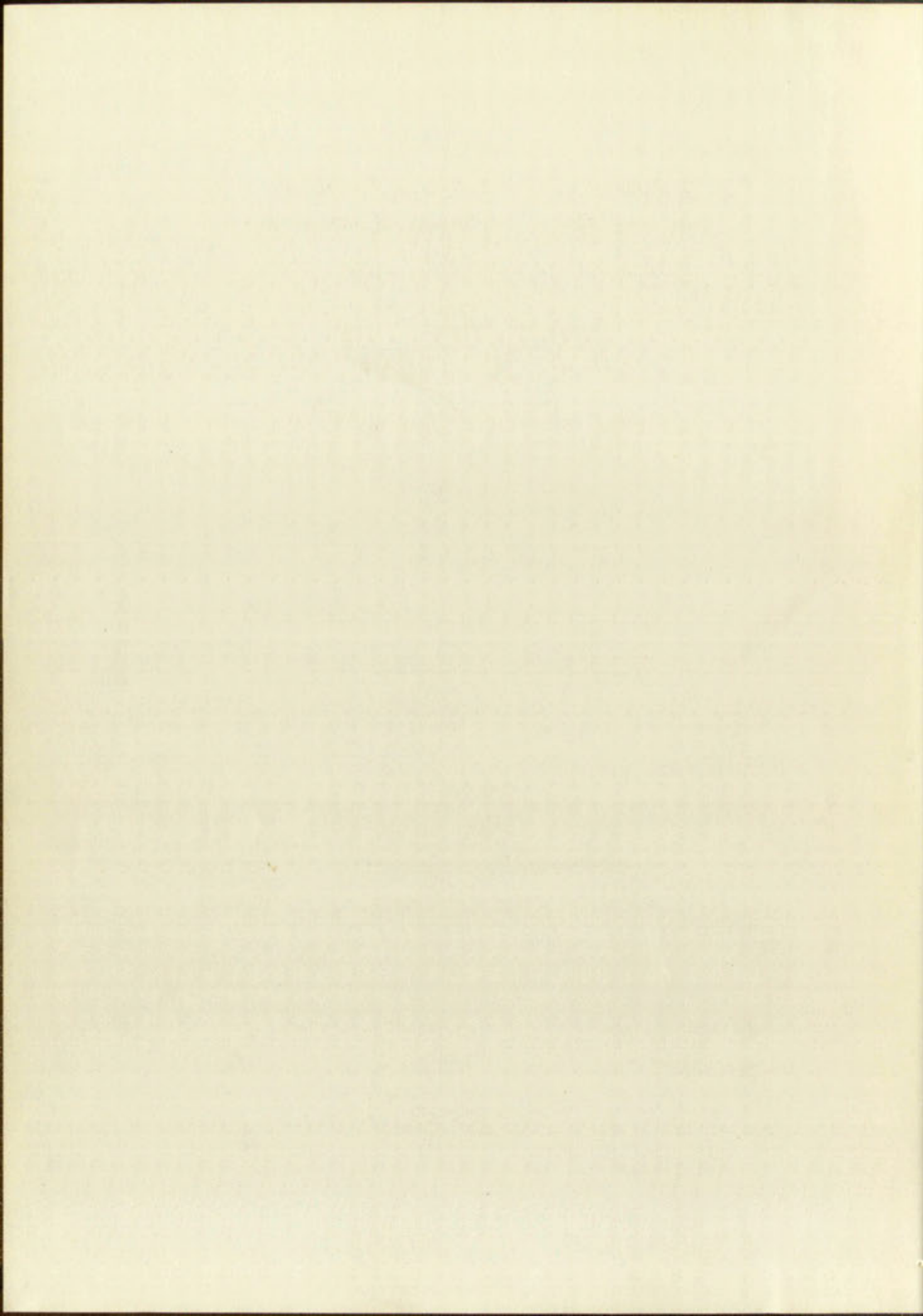
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A STUDY OF LIBRARY PROGRAMS IN THE PUBLIC  
ELEMENTARY SCHOOLS IN ALBUQUERQUE, NEW MEXICO

By

Lucille Curtis Ratliff

A Thesis

In partial fulfillment of the  
Requirements for the Degree of  
Master of Arts in Education

The University of New Mexico  
1953



THE UNIVERSITY OF CHICAGO  
LIBRARY

THE UNIVERSITY OF CHICAGO

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LIBRARY

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LIBRARY

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

*E. Casteller*  
DEAN

*6/1/53*  
DATE

Thesis committee

*Kathleen Mc Conn*  
CHAIRMAN

*Julius M. Heleher*

*B. M. Crawford*



This thesis, approved and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

*Albuquerque*

*1915*

UNIVERSITY OF NEW MEXICO  
LIBRARY OF THE  
BOND

THE UNIVERSITY OF NEW MEXICO

*Albuquerque*  
*June 1, 1915*  
*Wm. C. C. C.*



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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

School library programs are useful only to the extent that they reach and serve every child in school. The personnel, the immediate aims, and the methods of procedure may change from time to time; but, if specific long-range objectives are set up and worked toward, worthwhile goals can be achieved.

#### I. THE PROBLEM

Statement of the problem. The main objectives of this study are threefold: (1) to evaluate elementary school libraries as to organization, materials, and audio-visual aids; (2) to make available some of the library practices in the Albuquerque Public Elementary Schools; and (3) to make recommendations based on the study.

Delimitations of the problem. This study includes central libraries in Albuquerque public elementary schools.

Importance of the problem. Textbooks alone do not meet the reading needs of children. A well-supplied library provides for valuable supplementary reading. Although two public libraries and a bookmobile serve children in Albuquerque, a library is needed in every school.

Classroom libraries may supplement the central library but are never equivalent to it. Opportunities for learning are greater when children have access to a variety of materials carefully selected to meet their curriculum and recreational needs. Good reading habits are established to a great extent during childhood. Every child is entitled to the advantages offered by a good school library.





## II. DEFINITIONS OF TERMS

School library. School library, sometimes referred to herein as central library, means the housing and organization of library materials and audio-visual aids in a designated location to serve all classrooms in the school.

Elementary. In this study elementary means grades one through six.

Organization. Organization means personnel, cataloging, methods, and participation of the children.

Materials. Materials mean books, bulletins, pamphlets, magazines, pictures, maps, and clippings.

Audio-visual aids. Audio-visual aids mean slides, films, film-strips, records, radios, record players, and projectors.

Library program. Library program means organization, materials, audio-visual aids, and provisions for the children's use of the library.

Dewey Decimal Classification. Dewey Decimal Classification means a system in which books are grouped by subject into nine main classes as science, history, etc. which are numbered from one hundred to nine hundred. Periodicals, encyclopedias, and other general works belong to a tenth class numbered zero.

Card catalog. Card catalog means an alphabetical file which serves as an index to the library.

Shelf list. Shelf list means a record which shows the arrangement of books as they stand on the shelves.

Accession record book. Accession record book means a record showing each book in the order of its addition to the collection.



the city of London, from the first settlement of the  
 Romans, to the present time, in a series of  
 letters, written by a gentleman of the city, to a friend  
 in the country.

By J. H. [Name], Esq. of the City of London.

London, Printed by J. H. [Name], at the Sign of the

Three Crowns, in St. Dunstons Church-yard, 1711.

Price 1s. 6d. per Volume.

Vol. I. The first Settlement of the Romans, and the

subsequent History of the City, from the first

Settlement of the Romans, to the present time.

Vol. II. The History of the City, from the first

Settlement of the Romans, to the present time.

Vol. III. The History of the City, from the first

Settlement of the Romans, to the present time.

## CHAPTER II

### RELATED LITERATURE

The promotion of central libraries in elementary schools is receiving special attention. The 1951 publication of Elementary-School Libraries Today is one of the leading evidences of increased concern. This yearbook contains fifty-one articles from twenty-four states written by individuals well qualified in elementary education and library science.<sup>1</sup>

Compared to the same period in 1950-1951<sup>2</sup> the number of articles listed in The Education Index related to central libraries in elementary schools increased more than fifty per cent in 1951-1952.<sup>3</sup>

Libraries are being built in many new schools. In Long Beach, California, for example, eighteen elementary schools, each with a central library, were opened in 1952.<sup>4</sup> A special library committee has been on duty in that school system since the forties.<sup>5</sup> Similar projects are in progress in other states.

---

<sup>1</sup> Thomas E. Pierce, "President's Message," Thirtieth Yearbook of the Department of Elementary School Principals, (Washington, D. C.: National Education Association, 1951), p. 6.

<sup>2</sup> Dorothy Ross Carpenter and Elizabeth L. Miller, editors, The Education Index (New York: H. W. Wilson Co., 1950-1951), pp. 430-431.

<sup>3</sup> Dorothy Ross Carpenter and Elizabeth L. Miller, editors, The Education Index (New York: H. W. Wilson Co., 1951-1952), p. 403.

<sup>4</sup> Lois Fannin, "The Building Standards for Elementary Libraries in Long Beach" (Bulletin of the School Library Association of California, Vol. 23, No. 4. Los Angeles, California: School Library Association, 1952), p. 15.

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



THE PROVISIONS OF THE  
ACT OF 1862, AND THE  
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HEREBY REVOKED.

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In various parts of the United States elementary schools have libraries temporarily housed in principals' offices, basements, or halls until more desirable locations are available. In many of these schools, principals or teacher-librarians, instead of full-time librarians, are in charge of libraries. Children assistants often serve in the library. Some school libraries are operated entirely by children trained in library procedures. Hall cites the plan of using trained children for librarians as being very successful.<sup>6</sup>

In some places elementary schools employ full-time or part-time librarians and also set up library standards. The state of California, for example, has tentative standards for elementary school libraries.<sup>7</sup>

These endeavors demonstrate that schools interested in central libraries are finding ways to overcome such obstacles as crowded conditions, lack of funds, and shortage of trained librarians.

Frequently, elementary schools with central libraries provide no school library privileges for primary grades. Studies show such privileges are valuable. Fenwick reports satisfying results from an experiment conducted at the University of Chicago Laboratory School where teachers and librarians carefully worked together to provide library privileges for primary children.<sup>8</sup>

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<sup>6</sup> Elvajeane Hall, "Librarians are Getting Younger Every Year," Thirtieth Yearbook of the Department of Elementary School Principals, (Washington, D. C.: National Education Association, 1951), p. 102.

<sup>7</sup> Mildred Frary, editor, "Elementary School Libraries Minimum Tentative Standards" (Bulletin of the School Library Association of California, Vol. 24, No. 2. Los Angeles, California: School Library Association, 1953), p. 8.

<sup>8</sup> Sara Innis Fenwick, "Library Service for Primary Children," Thirtieth Yearbook of the Department of Elementary School Principals, (Washington, D. C.: National Education Association, 1951), pp. 279-280.





In some schools, especially where teachers serve as librarians, workshops are helping teachers to become better acquainted with materials and library procedures. During the summer such workshops are conducted by the public schools in Tyler, Texas.<sup>9</sup>

Special emphasis is being placed upon the use of recommended aids for book selection. Some of these aids include Basic Book Collection for Elementary Grades by Snow, Recordings for the Elementary School by Leavitt and Freeman, Subscription Books Bulletin, and many others.

Studies are continually proving the importance of school libraries as a means of meeting the needs of all children in the school.

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<sup>9</sup> Alma M. Freeland, "Growing with the Curriculum," Thirtieth Yearbook of the Department of Elementary School Principals, (Washington, D. C.: National Education Association 1951), p. 249.





## CHAPTER III

### METHOD OF CONDUCTING THE INVESTIGATION

The data for this study were collected by use of a planned interview developed by the investigator. For purposes of evaluation, criteria taken from related literature were used as legitimate standards for school library programs.

The planned interview was approved by two librarians in the Albuquerque Public Library and by one elementary teacher in the Albuquerque Public Schools. The approval was preceded by trial interviews conducted in like manner as during the investigation in the public schools. The two librarians and the elementary teacher hold degrees in library science.

Sixteen of the thirty-four schools contacted met the qualifications for this study by having a central library with someone in charge.

The data were collected during the months of March and April, 1952, by personal interviews with ten principals (six serving as principal-librarians) and twelve teacher-librarians in the sixteen schools. Each school was assigned a number as the investigation was made.



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## CHAPTER IV

### ANALYSIS OF THE DATA

The data collected during the interviews are classified, for purposes of analysis, into the following six essential divisions of a well-rounded library program: personnel, cataloging, children's participation, materials, audio-visual aids, and methods. For each division the data are summarized in a rating scale which shows, by means of a point system, an evaluation of the program in each school. The evaluation is based on school library standards most commonly recognized by authorities as evidenced in related literature.

