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A survey of the Nathan B. Forrest elemntary school library Atlanta, Georgia

Doris Dalton Willingham

Atlanta University

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A SURVEY OF THE NATHAN B. FORREST
ELEMENTARY SCHOOL LIBRARY
ATLANTA, GEORGIA

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SCIENCE
IN LIBRARY SERVICE

BY
DORIS DALTON WILLINGHAM

SCHOOL OF LIBRARY SERVICE
ATLANTA, GEORGIA
JULY 15, 1961
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CHAPTER I

INTRODUCTION

There is a widespread upsurge in the recognition of the importance of libraries in the public schools of America today. Increasingly aware that the nation's welfare depends on the development of individual talents, Americans are taking a renewed interest in their schools. All over the land schools are working to attain and maintain a program of quality education that will challenge every student to the limits of his capacity.

American society has changed vastly in the twentieth century in respect to population, technology, forms of power and social organization. This has been reflected in changes in the life of the family, the community, and the nation. It has meant a striking expansion in the citizen's need for knowledge of this world and of himself. Just as the need to know and understand has expanded, so have the means of acquiring knowledge and understanding. Mass communication media have become so prevalent in the culture that today's child enters school with a wide variety of experiences and information. This change presents the schools with important problems and opportunities. The phrase "every child needs a school library" has attained nation wide significance. The school library has recently risen as a social instrument of far reaching significance because "... it is a source of ideas, information, inspiration and pleasure upon which true education depends." ¹

The elementary school has responded to the twentieth century with many changes: the content of instruction has expanded; teaching procedures have shifted from heavy reliance on rote learning of printed materials to a wider variety of approaches; instructional materials such as textbooks and supplementary reading materials, films, sound recordings, maps, and models have increased in variety, quality and availability. All of these developments have made the library an essential in the modern elementary school. The elementary school library is a place of discovery where the pupils learn to exercise their own judgment in the selection and use of a wide variety of reading materials, develop habits of independent study, and broaden their own cultural horizons.

The growth of the elementary school library over the past two decades has been tremendous.

While the library has always held an important place in secondary and collegiate education, it is only within the last few years that it has become widely accepted as an essential feature of the elementary school. ¹

A brief look at the history of the school library movement shows that it had its inception in 1827 when Governor DeWitt Clinton of New York recommended to the State Legislature that a small library of books be placed in every schoolhouse. ² Horace Mann also wished to provide books and establish libraries in schools with state aid in 1835, but progress was slow until the 1920's. The years 1890-1900 marked the first general advance towards the opening of library rooms for children in public libraries. These years were significant in that this same pattern of service gave rise to the development of school libraries.


The year 1900 brought another significant development: the appointment of the first trained full-time school librarian, with the inauguration of a plan which made possible emphasis on service. Thus a new concept evolved. The elementary school library in the United States is the result of two converging movements: the rise of children's library work in the public library and the emergence of a new curriculum in the elementary school.¹

In 1927 it was brought out at a joint meeting of the National Education Association and the American Library Association that library service was prevalent in the form of library corners in the classrooms of many schools in larger cities. The facts were significant and suggestive. It was evident that some school systems and some public libraries regarded elementary school library service as an extra-curricular activity, wholesome and desirable for leisure time, very useful to the school indirectly, but not part and parcel of its program.²

The idea of the classroom library is most significant in the history of school libraries. It was one of the best known methods for furnishing elementary schools with reading materials. At first it was a traveling collection held at one school from six to eight weeks. Then came the development of the classroom library with more recreational and leisure time titles, exchanged once or twice per year.³

There was a distinct difference, in the beginnings of elementary school library service, in the schoolmaster's idea of a school library book and the librarian's idea of books for children. The schoolmaster conceived of

---


²Ibid., p. 3.

³Ibid., p. 16.
collections, sets, selections, volumes of an encyclopedic nature and a
literature closely related to the fact-finding and curricular activities of
school groups. The children's librarian thought in terms of a collection
built to meet the natural interests and curiosities of individual boys and
girls, and to stimulate taste through the provision of a great variety of
books which would be artistically, socially and intellectually intelligible
to juvenile readers.¹

In the principles underlying the modern educational thinking that
education is a process of meaningful experiences, it is important that each
child's task be suited to his abilities.² In the teacher's efforts to satisfy
these needs books are widely used either directly or indirectly. The library
has thence become an integral part of every good school. What was once con-
sidered extra curricular is now recognized as a part of the curriculum scope.
Thus we come to the organized library within the school.

Many of the developments in school libraries have been the outgrowth
of standards set up by national and regional associations; national standards
proposed by the American Library Association have recently been revised.
Although by the end of the 1950's the 1945 standards published in School
Libraries for Today and Tomorrow³ presented objectives and activities of the
school library program that still held true, many new developments had
occurred that affected the use of the library resources and services in the
education of youth. It was also apparent that for many schools the then
current quantitative standards were out-of-date and most inadequate. For these

²J. Murry Lee and Doris May Lee, The Child and His Curriculum. (New York:
³American Library Association. American Association of School Librarians,
School Libraries for Today and Tomorrow (Chicago: American Library Association,
1945).
and other reasons, the revision of the national standards was undertaken providing the new Standards for School Library Programs.\(^1\)

The standards are designed to serve as guides, both quantitative and qualitative, in appraising existing situations and in formulating immediate or long-range plans for library programs in schools. They apply to all types of schools and to all levels. The standards consist of three main types: (1) principles of policy and practice that make the library program an educational force in the school; (2) principles of administration and re-organization that make the school library an effective tool; and (3) specifications for the staff, materials collections, funds, quarters, and equipment required for the translation of principles into action.\(^2\) The extent to which the modern library program contributes to the educational program for children may be summarized in the following statements:

The school library -

1. Reflects the philosophy of the school.
2. Offers valuable experiences and instruction.
3. Enriches all phases of the school program.
4. Reaches every boy and girl within the school according to his needs.
5. Provides various types of materials for the many interests and abilities of the pupil population.
6. Is a laboratory for research study.
7. Forms one facet of an over-all guidance program.
8. Serves as a stepping stone to the formation of a lifetime habit of library usage.\(^3\)

---


\(^2\)Ibid., p. 6.

\(^3\)Ibid., p. 14.
With the principles of the standards for school library programs and other related studies as a guide, it is believed that an intense self examination of any school library should present better ways and new methods of organization to improve most school library programs.

Knowledge of the home and public library facilities available in the school community is important in a survey in order to determine the type of services that will be most effective in each particular situation. Some children readily become independent users of library materials because of a background that stresses value and pleasure in cultural pursuits. Other children, throughout their elementary school experience, need constant supervision in order to make intelligent and profitable use of the library materials. The socio-economic status is also an important factor in library planning just as it is in other phases of the school program. Children from impoverished homes where there is a scarcity of books pose a problem in the care of books and in their response to the use of the library. These children must first be reached with a definite purpose for using books and coming to the library.

The Nathan B. Forrest Elementary School Community

Atlanta is the capital of Southeastern United States by virtue of its position as a transportation center. As the city has developed into a metropolis, the Negro population has increased accordingly. Negroes have consistently constituted about one-third or more of the population of the city.

Since 1945 many transitions have occurred in housing and home developments. The racial population of many communities has changed from white to Negro due to the steady growth and constant shifting of the city's population. The urban renewal development has also influenced greatly the population shift. The Forrest School community is one of those areas of transposition where the
population shifted from predominantly white to Negro. In 1954 the Forrest School, formerly occupied by an all-white faculty and student body, was opened to the Negroes of that area.

This area is populated by home owners of the lower-middle income group. A few of the older residents fall into the upper-lower income group. Due to zoning changes the community is slated for light industry. There are quite a few apartments interspersed in this section which are responsible for considerable transient and frequent population changes in the school enrollment.

The Forrest School community has neither public parks nor swimming pools. Supervised play is provided on the school playground by the city recreation department. Public library facilities within the immediate community are limited to the services of a bookmobile. The 1960-61 school year marked the beginning of bookmobile service from the public library to this community. Previously a few children from the area used the Auburn Avenue Branch of the Atlanta Public Library, but due to insufficient use it was closed during the summer of 1960. The distance to the Auburn Avenue Library was too great for the majority of the people in the community; however, the Forrest School library worked closely with the Auburn Avenue Branch Library. When the Forrest School opened in its new location the supply of library books was very limited. The Auburn Avenue Branch would lend classroom collections of 30 or 40 juvenile books for special units of study, for four to six-week periods. The Auburn Avenue Branch Library furnished mimeographed lists of new books, classes made visitations, and pupils of the upper elementary grades participated in club and other activities sponsored by the public library. Teachers often used the Auburn Avenue Branch to secure through inter-library loan professional books and other materials from the Main Library before it was opened to Negroes in 1959.
Frequent surveys at the end of each summer's activities revealed that only a few children from this area actually completed the reading activities of the summer reading program offered through the public library branch during the school vacation period.

The majority of the home owners of this community are older residents whose children have grown up and moved away, and there are a few younger residents with small families. The families with the larger number of children are the apartment residents. In March 1961 a survey was made by the faculty of the occupational status of the parents of the children at Forrest School. The occupational status of the parents of the children at Forrest School may be seen in Table 1 which shows that the majority of the parents fall in the lower socio-economic brackets.

**TABLE 1**

OCCUPATIONAL STATUS OF PARENTS OF PUPILS IN THE FORREST ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th>Occupations</th>
<th>No. of Men</th>
<th>Percent</th>
<th>No. of Women</th>
<th>Percent</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>46</td>
<td>7</td>
<td>14</td>
<td>3</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>Professions</td>
<td>53</td>
<td>9</td>
<td>33</td>
<td>8</td>
<td>86</td>
<td>8</td>
</tr>
<tr>
<td>Domestic</td>
<td>118</td>
<td>19</td>
<td>306</td>
<td>67</td>
<td>424</td>
<td>39</td>
</tr>
<tr>
<td>Laborers</td>
<td>263</td>
<td>43</td>
<td>22</td>
<td>5</td>
<td>285</td>
<td>27</td>
</tr>
<tr>
<td>Industries</td>
<td>37</td>
<td>6</td>
<td>44</td>
<td>9</td>
<td>81</td>
<td>8</td>
</tr>
<tr>
<td>Unknown</td>
<td>98</td>
<td>16</td>
<td>39</td>
<td>8</td>
<td>137</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>615</strong></td>
<td><strong>100</strong></td>
<td><strong>458</strong></td>
<td><strong>100</strong></td>
<td><strong>1073</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The School

The elementary school library is not a well-defined entity, but a form of service differentiated to meet school and curriculum conditions. The initial step in the development of the library program is therefore a study of the school.

The Forrest Elementary School is composed of kindergarten and grades one through seven. It is located in north-east Atlanta, housing 901 students with 26 full-time teachers, two part-time teachers, a principal and a teacher-librarian. At present the construction of 16 new classrooms is under way.

The main edifice of the school was built in 1901. There are 14 classrooms, a library, cafeteria, and an auditorium. The cafeteria was added in 1945.