The school library standards, and the manner in which they are established, vary in the sixteen schools in this study. In all schools some standards are left to the discretion of the classroom teacher. This study generally does not reflect classroom library programs since a room-to-room survey was beyond the scope of the investigation.

THE

REPORT

OF THE

COMMISSIONERS OF THE LAND OFFICE

FOR THE YEAR 1911

IN RESPONSE TO A RESOLUTION

PASSED BY THE HOUSE OF COMMONS

ON THE 12TH MARCH 1911

AND BY THE SENATE OF THE UNIVERSITY OF CAMBRIDGE

ON THE 15TH APRIL 1911

AND BY THE HOUSE OF COMMONS

ON THE 12TH MARCH 1911

AND BY THE SENATE OF THE UNIVERSITY OF CAMBRIDGE

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ON THE 15TH APRIL 1911

AND BY THE HOUSE OF COMMONS

ON THE 12TH MARCH 1911

AND BY THE SENATE OF THE UNIVERSITY OF CAMBRIDGE



## I. PERSONNEL

Hardesty points out the value of teaching experience to librarians but emphasizes the need for special training by library personnel.<sup>1</sup>

The majority of the personnel included in this study rank low in library science education. The rating scale shows that library personnel of three schools have no college hours in this field. In eight schools such personnel have three hours or less. For the remaining five schools the library personnel of three have from four to seven hours in library science; and, in two schools, the librarians have eight hours or more.

States or communities with personnel standards usually require from eight to fifteen hours in library science for teacher-librarians. The Chicago Public Schools require fifteen semester hours.<sup>2</sup> This school system recommends full-time librarians for schools with enrollments above five hundred and one librarian for every two schools with enrollments below that number.<sup>3</sup>

A committee has been working on personnel standards for California elementary school libraries since 1949.<sup>4</sup> This committee tentatively

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<sup>1</sup> Cecil D. Hardesty, "Standards? Yes!!," (Bulletin of the School Library Association of California, Vol. 24, No. 2. Los Angeles, California: School Library Association, 1953), p. 5.

<sup>2</sup> Dilla W. MacBean, "The Chicago Story," Thirtieth Yearbook of the Department of Elementary School Principals, (Washington, D. C.: National Education Association, 1951), p. 246.

<sup>3</sup> Ibid., p. 247.

<sup>4</sup> Mildred Frary, editor, "Elementary School Libraries Minimum Tentative Standards," (Bulletin of the School Library Association of California, Vol. 24, No. 2. Los Angeles, California: School Library Association, 1953), p. 8.





recommends that schools with enrollments of five hundred, seven hundred, or one thousand have a professionally trained librarian with part-time clerical assistance.<sup>5</sup>

The personnel in this study rate high in elementary teaching experience. Eleven have taught eight years or more, and five have taught five years or more.

In Albuquerque, principals or classroom teachers serve as librarians. One library in this study is operated by children trained and supervised by the principal-librarian. The rating scale shows that, in five schools, the personnel have served as librarians eight years or more. The personnel in four schools have from four to seven years in library experience. In the remaining seven schools the personnel have been in library service three years or less.

The success of the school library program depends upon the cooperation of principals, teachers, librarians, parents, and children. Cooperation as used here means serving on the library committee, participating in workshops and other professional activities where groups work and plan for the school library program. Eleven schools in this study have some cooperation as above defined; five schools seem to have little of this activity.

Some schools in this study have library committees which examine materials and make recommendations to teachers; prepare book lists for each teacher; set up library rules with the teachers' approval; make plans for cataloging and repairing books; and help teachers locate and select materials.

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<sup>5</sup> Ibid., p. 8.





In addition to a library committee one school has a special advisory committee, a music committee, and an audio-visual aids committee all of which plan and work for the library program.

During the summer of 1951 the personnel in one school started working out unit books to be used when teaching the units recommended in the course of study for each grade. These books guide the teacher in the use of materials. Teachers may check out the books for six weeks and longer if needed. The unit books may be divided and used by two teachers simultaneously. The school goal is to have such books completed for all units in 1953.

The schools in this study have no provisions for participation by library personnel in workshops or other professional activities sponsored by a central library. This is a prominent type of activity in some city systems. An example is in the Los Angeles City Schools where one hundred and seventy-eight persons attended workshops in 1950.<sup>6</sup> Frary and Lowe list the following objectives for such workshops:

(a) to raise standards of evaluation and promote efficient use of titles, (b) to give the classroom teacher a working knowledge of children's books in general and to acquaint him with specific titles that are especially valuable or new, (c) to give him an opportunity to work with titles in his classroom and to observe and share results with our teachers, (d) to acquaint him with aids in book selection and reference tools so that he will have ready sources for authority, and (e) to inject enthusiasm into his work with books so that it can be transferred to the children.<sup>7</sup>

Three of the libraries in this study are used by the children.

---

<sup>6</sup> Mildred P. Frary and Mary Lorene Lowe, "Inservice Experience in Children's Literature," Thirtieth Yearbook of the Department of Elementary School Principals, (Washington, D. C.: National Education Association, 1951), p. 112.

<sup>7</sup> Ibid., p. 112.

In addition to a large number of other things, it is  
also one of the most important things in the world.  
All of us have heard of it, and all of us have seen it.  
It is the most common thing in the world, and it is  
the most important thing in the world. It is the  
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Thirteen libraries are open to teachers only. Teachers in these thirteen schools check out books for the classrooms, and children make book selections from classroom collections only.

Three schools in this study have systems, as a part of the central library program, for giving child guidance in reading. Records are maintained to show the reading level, comprehension capacity, interests, and tastes of each child. The personnel use these records as a basis for suggesting books to children. In the remaining thirteen schools child guidance in reading is up to the classroom teachers.





# RATING SCALE I

## Ratings of Library Personnel in Sixteen Schools

Qualifications and Services of Personnel	School Numbers (in order of rank)															
	12	15	1	5	4	6	7	14	2	10	3	9	11	8	13	16
(a) College credit in library science#	2	3	1	2	2	3	1	1			1	1	1	1		1
(b) Experience in elementary teaching	2	3	2	3	3	3	2	3	3	3	3	3	3	3	2	2
(c) Experience as a librarian	1	3	2	1	3	2	2	3	3	3	2	1	1	1	1	1
(d) Cooperation with others	2	2	2	2	2	1	1	2	2	2	1	2	2	1	2	1
(e) Daily operation of library (in hours)	4		4				3									
(f) System for child guidance	3	3		3												
Total points	14	14	11	11	10	9	9	9	8	8	7	7	7	6	5	5
*includes children's literature.																

This is the system used in scoring. A perfect score is 19.

- |                                                                                      |                                                                                      |                                                                         |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| (a) 1 to 3 hours - 1 point<br>4 to 7 hours - 2 points<br>8 hours or above - 3 points | (c) 1 to 3 years - 1 point<br>4 to 7 years - 2 points<br>8 years or above - 3 points | (e) Less than 2 hours daily - 3 points<br>2 to 6 hours daily - 4 points |
| (b) 1 to 3 years - 1 point<br>4 to 7 years - 2 points<br>8 years or above - 3 points | (d) Little - 1 point<br>Some - 2 points<br>Extensive - 3 points                      | (f) Little - 1 point<br>Some - 2 points<br>Extensive - 3 points         |

1. The first part of the report is a general description of the project and its objectives. This includes a brief history of the project, a statement of the problem, and a description of the goals and objectives of the study.

2. The second part of the report is a detailed description of the methodology used in the study. This includes a description of the data sources, the data collection methods, and the data analysis methods.

3. The third part of the report is a presentation of the results of the study. This includes a description of the data, a presentation of the results of the data analysis, and a discussion of the findings.

4. The fourth part of the report is a conclusion and a discussion of the implications of the study. This includes a summary of the findings, a discussion of the limitations of the study, and a discussion of the implications of the findings for future research.

No.	Name	Age	Sex	Religion	Marital Status	Education	Occupation	Income	Assets	Liabilities	Net Worth	Remarks
1	John Doe	35	M	Christian	Married	High School	Farmer	\$10,000	\$50,000	\$20,000	\$30,000	
2	Jane Smith	28	F	Muslim	Single	College	Teacher	\$15,000	\$30,000	\$10,000	\$20,000	
3	Robert Brown	45	M	Hindu	Married	University	Engineer	\$20,000	\$100,000	\$40,000	\$60,000	
4	Emily White	22	F	Buddhist	Single	High School	Student	\$5,000	\$10,000	\$2,000	\$8,000	
5	Michael Green	55	M	Jewish	Married	College	Retired	\$12,000	\$40,000	\$15,000	\$25,000	

The above table shows the results of the study. The data is presented in a table with 13 columns and 5 rows. The columns are: No., Name, Age, Sex, Religion, Marital Status, Education, Occupation, Income, Assets, Liabilities, Net Worth, and Remarks. The rows are: 1. John Doe, 2. Jane Smith, 3. Robert Brown, 4. Emily White, and 5. Michael Green.



## II. CATALOGING

The Dewey Decimal Classification recommended by Akers and other authorities is commonly used in most school systems for cataloging library materials.<sup>8</sup> This activity is usually carried out by a librarian or teacher-librarian. Some elementary schools are training children to assist.<sup>9</sup> In some places books for all schools are cataloged at a cataloging center.

In the Albuquerque System cataloging is the responsibility of each school. Five of the sixteen schools use the Dewey Decimal Classification.

Early training in the use of the decimal system is important because children find it in public libraries and later in high schools. If the children learn the system in the elementary schools, they already know how to use other libraries.

All schools in this study use a card catalog.

The shelf list is useful for taking inventories, for preparing book orders, and for classifying books. Six Albuquerque schools have shelf lists.

Books prepared especially for keeping accession records may be purchased. These books may be kept by the children. Four schools in this study keep accession records.

---

<sup>8</sup> Susan Grey Akers, Simple Library Cataloging (Chicago: American Library Association, 1944), p. 5.

<sup>9</sup> Regina I. Fitzgerald, "Training Pupil Assistants," Thirtieth Yearbook of the Department of Elementary School Principals, (Washington, D. C.: National Education Association, 1951), pp. 121-123.

The first section of the report is devoted to a description of the work done during the year. It is divided into three parts: the first part deals with the work done in the laboratory, the second part deals with the work done in the field, and the third part deals with the work done in the office.

In the laboratory, the work was done in the following order: first, the work done in the laboratory, then the work done in the field, and finally the work done in the office.

The work done in the laboratory was of the following kind: first, the work done in the laboratory, then the work done in the field, and finally the work done in the office.

The work done in the field was of the following kind: first, the work done in the field, then the work done in the laboratory, and finally the work done in the office.

The work done in the office was of the following kind: first, the work done in the office, then the work done in the laboratory, and finally the work done in the field.

The work done in the office was of the following kind: first, the work done in the office, then the work done in the laboratory, and finally the work done in the field.

The work done in the office was of the following kind: first, the work done in the office, then the work done in the laboratory, and finally the work done in the field.



# RATING SCALE II

## Appraisal of Sixteen School Libraries According to Cataloging

Standards for Cataloging	School Numbers (in order of rank)															
	2	5	12	1	6	9	3	7	8	10	11	13	14	15	16	4
(a) Dewey Decimal classification system . . . . .	3	3	3	3	3	3	2									
(b) Card catalog . . . . .	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2
(c) Shelf list . . . . .	3	3	3	3	3	3										
(d) Accession record book . . . . .	3	3	3	3	3	3										
Total points . . . . .	12	12	12	9	9	9	5	3	3	3	3	3	3	3	3	2

This is the system used in scoring. A perfect score is 12.

(a) Incomplete - 2 points  
Complete - 3 points

(c) Incomplete - 2 points  
Complete - 3 points

(b) Incomplete - 2 points  
Complete - 3 points

(d) Incomplete - 2 points  
Complete - 3 points

# THE STATE OF TEXAS

COUNTY OF DALLAS, TEXAS, this 1st day of January, 1901.

Before me, the undersigned authority, do hereby certify that

the within and foregoing is a true and correct copy of the

original as the same appears from the records of said County.

Given under my hand and seal of office at the City of Dallas, Texas, this 1st day of January, 1901.

Notary Public in and for the State of Texas.

My commission expires the 1st day of January, 1902.



### III. CHILDREN'S PARTICIPATION

Through library service many children discover new interests, accept responsibility more readily, develop a greater appreciation of books, and learn to work with others.

This opportunity for enhancing the interest and broadening the experience and learning of elementary school children has not been overlooked in the Albuquerque System. The rating scale shows that eight public elementary schools make provisions for library service by the children. In the remaining eight schools children do not serve in the school libraries.

The school library in one Albuquerque Public Elementary School is operated by children. The enrollment in the school is seven hundred. The principal-librarian trains fifth and sixth grade children to serve as librarians. Sixteen children, selected on the basis of scholarship, serve regularly part-time. The children in charge of the library check books, type cards, paste book pockets, shelve books, help the borrower locate books, and keep the library in order. The library is usually open two periods a day (see library schedule, p. 46). Children from the fifth and sixth grades, often working in pairs, take turns in the library. A card is filled out when books are borrowed. Teachers check out books for the first four grades. The fifth and sixth grades check out books and do reference work in groups in the library. The principal-librarian and teachers in this school find the plan of children serving as librarians very helpful.

The extent of the children's services in the library determines





largely if time for a program of instruction is worthwhile. Five of the sixteen schools in this study have programs of instruction.

Current literature indicates children for library service are most frequently selected from the intermediate grades. An example of successful library service by third grade children is cited by Hall.<sup>10</sup> In this study the majority of the eight schools with a program for service by children make selections from the fifth and sixth grades.

Factors commonly considered in selecting children for library service are cooperation, scholarship, and interests. Selections by schools in this study are usually based on the latter two considerations.

In two schools the children use the school libraries for group activities such as reference work on units, posters for publicizing books, and bulletin board displays. In fourteen of the schools studied group work is up to the classroom teachers.

Authorities emphasize more freedom for children in the selection of books. According to Zeller this may lead to wider reading.<sup>11</sup> Informal reports are gradually replacing required book reports. Book lists are used for suggestions. Children are encouraged to discuss books informally and may keep individual records of the title, type, and a brief evaluation of the books they read. This record may be referred to by the children in making informal reports.

In the sixteen schools under study it was found that the children

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<sup>10</sup> Elvajeane Hall, "Librarians are Getting Younger Every Year," Thirtieth Yearbook of the Department of Elementary School Principals, (Washington, D. C.: National Education Association, 1951), p. 102.

<sup>11</sup> Dale Zeller, "Reading Skill thru Reading Interests," Thirtieth Yearbook of the Department of Elementary School Principals, (Washington, D. C.: National Education Association, 1951), p. 73.





are given some freedom in the selection of books. Some of the schools are using informal reports. Three schools require no book reports. Requirements are left to the classroom teachers in thirteen schools. Except for one school, where the records of books read by the children are kept in the library, the maintenance of such records is left to classroom teachers.

Leaders working for a better library program generally recognize the importance of home circulation. In many schools, when books are made available for home use, circulation of library books increases greatly. Examples are found in the public schools of Waco, Texas.<sup>12</sup>

The library personnel for two schools in this study reported that books for all grades are checked out for home use. In five schools, the home circulation is limited to grades four and up. There was some home circulation in seven schools, and two schools reported none.

Some schools reported few books are checked out due to the loss incurred. Some of these schools are making a special effort to teach children the care of books. With the exception of two schools very few children in grades one through three check out books for home use. Some schools with good ratings in the number of library books encourage the use of the public libraries for all grades instead of home circulation.

Schools in the study rate high in recognition of children's requests for new books, extensive recognition existing in twelve schools, and some in four.

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<sup>12</sup> Lucile W. Raley, "Keeping Pace with Curriculum Development," Thirtieth Yearbook of the Department of Elementary School Principals, (Washington, D. C.: National Education Association, 1951), p. 65.





The primary purpose of the school library is to bring children and materials together. Children should go to the library for study, browsing, and enjoyment. As pointed out by Gardiner classroom collections are too limited in size and variety to satisfy the reading experiences of the children.<sup>13</sup> Further evidence of the need for school library privileges is brought out by Beust:

Thru extensive reading, children gain inspiration, information, and an opportunity to appreciate nobility and beauty. And the chance to begin extensive reading early in life comes thru the elementary school library.<sup>14</sup>

Library privileges in the schools studied are, for the most part, somewhat limited. In only three schools are the libraries open to children. In the remaining thirteen schools, teachers check out books from the library for the children. In some schools new books go directly to the teachers by whom they were ordered and do not circulate to other rooms.

The library program of one school offering library privileges to fifth and sixth grade children has been described. Descriptions of library programs in two schools with library privileges for children follow:

The library in this Albuquerque school was organized in 1951 by the teacher-librarian with the cooperation of the principal and teachers. Parents and children assisted by contributing eight hundred usable books from the homes.

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<sup>13</sup> Jewel Gardiner, "The Library in the Elementary School Program," Elementary English, XVII (May 1950), 312-19.

<sup>14</sup> Nora E. Beust, "Elementary-School Libraries Are Learning Centers," The Journal of National Education Association, XLI (March 1952), 158-9.

The purpose of this study is to determine the effect of the treatment on the growth of the plants. The results of the study are as follows: The plants treated with the treatment showed a significant increase in growth compared to the control group. The increase in growth was observed in all parameters measured, including height, leaf area, and root length. The treatment was found to be effective in promoting plant growth.

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The library schedule for this school of 750 children provides for both free and planned library periods. (See library schedule, p. 45.) There are two thirty-minute periods in the morning and also in the afternoon with a teacher in charge each period. During the planned periods children receive guidance, if needed, from their classroom teacher and the teacher in charge of the library. These periods may be used to teach the children how to use the library, group work may be done, or the children may work individually. The schedule is flexible; arrangements for additional periods are made for various classes when the need arises.

There is a program to train children in library duties. Most all of the children from the fourth grade up serve part-time by checking out books, pasting book pockets, and by helping keep the library in order. Group activities in the library include selecting books, preparing exhibits and making posters. The borrower checks books from the library by filling out a card. Classroom teachers usually check out books for grades one through three.

Another library is open to children one hour daily at recesses. Children from the third grade up may check out books at that time by filling out a card. Sixteen girls who are trained to assist the teacher-librarian serve in pairs for a week about by checking out books, shelving, and checking those books in need of mending. This school, with an enrollment of 450, is served by the bookmobile.

Some good procedures for keeping books circulating from room to room were found among the schools studied. These are examples:

The teachers in one of the larger schools meet in the library every six weeks and exchange books. This method prevents books from

The library is a very fine one, and the collection of books is very large. The library is open to the public, and the books are all free of charge. The library is a very fine one, and the collection of books is very large. The library is open to the public, and the books are all free of charge. The library is a very fine one, and the collection of books is very large. The library is open to the public, and the books are all free of charge.

There is a very fine collection of books in the library. The books are all free of charge, and the library is open to the public. The library is a very fine one, and the collection of books is very large. The library is open to the public, and the books are all free of charge. The library is a very fine one, and the collection of books is very large. The library is open to the public, and the books are all free of charge.

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remaining in the same classroom all year. Teachers check out books for classroom use. Children in this school make selections from the classroom and the bookmobile.

The principal-librarian in one of the smaller schools works with teachers in maintaining well-organized room libraries. Teachers check books from the school library for the classrooms by filling out a card. The children in all rooms fill out a card when books are borrowed. Books are due in the school library at a certain time but may be kept longer if needed. Teachers may borrow from one another any time but the book must be rechecked. The principal-librarian knows the number of books used by each teacher and child and can locate any book immediately upon call. The bookmobile serves this school.





# RATING SCALE III

## Evaluation of Sixteen School Libraries According to Children's Participation

Opportunities for Participation	School Numbers (in order of rank)															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(a) Provisions for library service . . . . .	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1
(b) Program of instruction for library service . . . . .	3	3	3	3	2	1	1	2	3	2	3	2	3	2	3	2
(c) Grade levels in library work . . . . .	3	3	2	1	2	3	2	3	2	3	2	3	2	3	2	3
(d) Manner of selection for library duties . . . . .	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
(e) Participation in group work . . . . .	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
(f) Freedom in selection of books . . . . .	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
(g) Freedom to check out books for home use . . . . .	2	1	3	2	2	2	2	2	1	1	1	1	1	1	1	1
(h) Recognition of requests for new books . . . . .	3	3	3	3	2	3	2	3	2	2	3	3	3	3	3	3
(i) Privileges of using the library . . . . .	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Total points . . . . .	25	21	16	16	16	15	13	12	10	8	7	7	6	6	6	4

\*No score indicates books are not checked out for home use.

This is the system used in scoring. A perfect score is 27.

- (a) Little - 1 point  
Some - 2 points  
Extensive - 3 points
- (b) Little - 1 point  
Some - 2 points  
Extensive - 3 points
- (c) Sixth grade - 1 point  
Fifth and sixth grades - 2 points  
Fourth grade and up - 3 points
- (d) Scholarship only - 2 points  
Scholarship and other abilities - 3 points
- (e) Little - 1 point  
Some - 2 points  
Extensive - 3 points
- (f) Little - 1 point  
Some - 2 points  
Extensive - 3 points
- (g) Some - 1 point  
Fourth grade and up - 2 points  
All grades - 3 points
- (h) Little - 1 point  
Some - 2 points  
Extensive - 3 points
- (i) Some - 2 points  
Extensive - 3 points





## IV. MATERIALS

The number and type of materials in the school library will vary with the individual differences of the children, the needs of the teachers, the book budget per child, and the school curriculum.

Tentative standards which have been recommended for elementary schools in California include an annual budget of \$1.50 per child enrolled for maintaining reference books; a library book budget adequate to maintain a minimum of five books per child enrolled when the enrollment includes kindergarten through grade six; and a minimum of seven books per child enrolled when the enrollment includes kindergarten through grade eight.<sup>15</sup> A minimum of five library books per child is recommended by Douglas.<sup>16</sup>

One of the larger schools in this study has six books per child enrolled. The average number of books per child enrolled for the schools as a group is between two and three. Most of the schools spend fifty cents per child (average daily attendance) for library books. A few schools receive extra funds from the Parent Teachers Association or the Parents' Club.

Total enrollment in the sixteen schools is 8402. Group enrollments are: less than 200 in each of two schools, between 200 and 500 in each of six schools, and between 600 and 775 in each of eight schools.

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<sup>15</sup> Mildred Frary, editor, "Elementary School Libraries Minimum Tentative Standards" (Bulletin of the School Library Association of California, Vol. 24, No. 2. Los Angeles, California: School Library Association, 1953), p. 8.

<sup>16</sup> Mary P. Douglas, The Teacher-Librarian's Handbook (Chicago: American Library Association, 1949), p. 91.





North Central Standards for magazines, encyclopedias, and dictionaries are: (1) ten to fifteen magazines for elementary schools with an enrollment of two hundred or less with subscription increases proportionately with the enrollment, (2) Comptons, Junior Britannica, and World Book encyclopedias for grades one through six to be replaced about every five to seven years, and (3) a Merriam Webster or Funk and Wagnalls unabridged dictionary for every school.

Children who show little or no interest in books often read magazines. An evaluation of several magazines for the elementary school is found in Martin's Magazines for School Libraries.<sup>17</sup> Publishers of children's magazines frequently change, and recommended lists may suddenly become obsolete. Examination of a copy of the magazine before subscribing to it is advisable.

One of the schools in this study subscribes to children's magazines for the school library. The number and selection of subscriptions to children's magazines is left up to classroom teachers in fifteen schools. Old magazines as Time, Look, etc. have been donated to several schools. Weekly Readers are in the classrooms of most schools.

Sets of encyclopedias, including those recommended as noted above, are in every school. Some schools have new sets (all recommended by North Central) on order.

Schools in this study are well supplied with dictionaries. Every school has a large dictionary; one school has a large dictionary for

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<sup>17</sup> Laura Katherine Martin, Magazines for School Libraries (New York: H. W. Wilson Company, 1950), pp. 36-43.





every room. Some have several dictionaries for each classroom. There are up-to-date publications in all schools.

In addition to reference books, bulletins, pamphlets, pictures, clippings, and small maps furnish valuable material when classified and kept up-to-date and accessible in a vertical file. Several materials for the file are offered free of charge or at a nominal price by manufacturing companies. Pictures related to the school curriculum may be clipped from old magazines, mounted and filed by the children. Such files, particularly when they afford a wide selection of materials ready for use in all rooms, equalize the opportunities for every school child.

Twelve schools in this study keep files of the above character in the school libraries; four schools leave such files up to classroom teachers.