The school was built for about 400 students but since 1954, the population has grown steadily. According to the superintendent's annual report for 1954-55 the Forrest School enrollment was 271 in 1954 and 654 in 1955. The enrollment for 1960 was 956. At present the school population is more than twice the number that can be accommodated at one time in the present school plant. To cope with this over-crowded condition it has been necessary for the first four grades to operate on double session, using all possible space available for class rooms. The library is used as a classroom for half of a day; therefore, its activities are limited from 8:45 a.m. until 12:30 p.m., when the class is dismissed. Table 2 shows the distribution of pupils by grades. The largest portion, 53.5 percent, of the total pupil population are in grades one through four, 36.6 percent in grades five through seven and 9.9 percent in the kindergarten. This information was taken from the

---

TABLE 2
DISTRIBUTION OF PUPILS IN THE FORREST ELEMENTARY SCHOOL BY GRADES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Pupils</th>
<th>Percent</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>89</td>
<td>9.9</td>
<td>8</td>
</tr>
<tr>
<td>1</td>
<td>124</td>
<td>13.8</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>119</td>
<td>13.2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>114</td>
<td>12.6</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>125</td>
<td>13.9</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>97</td>
<td>10.8</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>117</td>
<td>13.0</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>116</td>
<td>12.8</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>901</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The school offers the regular elementary curricular courses plus television and radio classes as supplements in social studies, science, and literature. The extra-curricular activities are carried out through a variety of clubs sponsored by the faculty members. The principal and teachers of Forrest Elementary School believe that in many respects the elementary school program contributes to the development of the child's total personality and that successful achievement of this goal can be described in terms of his observable behavior.

Objectives set forth at the Forrest Elementary School are:

1. To build wholesome attitudes toward one's self as a growing organism by developing habits of cleanliness and safety.

2. To learn physical skills that are highly necessary for games and physical activities that are highly valued in childhood.

3. To develop the fundamental skills in learning well enough to get along in American society.

4. To develop democratic social attitudes and yet achieve personality independence.

5. To develop concepts needed for effective thinking, necessary for everyday living.

6. To develop an inner moral control with respect to moral rules and a rational scale of values.

7. To develop the give and take of daily living by developing a "Social Personality."¹

The library program is not an end in itself. Its major value is in the contribution it makes to the attainment of the aims and objectives of the school as a whole. The objectives of the library of the Nathan B. Forrest Elementary School are interwoven in the school's objectives. These objectives are: (1) Enrichment of the school curriculum and objectives; (2) development of literary appreciations; (3) improvement of reading skills and, (4) the development of skills in the use of library materials.² In order to accomplish these objectives the librarian must be aware of the possibilities of library service in the educational development of the boys and girls of her particular clientele.

Purpose and Scope

The purpose of this study is to analyze the existing library conditions


²Elementary Evaluative Criteria (Boston: School of Education, Boston University, 1953), p. 65.
and services of the Nathan B. Forrest Elementary School library. The examination of these conditions and services of the library should reveal the area or areas, if any, in which extension and improvement are needed. It is believed that an intense self-examination will suggest better ways and new methods of organization to improve the school program. This is in keeping with the trend of today for never before does history reveal such a widespread experimentation in the schools of America to meet educational requirements.

This study should then present a plan of service that will best fit the needs of the Forrest Elementary School. It should prove valuable to the teacher in regard to curriculum requirements; it should add to the knowledge of typical school library service in this geographical area; it should be helpful in further developing the reading program and activities of the boys and girls in the Forrest Elementary School; and it should present facts for future long-range planning.

Methodology

Data for this study were obtained by general observation of the library's services and quarters, examination of the library's records and reports, questionnaires, and other printed materials. Library literature dealing with elementary school library service was read which provided background information on the subject.

Several aids were used in interpreting the data secured. The procedures set forth in A Planning Guide for the High School Library Program\(^1\) were adapted to the elementary school and used as a basic guide for appraisal of the collection, physical quarters and personnel. The Standards for School Library Programs\(^2\)


was used for evaluating the quantitative and qualitative aspects of the library's program.
CHAPTER II

THE FORREST ELEMENTARY SCHOOL LIBRARY

Although schools have always stressed the verbal as the most important process of learning, the modern school is placing much emphasis upon "seeing" and "experiencing" in the learning process. The new emphasis has caused the good school library to become a collection of many materials of learning; selected, organized and administered for service to the pupils and teachers. The school library has gradually emerged from a storehouse of books to a materials center. The trend toward this materials center is accelerating at present. The philosophy is almost universal in library literature. The American Library Association in its new standards supports the centralization of all materials. One of the basic features of the materials center is the coordination of print with audio-visual materials.

The Forrest school library follows this new trend in organization. It is not just a repository of books but combines the audio-visual services and materials, and also provides instruction in the use of these materials.

Accessibility of the Library Facilities

The complete functioning of the school library depends very largely upon the manner in which it is housed, furnished, and equipped. The importance of such features as accessibility, comfort, attractiveness and general utility

1Gardiner, op. cit., p. 61.


3Kenneth I. Taylor, "Instructional Materials Center," Nation's Schools, LXVI (December, 1960), 45.
give prominence to location, capacity, units of furniture and equipment. 1

The Forrest Elementary School library is centrally located directly in front of the main entrance of the building and access to the library is convenient to the pupils and teachers who use it most. The location would be a most desirable one if the windows did not open on to the playground, where the noise is often disturbing to those engaged in reading and study.

Physical Facilities

The reading room area of the Forrest School library consists of 494 square feet. There is an additional 216 square feet in each of two storage areas at each end of the reading room. In one of the storage areas a workroom is being installed with cabinets and running water. The windows are across the north end of the library, and are in two groups of three windows each. A display case is placed on the wall space between the windows, and radiators are situated along the wall under the windows. The display case is used for exhibits of books, items collected by students as hobbies, models, crafts and any other materials of pupil interest.