# RATING SCALE IV

## Appraisal of Sixteen School Libraries on the Basis of Materials

Types and Quantities of Materials	School Numbers (in order of rank)															
	2	12	1	3	4	7	5	6	9	10	11	13	8	14	15	16
(a) Number of library books per child . . . . .	6	2	3	3	3	4	1	3	1	3	3	2	1	1	1	2
(b) Magazine subscriptions . . . . .	2															
(c) Encyclopedias (number and recency of publication) . . . . .	3	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3
(d) Dictionaries (number and recency of publication) . . . . .	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	2
(e) Bulletins, pamphlets, pictures, clippings, and maps (filling, accessibility and recency of publication) . . . . .	1	3	2	2	2	2	3	2	3	1	1	1				1
Total points . . . . .	14	14	12	12	12	12	11	11	11	11	11	9	8	8	7	7

This is the system used in scoring. A perfect score is 19.

- (a) Books per child, 1 - 1 point  
 Books per child, 2 - 2 points  
 Books per child, 3 - 3 points  
 Books per child, 4 - 4 points  
 Books per child, 6 - 6 points
- (b) Few - 1 point  
 Some - 2 points  
 Extensive - 3 points
- (c) Few - 1 point  
 Some - 2 points  
 Extensive - 3 points
- (d) Few - 1 point  
 Some - 2 points  
 Extensive - 3 points  
 Very extensive - 4 points
- (e) Few - 1 point  
 Some - 2 points  
 Extensive - 3 points

No.	Name	Age	Sex	Religion	Marital Status	Education	Occupation	Income	Assets	Liabilities	Net Worth	Remarks
1	John Doe	35	M	Protestant	Married	High School	Teacher	\$12,000	\$5,000	\$2,000	\$3,000	
2	Jane Smith	28	F	Catholic	Single	College	Nurse	\$8,000	\$3,000	\$1,000	\$2,000	
3	Robert Johnson	45	M	Jewish	Married	University	Engineer	\$15,000	\$7,000	\$3,000	\$4,000	
4	Mary White	52	F	Methodist	Widowed	High School	Homemaker	\$6,000	\$2,000	\$800	\$1,200	
5	William Brown	30	M	Buddhist	Single	College	Software Developer	\$10,000	\$4,000	\$1,500	\$2,500	
6	Elizabeth Green	40	F	Anglican	Married	University	Librarian	\$9,000	\$3,500	\$1,200	\$2,300	
7	James Black	55	M	Muslim	Married	High School	Construction Worker	\$7,000	\$2,500	\$900	\$1,600	
8	Sarah Lee	25	F	Hindu	Single	College	Marketing Specialist	\$11,000	\$4,500	\$1,800	\$2,700	
9	Michael King	38	M	Sikh	Married	University	Financial Analyst	\$13,000	\$6,000	\$2,500	\$3,500	
10	Patricia Hall	48	F	Orthodox	Widowed	High School	Retail Sales	\$5,000	\$1,800	\$700	\$1,100	

This document is a confidential record and should not be distributed outside the authorized personnel.



## V. AUDIO-VISUAL AIDS

The rating scale shows that the majority of schools in this study rate high in the number of audio-visual aids. Additional supplies were on order in several schools when the survey was made. The audio-visual aids program has been in progress only a year in some schools.

These aids are housed in the library in six schools, in the principal's office or classrooms in eight schools, and in a special audio-visual aids room in two schools.

Almost half of the schools own more than a hundred slides, films, or/and film strips. Two of these schools own two hundred or more.

Eleven schools borrow motion picture films from the Film Center for Albuquerque Public Schools. The Center makes a wide selection of films and projectors available for loaning. Four schools use films from the center extensively; four use several; three use a few; and five use none. Four of the latter group have good ratings on the scale, the remaining school rates low.

Audio equipment is found in every school studied. Nearly all schools own more than a hundred phonograph records. Each of the sixteen schools has a central radio system to serve all rooms or/and several regular radios. Two schools own two central systems. The number of record players varies from two in some of the smaller schools to seventeen in the larger schools.

Fourteen schools own projectors and two borrow.





# RATING SCALE V

## Appraisal of Sixteen Schools According to the Number of Audio-Visual Aids

Audio-Visual Aids	School Numbers (in order of rank)															
	2	10	4	8	11	5	1	12	14	9	13	16	6	3	15	7
(a) Slides, films, filmstrips . . .	4	4	3	3	4	2	2	3	3	2	1	1	2	1	2	1
(b) Records* . . . . .	4	4	4	4	4	4	3	3	3	3	3	3	1	1	1	1
(c) Radios . . . . .	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
(d) Record players . . . . .	4	4	4	4	3	4	4	3	3	3	3	3	3	4	3	3
(e) Projectors . . . . .	4	4	4	4	4	4	4	4	4	4	4	4	4	4	1	1
Total points . . . . .	20	20	19	19	19	18	17	17	17	16	15	15	14	13	11	9

\*No score indicates information was not available.

This is the system used in scoring. A perfect score is 20.

- (a) Few or borrow only - 1 point  
Some - 2 points  
Extensive - 3 points  
Very extensive - 4 points
- (b) Few - 1 point  
Some - 2 points  
Extensive - 3 points  
Very extensive - 4 points
- (c) Central system or more than one regular radio - 4 points
- (d) Extensive - 3 points  
Very extensive - 4 points
- (e) Borrow only - 1 point  
Own - 4 points





## VI. METHODS

The Main Office for the Albuquerque Public Schools orders books for all of the schools annually. Principals place orders for their schools with this office every spring.

In six of the schools studied the book lists for the orders are prepared co-operatively by the teacher, principal- or teacher-librarian, and library committee; in ten schools the book list is the responsibility of the teacher. Children's librarians in the public libraries are sometimes consulted for assistance in selecting books.

There are twenty-one aids recommended for use in the selection of materials and audio-visual aids listed in the planned interview. (See page 42.) A brief description of one is given below.

The Children's Catalog contains a list of thousands of well annotated titles arranged alphabetically and selected by teachers and librarians experienced in guiding the reading of children. This information is given for each book: title, author, subject, grade level, and Dewey Decimal number for classification. The catalog is published every five years. Annual supplements are available in the meantime. Up-to-date copies are in the University of New Mexico Library and the Albuquerque Public Library.

Such aids are especially valuable in schools without a part-time or full-time librarian to read and examine books carefully and then make suggestions to the teacher. As pointed out by Silva, these aids are just one means of evaluation and are not to be solely relied upon.<sup>18</sup>

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<sup>18</sup> Mary E. Silva, "Selecting Books for Elementary Schools," Thirtieth Yearbook of the Department of Elementary School Principals, (Washington, D. C.: National Education Association, 1951), p. 135.





All of the aids listed in the planned interview and some additional ones are used by one school in this study. The rating scale shows eleven other schools use aids for book selection; only four schools use no aids.

Another method for evaluation of books recommended by Silva is that books should be read before being selected for orders.<sup>19</sup> This procedure enables the teacher or librarian to know if the book is suited to the children for which it is selected. In ten schools covered by this study some or all of the teachers read books before placing orders for them.

A knowledge of the cultural backgrounds of the children is important in selecting books for the school library. Fifty per cent of the schools in the Albuquerque system conduct surveys to learn the type and number of books in the homes of the children. Seven schools in this study consider the bilingual situation when making book selections. Three schools have no bilingual problems.

Elementary schools in Albuquerque publicize books by use of exhibits, bulletin boards, posters, movies, puppets, hobby shows, dramatizations, story-telling, original plays, flannelgrams, and free-hand drawings. Children participate in each publicity method. The methods listed are classroom projects in fifteen schools. The children of one school do group work in both the school library and the classroom to publicize books.

Other activities contributing to the publicity of materials and stimulation of reading interests are frequently found. Book clubs or

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<sup>19</sup> Ibid., p. 136.





similar programs exist in some of the classrooms in nine schools. Children from the majority of the schools participate in the annual book fair at the Albuquerque Public Library sponsored every spring by the Professor of Elementary Education and the children's literature class at the University of New Mexico. In one school the promotion of publicity of materials and stimulation of reading interest is extended on a community basis by use of a book shelf for parents.

To increase the efficiency of school library service Place recommends the systematic removal of obsolete books to save time for the users and to insure adequate space for valuable books.<sup>20</sup> Under the practice recommended by this authority, lists of obsolete books are prepared and kept up-to-date by professional librarians.<sup>21</sup> These and similar standard lists are useful guides in evaluating library books. All schools in this study give attention to the disposition of obsolete books.

Films are an important part of the curriculum in the elementary school. In order to prepare the children for its use, the teacher must know the content of the film. This requirement is met in all except four of the schools studied by the teachers' previewing the films. Several schools use a card file containing a summary of each film. This file gives the teachers quick information and is valuable if kept up-to-date.

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<sup>20</sup> Lois T. Place, "The Book Exchange," Thirtieth Yearbook of the Department of Elementary School Principals, (Washington, D. C.: National Education Association, 1951), p. 186.

<sup>21</sup> Ibid., p. 187.





All schools inform teachers when new materials arrive by use of exhibits, announcements at teachers' meetings, notices on the bulletin board, announcements over the loud speaker, and circulating notices to rooms.

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DATE 10/15/2001 BY 60322 UCBAW/STP