Unadjustable shelving four-feet high and composed of three sections each are at the east and west ends of the library. Opposite the windows, on the south wall are six sections of adjustable shelving five feet six inches high. Unadjustable floor to ceiling shelving is in both of the storage areas. The wooden floor is in need of a covering which would help to reduce the noise and thus make the room more conducive to quietness and also make it more attractive in appearance. Artificial lighting is provided by six large 250-watt lamps enclosed in globes extended from the ceiling. A transom over the entrance doors aids in the room ventilation.

The library furniture consists of six oak tables three feet wide, five feet long, and 30 inches high with 36 matching chairs, two dictionary-atlas stands, a portable magazine rack that holds 12 to 15 magazines, a charging desk, two card catalog cases, and a typing table for the typewriter. There are no racks for newspapers, and bulletin board space is provided above each of the four-foot shelving units.

In view of the present expansion program additional space is needed and could probably be acquired by the annexation of an adjacent classroom. More shelving space, and furnishings are also needed. There is an urgent need for another magazine rack to accommodate the 33 magazine subscriptions. The seating capacity is inadequate according to the national standards which recommend seating capacity for at least 10 percent of the enrollment in schools having more than 551 students.¹

**Attendance and Circulation**

During the regular school term the library is open from 8:15 a.m. till 3:15 p.m. which is 30 minutes before the beginning of the daily program, continuously throughout the day and 30 minutes after the regular closing hour.

All classes on full-time or single session are scheduled to the library for at least one 40-minute period a week. These library periods are used for free reading, reference work, reading guidance, stories, book talks, lessons in using the library, and circulation of books. Special arrangements are made with the teachers of the other classes on double session. Their schedules are arranged according to the convenience of the class and the librarian. In many instances the librarian goes to the classrooms to tell stories, to present

¹American Library Association, American Association of School Librarians, Standards for School Library Programs, op. cit., p. 119.
library lessons or to give talks on new books. Circulation of books for the children on double session is done in the before and after school hours and during lunch periods. The high interest and cooperation portrayed by most of the pupils show that they enjoy coming to the library and many of the teachers report signs of improvement in their daily reading activities.

Since punctuality is important in school library work the Forrest School library is kept as free from "red tape" as possible. Routines and regulations are simplified and kept to a minimum to provide the best service possible for teachers and students. The Forrest School library does not issue library cards to the pupils, this is in keeping with the accepted and approved recommendations for school libraries.¹

Circulation and attendance figures are kept daily, compiled monthly and reported to the resource librarian at the office of the Area Superintendent, who in turn sends a compiled report to the central office of all the libraries in her area. Table 3 shows a comparison of the circulation and attendance for the school year 1956-57 and 1960-61.

Table 3 shows a definite increase in both attendance and circulation in 1960-61. It also shows a decrease in the number of books circulated per pupil. In 1956-57 there was a circulation record of 1.1 percent books per pupil while in 1960-61 the record was .95 per cent of a book per pupil, a decrease of .15 percent. This trend is attributed to two factors; first, the increased attendance due to the scheduling of classes in the library and second, the limited number of books available per pupil for circulation.

Table 4 shows a record of library materials requested for the week of May 22-26, 1961. It gives some indication of the general pattern of circulation

¹Henne, Ersted and Lohrer, op. cit., p. 28.
TABLE 3


<table>
<thead>
<tr>
<th></th>
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<td>September</td>
<td>...</td>
<td>677</td>
<td>...</td>
<td>428</td>
</tr>
<tr>
<td>October</td>
<td>130</td>
<td>1067</td>
<td>103</td>
<td>1018</td>
</tr>
<tr>
<td>November</td>
<td>234</td>
<td>983</td>
<td>203</td>
<td>1085</td>
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<tr>
<td>December</td>
<td>287</td>
<td>1002</td>
<td>235</td>
<td>997</td>
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<td>January</td>
<td>220</td>
<td>1520</td>
<td>183</td>
<td>1365</td>
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<td>February</td>
<td>198</td>
<td>1017</td>
<td>302</td>
<td>985</td>
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<td>March</td>
<td>213</td>
<td>1149</td>
<td>366</td>
<td>974</td>
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<td>240</td>
<td>1252</td>
<td>345</td>
<td>1383</td>
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<td>May</td>
<td>180</td>
<td>1076</td>
<td>157</td>
<td>1079</td>
</tr>
<tr>
<td>Total</td>
<td>1702</td>
<td>9743</td>
<td>1894</td>
<td>9314</td>
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<th>Types of Materials Requested</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total</th>
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<td></td>
<td>Pupils</td>
<td>Teachers</td>
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<td>8</td>
<td>1</td>
<td>10</td>
<td>...</td>
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<td>12</td>
<td>...</td>
<td>15</td>
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<td>3</td>
<td>16</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Magazines</td>
<td>21</td>
<td>5</td>
<td>15</td>
<td>...</td>
<td>8</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Pamphlets</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Pictures</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Records</td>
<td>...</td>
<td>3</td>
<td>...</td>
<td>6</td>
<td>...</td>
<td>3</td>
<td>...</td>
</tr>
<tr>
<td>Films</td>
<td>...</td>
<td>1</td>
<td>...</td>
<td>1</td>
<td>...</td>
<td>1</td>
<td>...</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>...</td>
<td>1</td>
<td>...</td>
<td>1</td>
<td>...</td>
<td>2</td>
<td>...</td>
</tr>
<tr>
<td>Others: Radios, Tapes, etc.</td>
<td>...</td>
<td>9</td>
<td>...</td>
<td>8</td>
<td>...</td>
<td>8</td>
<td>...</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>21</td>
<td>52</td>
<td>20</td>
<td>49</td>
<td>18</td>
<td>52</td>
</tr>
</tbody>
</table>
the types of materials circulated and the areas that need extending and strengthening.

**Services and Activities for Pupils**

At the Forrest School the child is given first and highest consideration, and the primary function of the library is to satisfy his needs and interests. This means providing for the extension and enrichment of these pupils as much as possible. The librarian cooperates with the teachers in their reading programs. The reading background of the pupils, their activities and performance on standardized tests are considered important and used in determining the types of activities needed and in the types of materials to be selected. In order to determine whether or not the services and activities extended to the pupils are meeting their particular needs, a questionnaire designed to provide information regarding the reading backgrounds of the pupils was designed and administered to the first 156 pupils entering the library on May 22, 1961.

Table 5 shows some types of reading materials that are found in the homes of the pupils at Forrest School. Radio and television are included because as communication media it has been proven that they arouse new interests and curiosities in children that lead to additional reading.

It is interesting to note that only one fifth of the 156 pupils are members of the public library while 90 per cent have radios and televisions. The motivations that pupils receive from these media need to be capitalized on more by teachers and librarians and used as bases for directing their reading.

---

1See Appendix I for a copy of this questionnaire.

TABLE 5
COMMUNICATION MEDIA FOUND IN THE HOMES OF THE PUPILS OF NATHAN B. FORREST SCHOOL

<table>
<thead>
<tr>
<th>Items</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>135</td>
<td>87</td>
</tr>
<tr>
<td>Magazines</td>
<td>136</td>
<td>87</td>
</tr>
<tr>
<td>Newspapers</td>
<td>122</td>
<td>78</td>
</tr>
<tr>
<td>Encyclopedias</td>
<td>83</td>
<td>53</td>
</tr>
<tr>
<td>Maps</td>
<td>85</td>
<td>54</td>
</tr>
<tr>
<td>Public Library Cards</td>
<td>46</td>
<td>29</td>
</tr>
<tr>
<td>Radios</td>
<td>141</td>
<td>90</td>
</tr>
<tr>
<td>Television Sets</td>
<td>140</td>
<td>90</td>
</tr>
</tbody>
</table>

The scope of the library's services and activities should extend to all the children and the enjoyment of books plus an understanding of the library as an information center should begin development with the youngest child in the school program.¹ The services and activities for the pupils of Forrest School are centered around these areas: free reading, reading guidance, instruction in library skills, listening activities and club participation.

Free Reading

Free reading at Forrest School is the reading that children do independently without suggestions or help from anyone else. This type of reading is

guided indirectly by the scope or content of the collection. Each year certain books become favorites through the children's own choices. Of the requests that are made most by the pupils during their free reading time it is found that the library cannot accumulate or provide enough nursery rhymes, fairy tales, poems, tall tales, snake books, biographies and joke books for its readers. Magazines are another favorite of the free reading period. Most of the book favorites are written in simple language and are easy to read.

During the month of April a survey was made of the classes scheduled to the library to determine what new reading materials the children would like to have added to the library's collection. The children turn in suggested titles of books they would like to have in the library and in this way the collection is kept current and in keeping with the interests of the pupils.

Reading Guidance

The reading guidance program is a basic part of the Forrest School curriculum and is a joint responsibility of the teachers and the librarian. The librarian, besides providing the kind of collection that will meet the needs of the pupils, assists in guiding the reading activities in a more formal way.

In some classes the reading record card is used to get an accumulative record of the pupils' reading interests. In this project the teachers include on a card the pupil's name, age, grade and latest test score. The librarian in turn uses this information to guide the pupil in the selection of books. The authors and titles of the books read are recorded by the pupils.

Guidance is given to retarded or slow readers in an attempt to enable them to realize their potential achievement. In this project the librarian often finds the pupil self conscious and discouraged. In order to off set
these handicap books are selected that have high interest appeal but controlled vocabularies. Through individual contacts the pupil is provided a book which is a reasonable challenge to his ability and interests and he is encouraged to read at least 30 minutes every day. As he becomes aware of his increasing reading abilities he begins to lose some of his self consciousness.

Guidance in research becomes a part of the activity of almost every class at some time throughout the school year. Sometimes it is a simple research problem which provides motivation for a more critical type of reading such as identifying a moth just hatched out of its cocoon or a leaf found on the way to school; or, it may involve research reading to complete the writing of a class play or questions instigated as the result of a television lesson. This aspect of the program points up the need for critical and accurate reading and the ability to take notes.

The library also capitalizes on interests shown in hobbies as a means of reading guidance. It is noted that many boys and girls use magazines to a great extent to look for materials related to their particular hobbies or interests. Often they can be directed to additional information in books. If the pupils are collectors, they are encouraged to display their collections with the related books in the display cases.

The reading guidance program also includes other activities such as: publicizing materials through the use of bulletin boards, providing opportunities for sharing and revising new books, discussions about authors and illustrators, storytelling and the use of audio-visual materials.

Instruction in Library Skills

Library instruction is another responsibility involving the school librarian and the classroom teacher. Since most English textbooks include units on the use of library tools it is advantageous for library instruction
to be planned with the teachers. Some teachers prefer to introduce a library skill in the classroom and have the librarian follow up with specifics, while others prefer to have the librarian cover the entire area of instruction. In the primary grades the techniques of instruction, are more simplified and a general outline is easily followed. The primary children at Forrest School are taught simple facts about the library according to the following outline:

Kindergarten.—Kindergarten children are taught good library citizenship and the simple care of books. Respect for others and careful use of property are emphasized through the handling and sharing of books.

First grade.—The first grade child continues the experiences begun in the kindergarten and learns the rules for taking books home, how to care for books in the home and the penalty for lost or damaged books.