REASON: 25X, 25Y, 25Z, 25AA, 25AB, 25AC, 25AD, 25AE, 25AF, 25AG, 25AH, 25AI, 25AJ, 25AK, 25AL, 25AM, 25AN, 25AO, 25AP, 25AQ, 25AR, 25AS, 25AT, 25AU, 25AV, 25AW, 25AX, 25AY, 25AZ, 25BA, 25BB, 25BC, 25BD, 25BE, 25BF, 25BG, 25BH, 25BI, 25BJ, 25BK, 25BL, 25BM, 25BN, 25BO, 25BP, 25BQ, 25BR, 25BS, 25BT, 25BU, 25BV, 25BW, 25BX, 25BY, 25BZ, 25CA, 25CB, 25CC, 25CD, 25CE, 25CF, 25CG, 25CH, 25CI, 25CJ, 25CK, 25CL, 25CM, 25CN, 25CO, 25CP, 25CQ, 25CR, 25CS, 25CT, 25CU, 25CV, 25CW, 25CX, 25CY, 25CZ, 25DA, 25DB, 25DC, 25DD, 25DE, 25DF, 25DG, 25DH, 25DI, 25DJ, 25DK, 25DL, 25DM, 25DN, 25DO, 25DP, 25DQ, 25DR, 25DS, 25DT, 25DU, 25DV, 25DW, 25DX, 25DY, 25DZ, 25EA, 25EB, 25EC, 25ED, 25EE, 25EF, 25EG, 25EH, 25EI, 25EJ, 25EK, 25EL, 25EM, 25EN, 25EO, 25EP, 25EQ, 25ER, 25ES, 25ET, 25EU, 25EV, 25EW, 25EX, 25EY, 25EZ, 25FA, 25FB, 25FC, 25FD, 25FE, 25FF, 25FG, 25FH, 25FI, 25FJ, 25FK, 25FL, 25FM, 25FN, 25FO, 25FP, 25FQ, 25FR, 25FS, 25FT, 25FU, 25FV, 25FW, 25FX, 25FY, 25FZ, 25GA, 25GB, 25GC, 25GD, 25GE, 25GF, 25GG, 25GH, 25GI, 25GJ, 25GK, 25GL, 25GM, 25GN, 25GO, 25GP, 25GQ, 25GR, 25GS, 25GT, 25GU, 25GV, 25GW, 25GX, 25GY, 25GZ, 25HA, 25HB, 25HC, 25HD, 25HE, 25HF, 25HG, 25HH, 25HI, 25HJ, 25HK, 25HL, 25HM, 25HN, 25HO, 25HP, 25HQ, 25HR, 25HS, 25HT, 25HU, 25HV, 25HW, 25HX, 25HY, 25HZ, 25IA, 25IB, 25IC, 25ID, 25IE, 25IF, 25IG, 25IH, 25II, 25IJ, 25IK, 25IL, 25IM, 25IN, 25IO, 25IP, 25IQ, 25IR, 25IS, 25IT, 25IU, 25IV, 25IW, 25IX, 25IY, 25IZ, 25JA, 25JB, 25JC, 25JD, 25JE, 25JF, 25JG, 25JH, 25JI, 25JJ, 25JK, 25JL, 25JM, 25JN, 25JO, 25JP, 25JQ, 25JR, 25JS, 25JT, 25JU, 25JV, 25JW, 25JX, 25JY, 25JZ, 25KA, 25KB, 25KC, 25KD, 25KE, 25KF, 25KG, 25KH, 25KI, 25KJ, 25KK, 25KL, 25KM, 25KN, 25KO, 25KP, 25KQ, 25KR, 25KS, 25KT, 25KU, 25KV, 25KW, 25KX, 25KY, 25KZ, 25LA, 25LB, 25LC, 25LD, 25LE, 25LF, 25LG, 25LH, 25LI, 25LJ, 25LK, 25LL, 25LM, 25LN, 25LO, 25LP, 25LQ, 25LR, 25LS, 25LT, 25LU, 25LV, 25LW, 25LX, 25LY, 25LZ, 25MA, 25MB, 25MC, 25MD, 25ME, 25MF, 25MG, 25MH, 25MI, 25MJ, 25MK, 25ML, 25MM, 25MN, 25MO, 25MP, 25MQ, 25MR, 25MS, 25MT, 25MU, 25MV, 25MW, 25MX, 25MY, 25MZ, 25NA, 25NB, 25NC, 25ND, 25NE, 25NF, 25NG, 25NH, 25NI, 25NJ, 25NK, 25NL, 25NM, 25NN, 25NO, 25NP, 25NQ, 25NR, 25NS, 25NT, 25NU, 25NV, 25NW, 25NX, 25NY, 25NZ, 25OA, 25OB, 25OC, 25OD, 25OE, 25OF, 25OG, 25OH, 25OI, 25OJ, 25OK, 25OL, 25OM, 25ON, 25OO, 25OP, 25OQ, 25OR, 25OS, 25OT, 25OU, 25OV, 25OW, 25OX, 25OY, 25OZ, 25PA, 25PB, 25PC, 25PD, 25PE, 25PF, 25PG, 25PH, 25PI, 25PJ, 25PK, 25PL, 25PM, 25PN, 25PO, 25PP, 25PQ, 25PR, 25PS, 25PT, 25PU, 25PV, 25PW, 25PX, 25PY, 25PZ, 25QA, 25QB, 25QC, 25QD, 25QE, 25QF, 25QG, 25QH, 25QI, 25QJ, 25QK, 25QL, 25QM, 25QN, 25QO, 25QP, 25QQ, 25QR, 25QS, 25QT, 25QU, 25QV, 25QW, 25QX, 25QY, 25QZ, 25RA, 25RB, 25RC, 25RD, 25RE, 25RF, 25RG, 25RH, 25RI, 25RJ, 25RK, 25RL, 25RM, 25RN, 25RO, 25RP, 25RQ, 25RR, 25RS, 25RT, 25RU, 25RV, 25RW, 25RX, 25RY, 25RZ, 25SA, 25SB, 25SC, 25SD, 25SE, 25SF, 25SG, 25SH, 25SI, 25SJ, 25SK, 25SL, 25SM, 25SN, 25SO, 25SP, 25SQ, 25SR, 25SS, 25ST, 25SU, 25SV, 25SW, 25SX, 25SY, 25SZ, 25TA, 25TB, 25TC, 25TD, 25TE, 25TF, 25TG, 25TH, 25TI, 25TJ, 25TK, 25TL, 25TM, 25TN, 25TO, 25TP, 25TQ, 25TR, 25TS, 25TT, 25TU, 25TV, 25TW, 25TX, 25TY, 25TZ, 25UA, 25UB, 25UC, 25UD, 25UE, 25UF, 25UG, 25UH, 25UI, 25UJ, 25UK, 25UL, 25UM, 25UN, 25UO, 25UP, 25UQ, 25UR, 25US, 25UT, 25UU, 25UV, 25UW, 25UX, 25UY, 25UZ, 25VA, 25VB, 25VC, 25VD, 25VE, 25VF, 25VG, 25VH, 25VI, 25VJ, 25VK, 25VL, 25VM, 25VN, 25VO, 25VP, 25VQ, 25VR, 25VS, 25VT, 25VU, 25VV, 25VW, 25VX, 25VY, 25VZ, 25WA, 25WB, 25WC, 25WD, 25WE, 25WF, 25WG, 25WH, 25WI, 25WJ, 25WK, 25WL, 25WM, 25WN, 25WO, 25WP, 25WQ, 25WR, 25WS, 25WT, 25WU, 25WV, 25WW, 25WX, 25WY, 25WZ, 25XA, 25XB, 25XC, 25XD, 25XE, 25XF, 25XG, 25XH, 25XI, 25XJ, 25XK, 25XL, 25XM, 25XN, 25XO, 25XP, 25XQ, 25XR, 25XS, 25XT, 25XU, 25XV, 25XW, 25XX, 25XY, 25XZ, 25YA, 25YB, 25YC, 25YD, 25YE, 25YF, 25YG, 25YH, 25YI, 25YJ, 25YK, 25YL, 25YM, 25YN, 25YO, 25YP, 25YQ, 25YR, 25YS, 25YT, 25YU, 25YV, 25YW, 25YX, 25YY, 25YZ, 25ZA, 25ZB, 25ZC, 25ZD, 25ZE, 25ZF, 25ZG, 25ZH, 25ZI, 25ZJ, 25ZK, 25ZL, 25ZM, 25ZN, 25ZO, 25ZP, 25ZQ, 25ZR, 25ZS, 25ZT, 25ZU, 25ZV, 25ZW, 25ZX, 25ZY, 25ZZ

END



# RATING SCALE VI

## Ratings of Sixteen Libraries with Regard to Methods

Elementary Library Methods	School Numbers (in order of rank)															
	5	15	1	4	14	3	13	9	7	8	10	11	12	16	2	6
(a) Preparation of book lists for orders . . . . .	3	3	1	1	1	1	1	1	1	3	1	1	3	1	1	3
(b) Book selection - use of aids . . . . .	3	1	2	2	2		1	1			1	1	1	1		1
(c) Book selection - reading of books by teachers and acting librarians . . . . .	3	2	2	2	2	3	2	2			2			1		
(d) Surveys to discover books in children's homes . . . . .	3	3	3	2	2				2					2	2	
(e) Publicity of books (exhibits, bulletin boards, films, posters, etc.) . . . . .	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	1
(f) Disposition of obsolete materials . . . . .	3	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2
(g) Previewing of films . . . . .	3	3	3	3	2	3	2	3	3	3	2	3				
(h) Ways of making new materials available . . . . .	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Total points . . . . .	23	19	18	17	16	15	15	14	13	13	13	12	12	12	10	10

This is the system used in scoring. A perfect score is 24.

- |                                                              |                                                              |                                                              |
|--------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|
| (a) Teacher only - 1 point<br>Teacher and others - 3 points  | (d) Few - 1 point<br>Some - 2 points<br>Extensive - 3 points | (g) Few - 1 point<br>Some - 2 points<br>Extensive - 3 points |
| (b) Few - 1 point<br>Some - 2 points<br>Extensive - 3 points | (e) Few - 1 point<br>Some - 2 points<br>Extensive - 3 points | (h) Few - 1 point<br>Some - 2 points<br>Extensive - 3 points |
| (c) Few - 1 point<br>Some - 2 points<br>Extensive - 3 points | (f) Few - 1 point<br>Some - 2 points<br>Extensive - 3 points |                                                              |





## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The school library programs in several Albuquerque schools are relatively new. No library personnel are employed. Consequently, it is necessary that principals and teachers carry the burden of the library program in addition to their regular duties. In view of these facts several of the schools must be credited with a great deal of progress. The library program is more fully characterized in the following conclusions and recommendations as a result of this study.

#### I. CONCLUSIONS

1. Personnel have had several years of teaching experience but, measured against standards from related literature, lack sufficient training in library science in many instances.
2. Library privileges for children appear to be limited to a small number of schools.
3. Some school libraries are cataloged according to the Dewey Decimal Classification.
4. Several schools keep good records of materials and audio-visual aids.
5. Albuquerque schools offer several opportunities for children to serve in school libraries.
6. Home circulation of books seems very limited especially for grades one through three.
7. Children's requests for new books seem to receive much consideration.



The first thing I noticed when I stepped out of the car was the smell of fresh air. It was a relief after being stuck in traffic for so long. The sun was shining brightly, and the birds were singing. I took a deep breath and felt a sense of peace. The world seemed so different when you were not in a car. I walked towards the park, and the children's laughter was heard in the distance. The grass was green and the flowers were in bloom. It was a beautiful day, and I was lucky to be able to enjoy it.

I had heard that the park was beautiful, and now I knew it was true. The children were playing happily, and the adults were sitting on the grass, watching them. I saw a dog running through the grass, and a man was talking to a woman. The atmosphere was so relaxed and peaceful. I had never felt like this before. It was a wonderful experience, and I was glad to be able to enjoy it. The park was really beautiful, and I was lucky to be able to see it. The children were playing happily, and the adults were sitting on the grass, watching them. I saw a dog running through the grass, and a man was talking to a woman. The atmosphere was so relaxed and peaceful. I had never felt like this before. It was a wonderful experience, and I was glad to be able to enjoy it.

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8. Books for ordering seem to be carefully selected in some schools.

9. A great many (approximately half) of the Albuquerque schools show an interest in learning what books children have in their homes.

10. The schools own extensive supplies of dictionaries, encyclopedias, and audio-visual aids.

## II. RECOMMENDATIONS

1. Library committees comprised of principals, librarians, teachers, or other personnel often assist public elementary schools with library programs. Albuquerque schools might find such a committee helpful.

2. Personnel interested in library work might be encouraged to study some library science courses.

3. It should be worthwhile to conduct surveys for the purpose of determining attitudes of personnel in the Albuquerque schools as to the following: library workshops, a cataloging center, school library privileges for a greater number of children, and wider home circulation of books.

4. Schools which are not already using shelf lists or/and accession record books might find these facilities useful to show what books are in the library.

5. Schools with programs for teaching children the care of books might increase the value of such programs by including opportunities for school library services.

6. Careful selection of books for the annual book order should be a standing activity.

1. The first part of the report is devoted to a general survey of the situation in the country. It shows that the country is in a state of general depression, and that the people are suffering from poverty and distress. The cause of this is attributed to the war, and the consequent destruction of property and the loss of life.

2. The second part of the report is devoted to a description of the various departments of the country. It shows that the country is divided into several provinces, each of which has its own peculiar characteristics. The provinces are described in detail, and the various features of each are pointed out.

3. The third part of the report is devoted to a description of the various departments of the country. It shows that the country is divided into several provinces, each of which has its own peculiar characteristics. The provinces are described in detail, and the various features of each are pointed out.

4. The fourth part of the report is devoted to a description of the various departments of the country. It shows that the country is divided into several provinces, each of which has its own peculiar characteristics. The provinces are described in detail, and the various features of each are pointed out.



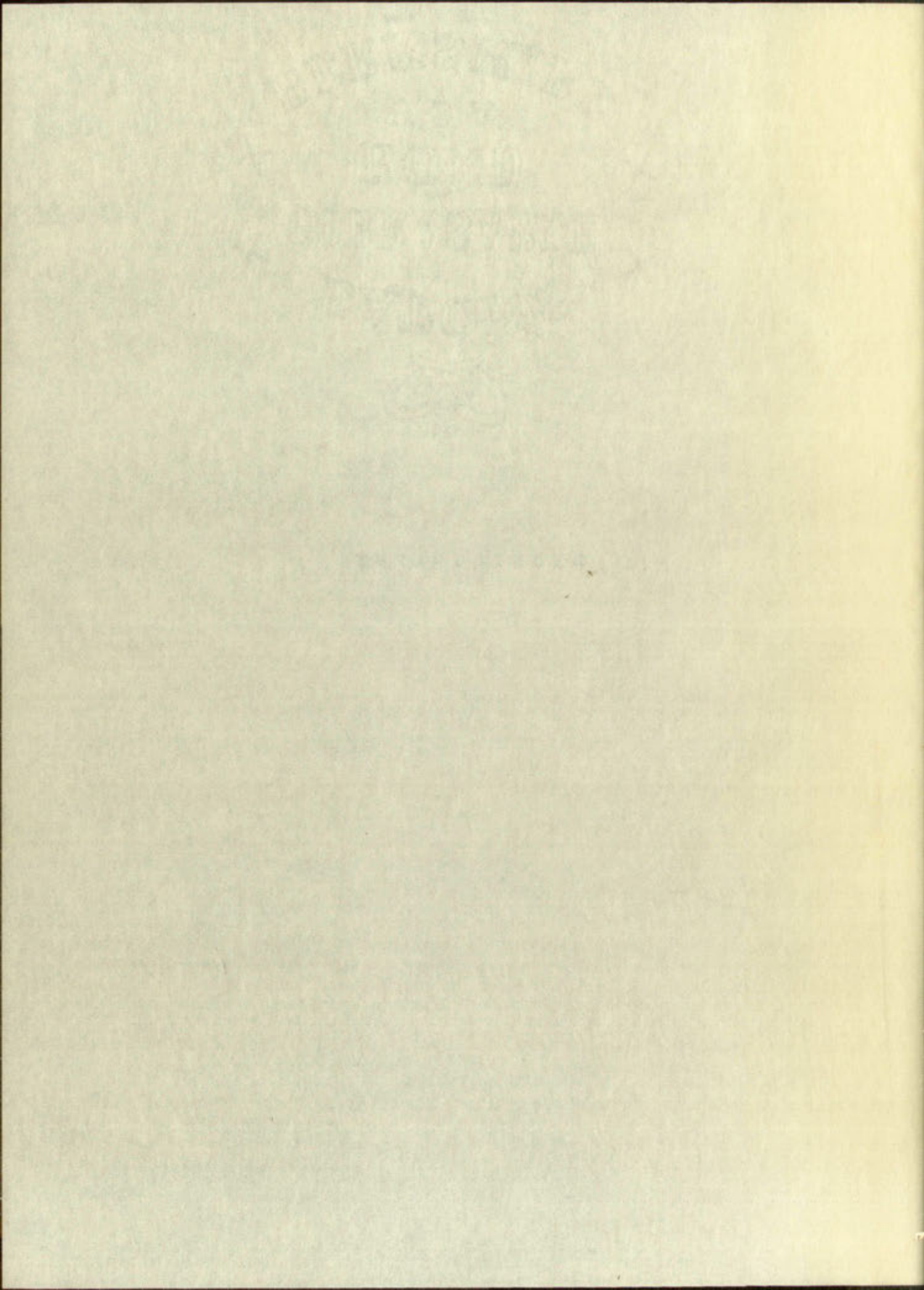
7. More surveys to determine what books children have in their homes might be profitable.

8. Schools which do not encourage wide home circulation of books might find it advantageous to keep records for the purpose of identifying children who use the public libraries and the extent and nature of such use.





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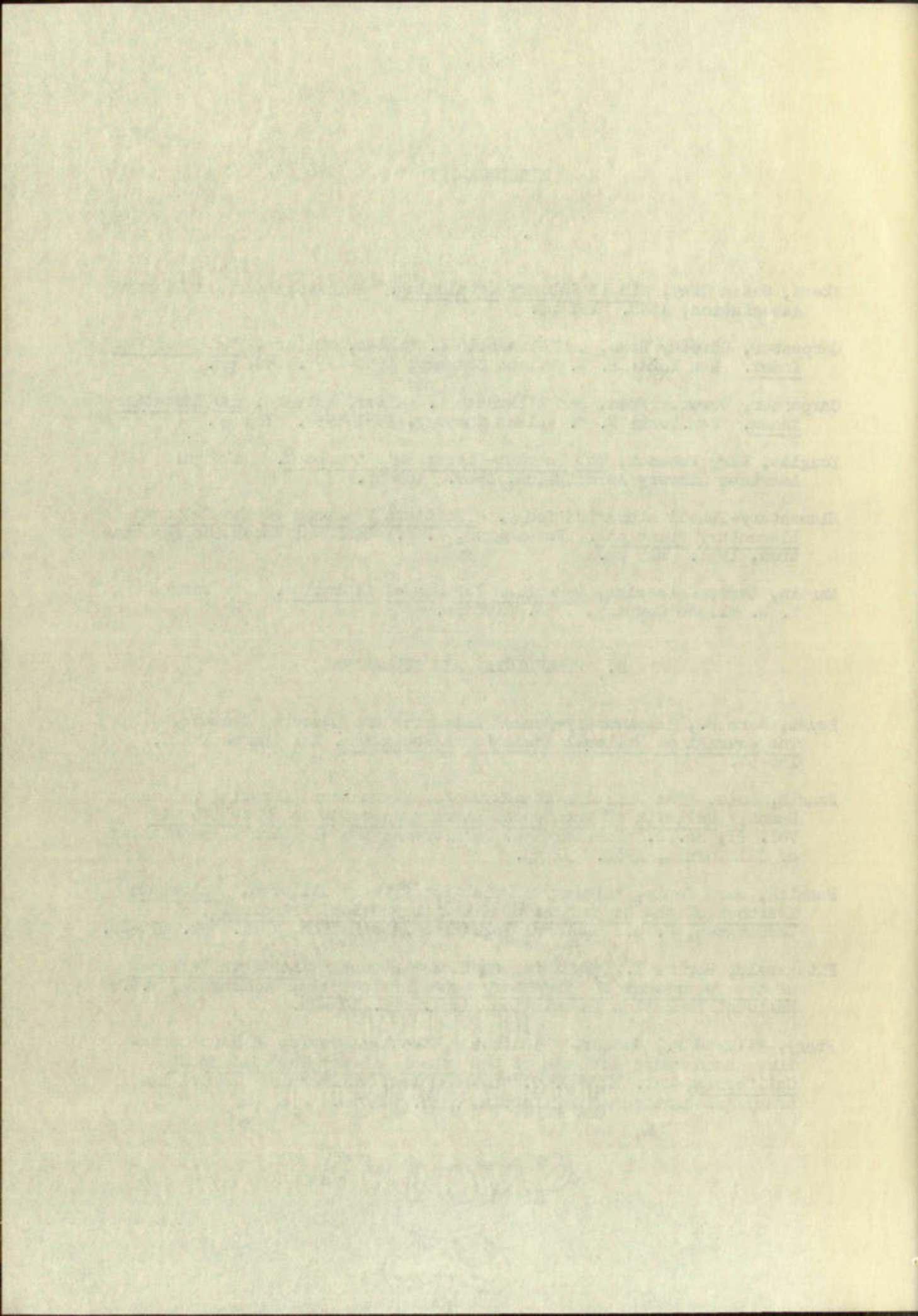
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1. The first part of the document is a list of names and addresses, which are arranged in a columnar fashion. The names are written in a cursive script, and the addresses are written in a more formal, printed style. The list appears to be a directory or a roster of some kind.

2. The second part of the document is a series of paragraphs, each beginning with a heading. The headings are written in a cursive script, and the paragraphs are written in a more formal, printed style. The paragraphs appear to be a series of letters or reports, each dealing with a different subject.

3. The third part of the document is a list of names and addresses, which are arranged in a columnar fashion. The names are written in a cursive script, and the addresses are written in a more formal, printed style. The list appears to be a directory or a roster of some kind.

4. The fourth part of the document is a series of paragraphs, each beginning with a heading. The headings are written in a cursive script, and the paragraphs are written in a more formal, printed style. The paragraphs appear to be a series of letters or reports, each dealing with a different subject.

5. The fifth part of the document is a list of names and addresses, which are arranged in a columnar fashion. The names are written in a cursive script, and the addresses are written in a more formal, printed style. The list appears to be a directory or a roster of some kind.

6. The sixth part of the document is a series of paragraphs, each beginning with a heading. The headings are written in a cursive script, and the paragraphs are written in a more formal, printed style. The paragraphs appear to be a series of letters or reports, each dealing with a different subject.

7. The seventh part of the document is a list of names and addresses, which are arranged in a columnar fashion. The names are written in a cursive script, and the addresses are written in a more formal, printed style. The list appears to be a directory or a roster of some kind.

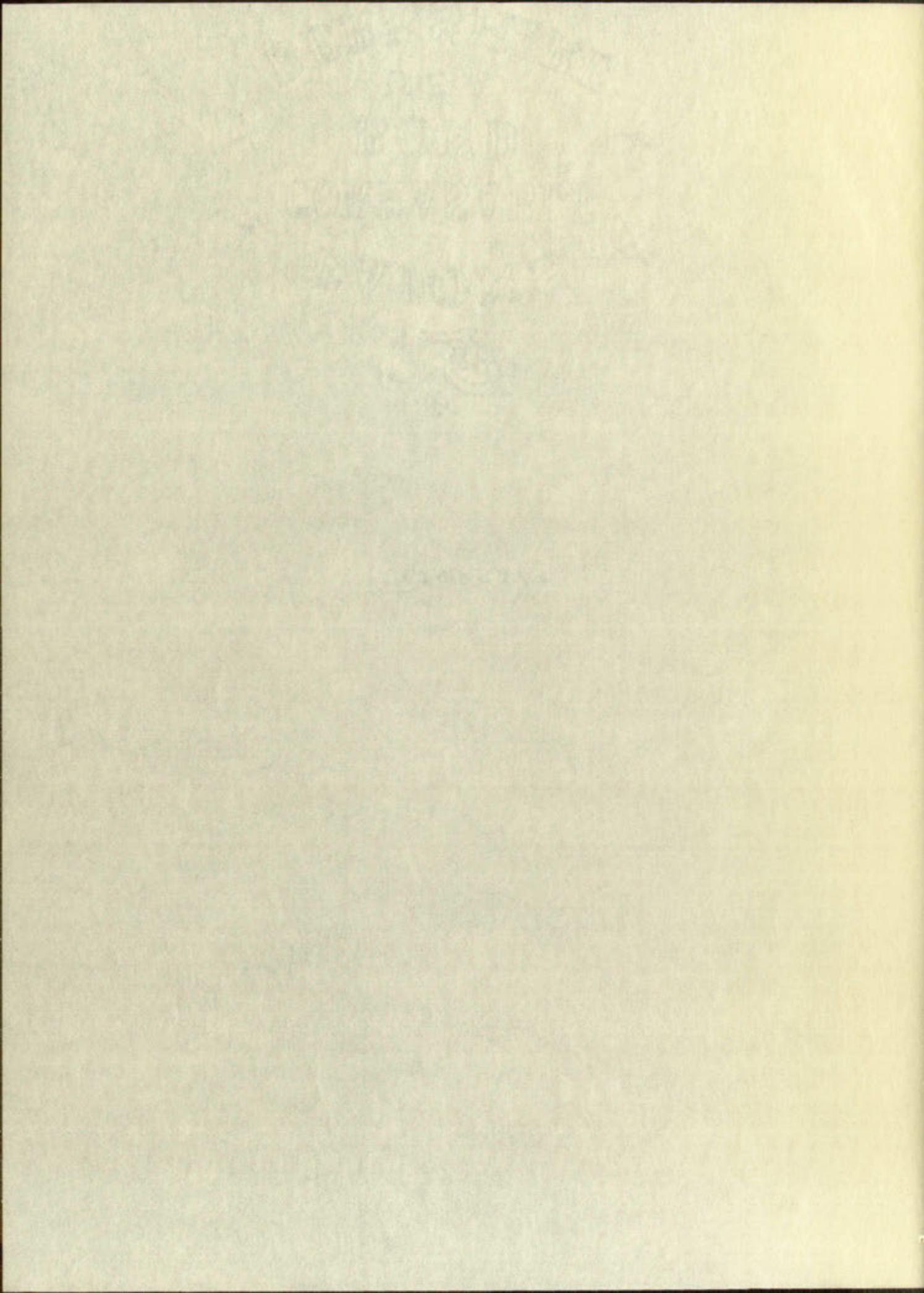
8. The eighth part of the document is a series of paragraphs, each beginning with a heading. The headings are written in a cursive script, and the paragraphs are written in a more formal, printed style. The paragraphs appear to be a series of letters or reports, each dealing with a different subject.

9. The ninth part of the document is a list of names and addresses, which are arranged in a columnar fashion. The names are written in a cursive script, and the addresses are written in a more formal, printed style. The list appears to be a directory or a roster of some kind.

10. The tenth part of the document is a series of paragraphs, each beginning with a heading. The headings are written in a cursive script, and the paragraphs are written in a more formal, printed style. The paragraphs appear to be a series of letters or reports, each dealing with a different subject.



## APPENDIX





## A PLANNED INTERVIEW

Personnel

1. Is there a full-time or part-time librarian in your school? If not, who serves in that capacity?
2. How many hours do you devote to the library program? (This refers to the number of hours the library is open each day and the number of days each week.)
3. How many college hours of credit in library science do you have?
4. Have you taken a course in children's literature?
5. How many terms have you taught in the elementary school?
6. How long have you served as librarian?
7. Do you attend faculty meetings, workshops, and participate in other professional activities where the teachers and librarians work and plan together?
8. In what other ways do you and the teachers work together?
9. Do you keep a record of the reading level, comprehension capacity, interests, and tastes of each child?

Cataloging

10. Is the library cataloged according to the Dewey Decimal system?
11. Who is responsible for the cataloging?
12. Does the library have a card catalog, shelf list, and accession record book?