Second grade.—The second grader is encouraged to use the bookmobile, he is taught the simple parts of books as the cover, spine, body, the title page and the use of the table of contents.

Third grade.—Third graders begin to have some need for an understanding of the location of certain groups of books in the library such as fairy tales, easy stories, books about animals and poems. They are also able to follow the use of the alphabet in the arrangement of materials in the library and to begin the use of dictionaries. These are added to their other experiences of the previous grades.

Beginning with the intermediate grades the experiences of instruction become more involved and tend to overlap depending upon the interests of the classes and the teachers. However, the general procedures are outlined to proceed as follows:

Fourth grade.—In the fourth grade there is further instruction on the parts of a book and the use of dictionaries is more formally introduced as a
follow up of units included in the English textbooks and the spellers. The librarian re-emphasizes this area with the use of filmstrips and introduces the different kinds of dictionaries which are available. Explanation on how to use the encyclopedias is presented to groups of fourth graders ready to begin reference work.

**Fifth grade.**—The Dewey Decimal system of classification and the card catalog are the main areas studied in the fifth grade.

**Sixth and Seventh grade.**—The sixth and seventh grade programs encompass a review of all the library units with details added in each area, plus further use of references, the vertical file materials and the use of magazines for additional and current information.

The general program of library instruction is flexible and dependent upon the immediate need of the individual or group. The lessons can be taught at any time when they are most beneficial, the main objective is to provide every child in the school with the opportunity to be exposed to these basic skills and information before going into high school. The program is gradual and continuous and requires much repetition in the development of these skills. The pupils are encouraged early to use the facilities and services of the public library, for the most successful school reading program is one which carries over into the public library.\(^1\)

**Listening Activities**

The administration and faculty of Forrest School believe that children learn not only by doing but also by listening. They are aware of the importance of learning to listen critically for comprehension, evaluation and appreciation.

\(^1\)Gardiner, *op. cit.*, p. 154.
The library is a choice place for the development of listening activities. By listening to a gripping story or a lively poem, beauty, excitement and fun are shared in a friendly atmosphere. Activities such as these form the foundation for the enjoyment and appreciation of great literature in later life.

Club Participation

The library and audio-visual clubs are made up of pupils who show a personal desire to know more about the library, its equipment, materials and services. These boys and girls must have the approval of their teachers in regard to their standards of work in the classroom and conduct. The members of the library club become library helpers or assistants and are trained in preparing new books for circulation, they also assist with the primary groups, when their own classes come to the library, as well as before and after school. The audio-visual members are responsible for the distribution and collection of the audio-visual equipment and materials. In the morning these materials are checked out according to requests and schedules and the same pupils see that they are returned in the afternoon. The audio-visual members are trained operators of the equipment and assist the teachers as needed.

Services and Activities for Teachers

The library offers a number of diversified and educative experiences in reading; it is vitally important that school administrators and teachers recognize this fact. In order to enhance this idea the Forrest School library provides the following services for teachers: extensive use of all library materials in classroom and unit planning; direct contact with the central audio-visual department, the public library and other community agencies where
supplementary materials are available; and new materials and bibliographic tools for professional growth.

The American Association of School Librarians believes that the school library, in addition to doing its vital work of reading guidance and development of the school curriculum should serve the school as a center for instructional materials. Instructional materials include books and other printed materials, films, recordings, and newer media developed to aid in learning.\(^1\)

The Forrest School library offers complete audio-visual service of equipment and materials for use by teachers.

A survey of the use of library facilities by the teachers of Forrest School was made during the month of May, 1961. The results of this checklist may be seen in Table 6.\(^2\)

From this table statistics show that all the teachers are acquainted with the library resources and arrangements and the majority of the teachers use the library extensively. Under comments seven teachers expressed a desire to use the library more as the school day is extended from double session to single session. The checklist was sent to the 26 full-time teachers at Forrest School and the two part-time teachers; of this number 25 responded.

The Materials Collection

The Forrest School library as a materials center includes all the printed and audio-visual materials in the school and the librarian is responsible for acquiring, housing and distributing these materials. Of all the library resources books are the most important. They expand the child’s

---


\(^2\)See Appendix II for Teachers' Checklist.
world and encourage him to reach out for new ideas and experiences. No well selected book collection is ever too large for children, their interests and purposes are limitless and innumerable; therefore, the collection must be rich and extensive.¹ This section will examine the holdings of the book collection, the magazines and newspapers, and the audio-visual and vertical file materials.

**TABLE 6**

**TEACHERS' KNOWLEDGE AND USE OF THE FORREST ELEMENTARY SCHOOL LIBRARY IN TEACHING**

<table>
<thead>
<tr>
<th>Type of Use</th>
<th>Teachers' Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquainted with library resources and arrangement</td>
<td>Yes: 25 No: 3 No Answer: 4 Total: 25</td>
</tr>
<tr>
<td>Use of library tools and resources</td>
<td>Yes: 21 No: 4 Total: 25</td>
</tr>
<tr>
<td>Discussion of units of instruction with librarian</td>
<td>Yes: 17 No: 7 No Answer: 1 Total: 25</td>
</tr>
<tr>
<td>Instruction of pupils' in use of the library</td>
<td>Yes: 22 No: 2 No Answer: 1 Total: 25</td>
</tr>
<tr>
<td>Teaching of some library skills</td>
<td>Yes: 19 No: 5 No Answer: 1 Total: 25</td>
</tr>
<tr>
<td>Evaluating pupils' skills in locating information</td>
<td>Yes: 16 No: 6 No Answer: 3 Total: 25</td>
</tr>
<tr>
<td>Planning for pupils to work in library</td>
<td>Yes: 14 No: 9 No Answer: 2 Total: 25</td>
</tr>
<tr>
<td>Receiving of information from librarian about new materials</td>
<td>Yes: 22 No: 1 No Answer: 2 Total: 25</td>
</tr>
<tr>
<td>Reading children's books to guide group reading</td>
<td>Yes: 20 No: 4 No Answer: 1 Total: 25</td>
</tr>
</tbody>
</table>