Participation of the Children

13. What is the number of children in the school?
14. Do the children serve in the library?

THE  
CIVIL  
SERVICE

Particulars

1. To show a list of the names of the persons who have been appointed to the various positions in the civil service.
2. To show the names of the persons who have been promoted from one position to another.
3. To show the names of the persons who have been dismissed from the service.
4. To show the names of the persons who have been transferred from one department to another.
5. To show the names of the persons who have been appointed to the various positions in the civil service.
6. To show the names of the persons who have been promoted from one position to another.
7. To show the names of the persons who have been dismissed from the service.
8. To show the names of the persons who have been transferred from one department to another.
9. To show the names of the persons who have been appointed to the various positions in the civil service.
10. To show the names of the persons who have been promoted from one position to another.
11. To show the names of the persons who have been dismissed from the service.
12. To show the names of the persons who have been transferred from one department to another.

General

13. To show the names of the persons who have been appointed to the various positions in the civil service.
14. To show the names of the persons who have been promoted from one position to another.
15. To show the names of the persons who have been dismissed from the service.
16. To show the names of the persons who have been transferred from one department to another.

Summary of the Results

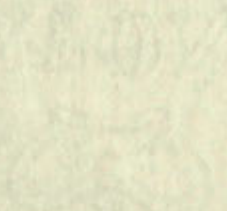
17. To show the names of the persons who have been appointed to the various positions in the civil service.
18. To show the names of the persons who have been promoted from one position to another.



- a. How many children serve regularly?
  - b. How many children serve part-time?
  - c. What grade levels are represented?
  - d. How are the children selected?
  - e. Is there a system for instructing the children in library work?
  - f. What are the duties performed by the children?
15. What opportunities do the children have for group work?
  16. Does the child keep a record of the number and type (biography, travel, science, etc.) of the books he reads?
  17. What grades require book reports?
  18. May the children select their own books, or are they required to use a list made by the teacher?
  19. Does the librarian help the teacher prepare book lists?
  20. Are the children's requests given consideration when new books are ordered?

#### Materials and Audio-Visual Aids

21. What is the total number of books in the library?
22. What newspapers, magazines, encyclopedias, and dictionaries are in the library?
23. Are bulletins, pamphlets, pictures, clippings, and maps filed, kept up-to-date and accessible?
24. Are the following audio-visual aids housed in the library? Give the number of each.
  - a. Slides
  - b. Films
  - c. Filmstrips



1. The first section of the report...
2. The second section of the report...
3. The third section of the report...
4. The fourth section of the report...
5. The fifth section of the report...
6. The sixth section of the report...
7. The seventh section of the report...
8. The eighth section of the report...
9. The ninth section of the report...
10. The tenth section of the report...
11. The eleventh section of the report...
12. The twelfth section of the report...
13. The thirteenth section of the report...
14. The fourteenth section of the report...
15. The fifteenth section of the report...
16. The sixteenth section of the report...
17. The seventeenth section of the report...
18. The eighteenth section of the report...
19. The nineteenth section of the report...
20. The twentieth section of the report...
21. The twenty-first section of the report...
22. The twenty-second section of the report...
23. The twenty-third section of the report...
24. The twenty-fourth section of the report...
25. The twenty-fifth section of the report...
26. The twenty-sixth section of the report...
27. The twenty-seventh section of the report...
28. The twenty-eighth section of the report...
29. The twenty-ninth section of the report...
30. The thirtieth section of the report...

The following table shows the results of the experiments conducted over a period of six months. The data indicates a significant improvement in the efficiency of the process, with a reduction in waste and an increase in output. The results are summarized in the table below:

Experiment No.	Input (kg)	Output (kg)	Waste (kg)	Efficiency (%)
1	100	85	15	85
2	120	100	20	83
3	150	125	25	83
4	180	150	30	83
5	200	170	30	85
6	220	190	30	86
7	250	210	40	84
8	280	240	40	86
9	300	260	40	87
10	320	280	40	88

The data shows that as the input increases, the output also increases, but the waste remains relatively constant. This suggests that the process is becoming more efficient as the scale of the experiment increases. The efficiency of the process is consistently high, ranging from 83% to 88%.



- d. Recordings
- e. Museum objects
- f. Radios
- g. Record players
- h. Projectors

#### Methods

- 25. How are library funds obtained?
- 26. What is the annual expenditure per child?
- 27. Who makes up the lists of books to be ordered?
- 28. How often are new books and other materials ordered?
- 29. Is a survey made to learn if the children have books in their homes, and if so, what books?
- 30. Do the teachers and librarians read the books before placing book orders?
- 31. Do the teachers and librarians make use of such aids as the following?
  - a. New York Times Review
  - b. Horn Book Magazine
  - c. The Wilson Library Bulletin
  - d. The Children's Catalog
  - e. The Library Journal
  - f. American Library Association Booklist
  - g. Elementary English
  - h. Adventuring with Books—Clark
  - i. Subject Index to Books for the Primary Grades—Rue
  - j. Subject Index to Books for the Intermediate Grades—Rue

1. The first part of the report is devoted to a general survey of the situation in the country.
2. The second part contains a detailed analysis of the economic situation.
3. The third part deals with the social and cultural aspects of the situation.
4. The fourth part discusses the political situation and the role of the government.
5. The fifth part contains conclusions and recommendations.

# Appendix

1. The first table shows the population of the country in 1950 and 1955.
2. The second table shows the population of the country in 1960 and 1965.
3. The third table shows the population of the country in 1970 and 1975.
4. The fourth table shows the population of the country in 1980 and 1985.
5. The fifth table shows the population of the country in 1990 and 1995.

1. The first table shows the population of the country in 1950 and 1955.
2. The second table shows the population of the country in 1960 and 1965.
3. The third table shows the population of the country in 1970 and 1975.
4. The fourth table shows the population of the country in 1980 and 1985.
5. The fifth table shows the population of the country in 1990 and 1995.

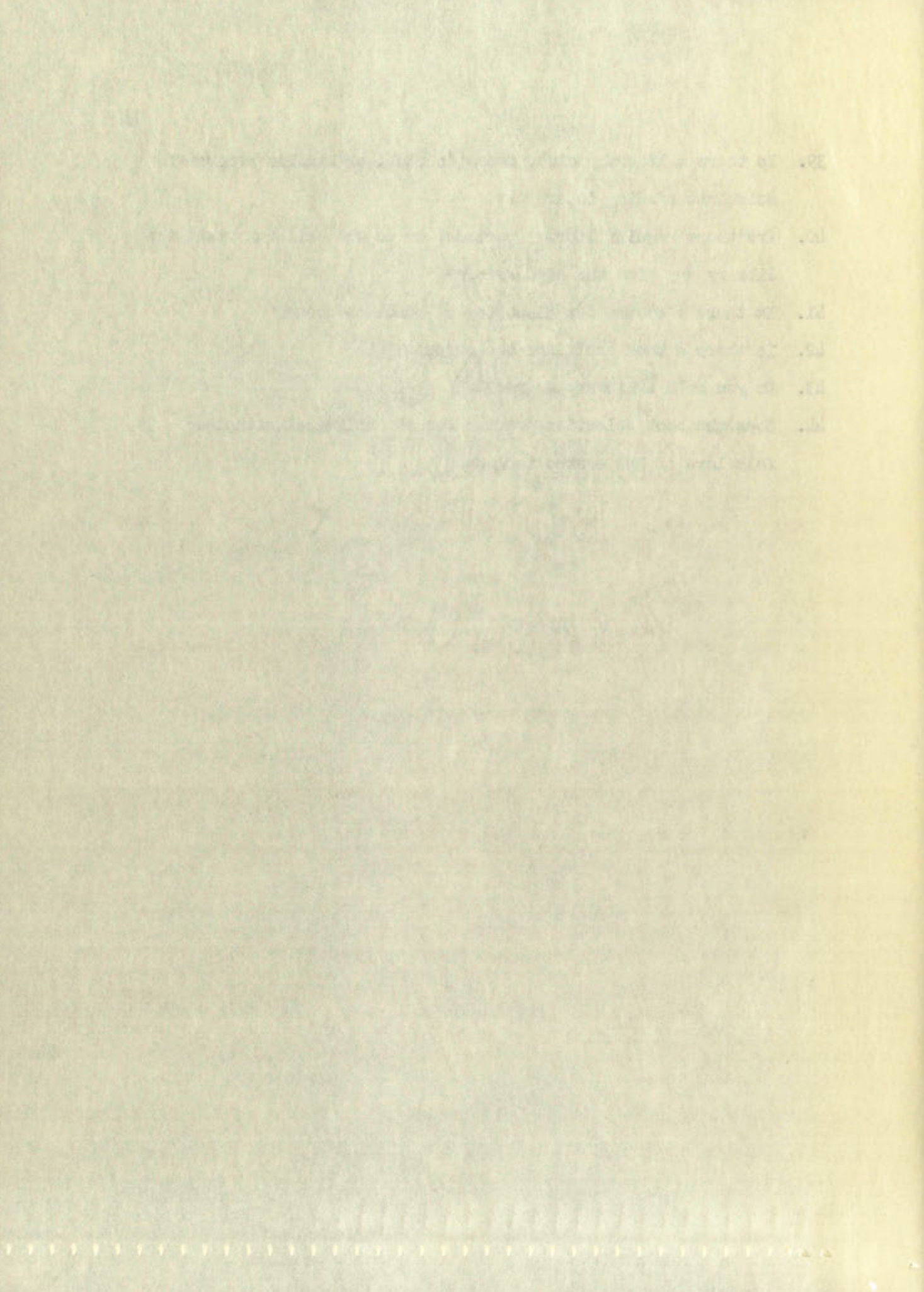


- k. Basic Book Collection for Children—Snow
  - l. Children and Books—Arbuthnot
  - m. Subscription Books Bulletin
  - n. Bibliography of Books for Children—Association for Childhood Education
  - o. Reading with Children—Eaton
  - p. Treasure for the Taking—Eaton
  - q. Right Book for the Right Child—American Library Association
  - r. Publisher's Weekly
  - s. Retail Bookseller
  - t. Educational Film Guide
  - u. Recordings for the Elementary School—Leavitt and Freeman
32. Are provisions made for previewing films?
  33. Are catalogs of other film libraries available for use such as those of commercial libraries, the state departments of education, and the state universities?
  34. What ways are used to inform teachers when new materials are ready for use?
  35. What method is used for charging books and other materials? Do the children fill out a card?
  36. What grade levels may check out books for both home and school use?
  37. Are the children free to use the shelves and make their own selections?
  38. What are the methods of publicity? Are bulletin boards, exhibits, films, puppets, posters, and hobby shows used? Do the children participate?





39. Is there a literary club, dramatic club, or similar program to stimulate reading interests?
40. Are there regular library periods, or do the children visit the library any time the need arises?
41. Is there a system for disposing of obsolete books?
42. Is there a book shelf for the parents?
43. Do you hold a library degree?
44. Does the book selection provide for the bilingual situation? Is folk lore of New Mexico included?





## LIBRARY SCHEDULE I

ALTERNATE WEEKS BEGINNING FEBRUARY 4th, 1952

		Monday	Tuesday	Wednesday	Thursday	Friday
Mr. A	9:10 9:40	Free Period	Mr. T Miss E	Mr. T Miss E	Mr. T Miss E	Mr. T Miss E
Mrs. M	10:00 10:30	Mrs. H	Free Period	Mr. K	Mr. K	Mr. K
Miss D	11:15 11:45	Mrs. S	Mrs. S	Mrs. S	Free Period	Free Period
Mrs. M	1:00 1:30	7th	7th	7th	7th	7th

ALTERNATE WEEKS BEGINNING FEBRUARY 11, 1952

		Monday	Tuesday	Wednesday	Thursday	Friday
Mr. A	9:10 9:40	Mr. O	Mr. O	Free Period	Mrs. H	Mrs. H
Mrs. M	10:00 10:30	Miss J	Miss J	Mr. Y	Mr. Y	Mr. Y
Miss D	11:15 11:45	Mrs. W	Mrs. W	Mrs. W	Free Period	Free Period
Mrs. M	1:30 2:00	7th	7th	7th	7th	7th

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF CHEMISTRY  
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TO THE DIRECTOR OF THE UNIVERSITY OF CHICAGO  
FROM THE DIRECTOR OF THE UNIVERSITY OF CHICAGO  
RECEIVED

TO THE DIRECTOR OF THE UNIVERSITY OF CHICAGO  
FROM THE DIRECTOR OF THE UNIVERSITY OF CHICAGO  
RECEIVED



## LIBRARY SCHEDULE II

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 a.m.	Fifth		Fifth	Fifth	
11:30 a.m.	Grade		Grade	Grade	
1:20 p.m.	Sixth	Sixth	Sixth	Sixth	Sixth
4:00 p.m.	Grade	Grade	Grade	Grade	Grade

The number of children on duty is determined by the amount of work to be done. One or two usually serve during each library period.