¹American Library Association, American Association of School Librarians, Standards for School Library Programs, op. cit., p. 77.
The Book Collection

Some of the objective factors involved in the book collection are its size, the budget, the curriculum, and the reading levels of the pupils. The librarian must consider the above factors as he or she faces the large and growing field of new books for children and make selections discriminately.¹

Size.—The enrollment of the school will determine the number of volumes needed in the collection. The Forrest School library is far below the state and national standards. A comparison of the size of the book collection at Forrest School and the state and national standards may be seen in Table 7.

**TABLE 7**

COMPARISON OF THE FORREST ELEMENTARY SCHOOL LIBRARY BOOK COLLECTION WITH STATE AND NATIONAL STANDARDS

<table>
<thead>
<tr>
<th></th>
<th>Forrest School¹</th>
<th>State Standards²</th>
<th>National Standards³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of the enrollment . . .</td>
<td>901</td>
<td>500-999</td>
<td>200-999</td>
</tr>
<tr>
<td>Total number of volumes . . .</td>
<td>2,249</td>
<td>3,000-5,000</td>
<td>6,000-10,000</td>
</tr>
<tr>
<td>Number of books per child . .</td>
<td>2.5</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>


Realizing the extreme inadequacy of the book collection of Forrest School extra effort has been exerted in two areas; first, the area of book care and maintenance; and, second, in the area of book selection. A concentrated effort is continuously exerted to add to the book collection. The school adds a book a month to the professional shelf, and purchases references that are not on the state-approved lists of selection aids.

Of the 2,249 volumes in the Forrest School library there are 2,112 different titles and 137 duplicate titles. A general analysis of the collection is presented in Table 8.

TABLE 8

DISTRIBUTION OF BOOK COLLECTION AT FORREST ELEMENTARY SCHOOL LIBRARY

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Works</td>
<td>152</td>
</tr>
<tr>
<td>Philosophy</td>
<td>18</td>
</tr>
<tr>
<td>Religion</td>
<td>55</td>
</tr>
<tr>
<td>Social Science</td>
<td>172</td>
</tr>
<tr>
<td>Language</td>
<td>15</td>
</tr>
<tr>
<td>Science</td>
<td>416</td>
</tr>
<tr>
<td>Applied Science</td>
<td>100</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>75</td>
</tr>
<tr>
<td>Literature</td>
<td>57</td>
</tr>
<tr>
<td>History and Travel</td>
<td>127</td>
</tr>
<tr>
<td>Biography</td>
<td>70</td>
</tr>
<tr>
<td>Fiction and Story Collection</td>
<td>355</td>
</tr>
<tr>
<td>Easy Books</td>
<td>497</td>
</tr>
<tr>
<td>Professional Books</td>
<td>130</td>
</tr>
<tr>
<td>Total</td>
<td>2,249</td>
</tr>
</tbody>
</table>

It has been pointed out previously that there is a great need for more books at the Forrest School. The science, easy books and fiction areas are more in keeping with what is required than any other part of the book collection. The science section has been supplemented twice by funds from the National Defense Education Act. The majority of the pupils enrolled are in
the lower grades and this creates a great demand for easy books.

Budget.—The number of books that can be added to the book collection will depend upon the amount of money provided in the budget. The Forrest School library budget is provided by the state and city on a matching basis which amounts to $1.50 per child. The national standards for annual expenditures require at least $2.00 to $6.00 per child in schools of 250 or more. These figures from national standards do not include reference, magazines, or professional materials, while the $1.50 from the state includes everything. The provision of a school library is an expensive item and very few schools are appropriated enough to maintain their libraries, and yet it has been proven that libraries are an investment in the future which yields immeasurable returns.¹ Most schools are spending far below the national standards, although a number of schools throughout the country, noted for strong programs of instruction are meeting, or exceeding the quantitative standard for annual expenditures.²

A comparison of the financial appropriations for the Forrest School library may be shown in Table 9 for the years 1956-57 and 1960-61. A similar comparison of the library's expenditure for 1956-57 and 1960-61 may be seen in Table 10.

The expenditures for 1960-61 are almost five times the amount spent in 1956-57, yet this is far below the national level, and in order to reach the state requirements of five books per pupil some special or supplemental financial provisions must be made. All money spent for the library has been listed in the appropriations column with the sources from which the funds were


appropriated. By doing this the per pupil expenditure is elevated considerably.

TABLE 9

FINANCIAL APPROPRIATIONS OF THE FORREST ELEMENTARY SCHOOL LIBRARY FOR 1956-57 AND 1960-61

<table>
<thead>
<tr>
<th>Appropriations</th>
<th>1956-57</th>
<th>1960-61</th>
</tr>
</thead>
<tbody>
<tr>
<td>State matching fund</td>
<td>124.75</td>
<td>129.00</td>
</tr>
<tr>
<td>School Fund</td>
<td>54.59</td>
<td>173.79</td>
</tr>
<tr>
<td>Instructional Fund and National Defense Education Act</td>
<td>...</td>
<td>860.50</td>
</tr>
<tr>
<td>Total</td>
<td>179.24</td>
<td>2,324.29</td>
</tr>
</tbody>
</table>