The schedule is flexible depending upon the uses of the room. The school nurse uses the room on Tuesday mornings. Sometimes the room is used for music.

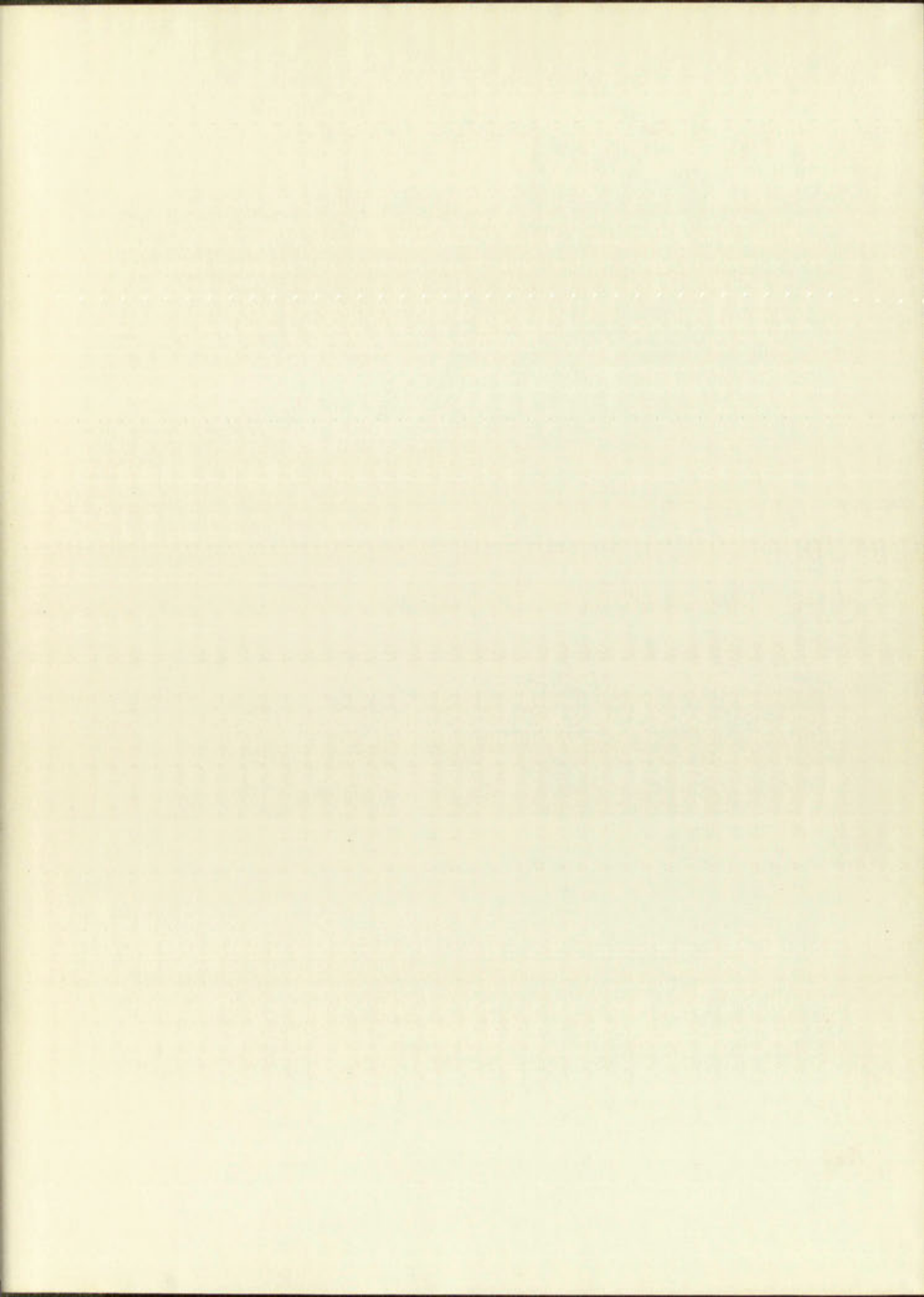
MEMORANDUM

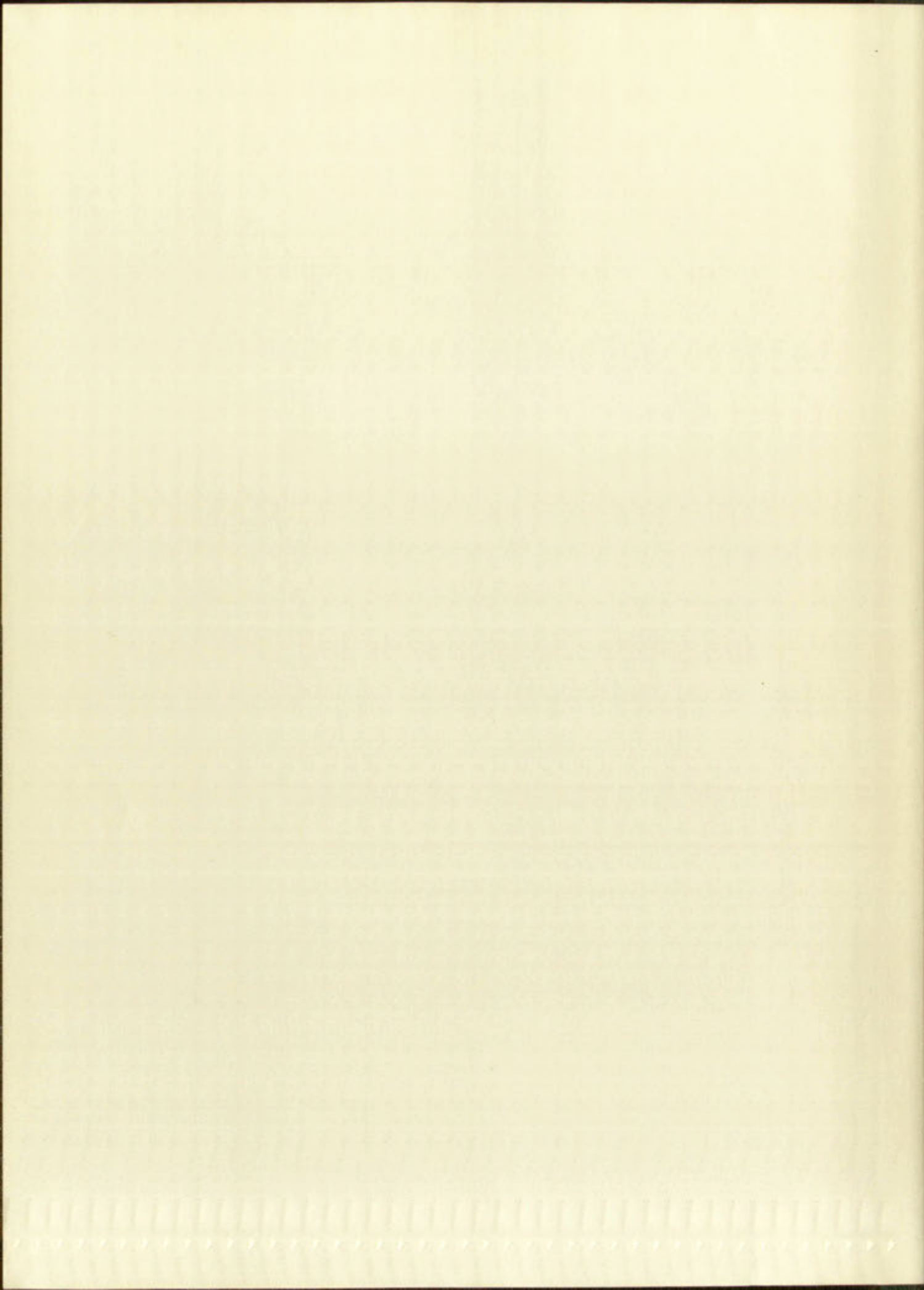
TO : THE SECRETARY OF THE ARMY  
FROM : THE CHIEF OF THE ARMY  
SUBJECT: [Illegible]

[Illegible text follows]

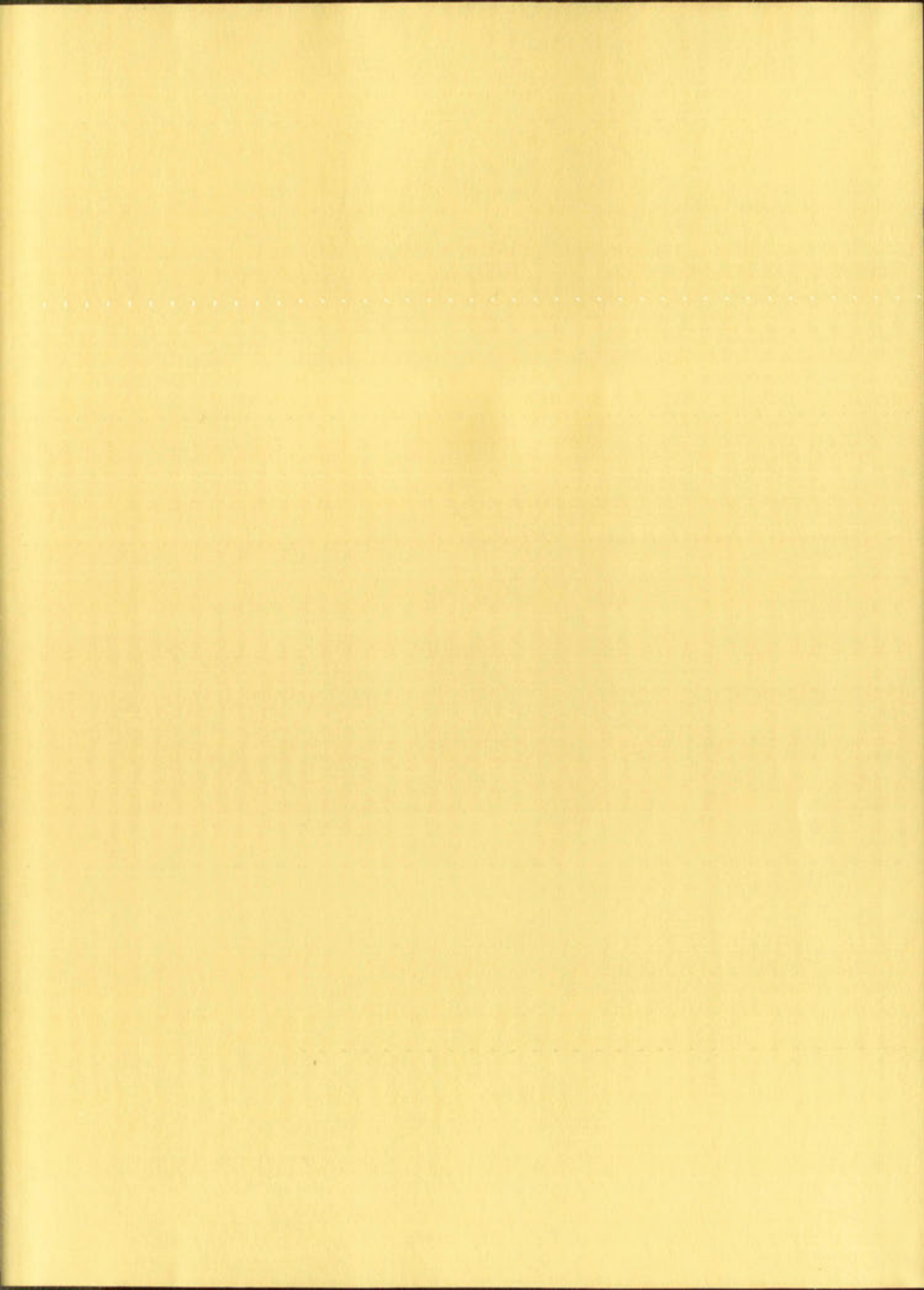
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# IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.

Date Due		
AUG 15 1958	NOV 2 1958	
AUG 15 RECD	NOV 2 RECD	
JAN 31 1959	DEC 2 1966	
JAN 25 RECD	DEC 5 RECD	
AUG 7 1959	JUL 25 1958	
AUG 14 RECD	JUL 25 RECD	
AUG 21 1960		
JUL 21 1960		
JAN 28 1961		
JAN 25 RECD		
APR 14 1961		
MAY 11 1961		
MAY 27 1961		
JUN 9 - RECD		