TABLE 10

FINANCIAL EXPENDITURES OF THE FORREST ELEMENTARY SCHOOL LIBRARY FOR 1956-57 AND 1960-61

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>1956-57</th>
<th>1960-61</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-Visual Materials and Equipment</td>
<td>...</td>
<td>860.50</td>
</tr>
<tr>
<td>Books</td>
<td>357.19</td>
<td>1035.75</td>
</tr>
<tr>
<td>Catalog Cards</td>
<td>9.39</td>
<td>14.95</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>...</td>
<td>59.50</td>
</tr>
<tr>
<td>Library Supplies</td>
<td>54.50</td>
<td>42.25</td>
</tr>
<tr>
<td>Newspapers and Magazines</td>
<td>58.25</td>
<td>138.54</td>
</tr>
<tr>
<td>Prebinding</td>
<td>...</td>
<td>92.97</td>
</tr>
<tr>
<td>Total</td>
<td>179.24</td>
<td>2,324.29</td>
</tr>
</tbody>
</table>

The Curriculum.--The book collection must be in keeping with the life of the school, its courses of study, activities and techniques of teaching. At the Forrest School the choice of books represents, to some extent, all areas of instruction and supplements all units of work. As the library assumes its role of developing programs to meet the needs of the pupils, teachers, and curriculum one is able to see the emerging objectives of the school and the library. The library in some respects is the curriculum and these are the factors that enter into the cooperative planning of the principal, teachers and librarian of Forrest School when studying the curriculum needs and selecting books and other library materials.

The Forrest School library has received many benefits in science and audio-visual materials through the National Defense Education Act (NDEA) which provides federal funds for science, mathematics, foreign language instruction, guidance, counseling and audio-visual teaching.

It is one of the library's objectives and major activities to implement the instructional program of Forrest School with many types of books, films and other materials that can be used by the teachers and pupils.

The reading levels.--Authorities agree that in recreational reading the material should be on a level one to two years below the child's reading test score.¹ A study of the reading test scores of pupils at Forrest School over a period of years has provided the librarian with a general overview of the wide variety of reading levels represented. This is another factor that is kept in mind in the selection of materials. Usually in any class there will be found readers above and below the average reading level of that class. This means that the library book collection must have a wide variety of

subject fields and reading levels in order to challenge the abilities of the gifted, the average and the slow child.

Magazines and Newspapers

The selection of periodicals that come into the Forrest School library are purchased according to their interest value for children, and teachers. The amount of variety and adequacy in their coverage of subject matter and news events is considered in selection. Part of the state matching fund is used for purchasing magazines, the school supplements by providing additional subscriptions. The state provides its own list of magazines from which choices may be made for purchasing with state funds.

A list of the Forrest School library subscriptions to magazines may be seen in Table 11. It has been observed in the Forrest School library that wide use is made of the magazine selections by the administration, the teachers and pupils. Often the slow and seemingly uninterested child will choose a magazine in preference to a book. In Table 11 the magazines are listed in three categories; those for pupils, for teachers' professional use and those generally used by students and teachers. They are checked according to Martin's recommendations.¹

<table>
<thead>
<tr>
<th>Titles</th>
<th>Pupils</th>
<th>Professional</th>
<th>General</th>
<th>Included on Martin List</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Girl</td>
<td>x</td>
<td>...</td>
<td>...</td>
<td>x</td>
</tr>
<tr>
<td>Audio-Visual Education</td>
<td>...</td>
<td>x</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Better Homes and Gardens</td>
<td>...</td>
<td>...</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Titles</th>
<th>Pupils</th>
<th>Professional</th>
<th>General</th>
<th>Included on Martin List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys' Life</td>
<td>x</td>
<td>...</td>
<td>...</td>
<td>x</td>
</tr>
<tr>
<td>Child Life</td>
<td>x</td>
<td>...</td>
<td>...</td>
<td>x</td>
</tr>
<tr>
<td>Children's Digest</td>
<td>x</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Clearing House</td>
<td>...</td>
<td>x</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Ebony</td>
<td>...</td>
<td>...</td>
<td>x</td>
<td>...</td>
</tr>
<tr>
<td>Educational Administration and Supervision</td>
<td>...</td>
<td>x</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Educational Screen</td>
<td>...</td>
<td>x</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Elementary English</td>
<td>...</td>
<td>x</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Georgia Magazine</td>
<td>...</td>
<td>...</td>
<td>x</td>
<td>...</td>
</tr>
<tr>
<td>Georgia Review</td>
<td>...</td>
<td>x</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Grade Teacher</td>
<td>...</td>
<td>x</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Ideals</td>
<td>...</td>
<td>...</td>
<td>x</td>
<td>...</td>
</tr>
<tr>
<td>Instructor</td>
<td>...</td>
<td>x</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Jack and Jill</td>
<td>x</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Junior Natural History</td>
<td>x</td>
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<td>National Parent Teacher</td>
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TABLE II - Continued

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<td>Today's Health</td>
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<td>Wee Wisdom</td>
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<td>Wilson Library Bulletin</td>
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The magazines in the general classification are of interest to both pupils and teachers. Of the 33 magazines represented 17 are of interest to the pupils.

The newspaper collection is restricted to two weekly newspapers, the "Young Citizen" and the "Weekly News Review." Many classes subscribed to "Weekly Reader" and "Junior Scholastic." The materials of these periodicals are most helpful in developing reading skills.

Audio-Visual and Vertical File Materials

The Forrest School library attempts to provide an integrated collection of books, films, filmstrips, recordings, and other newer media developed to aid learning. The audio-visual equipment consists of six record players, one opaque projector, one tape recorder and one microprojector. There are 68 record albums and 148 filmstrips available to the teachers of Forrest School. Pupils desiring to use these materials in special reports or projects check them out through their teachers and due to the high cost of these materials none are checked out for use in the homes. There are three television sets at Forrest School which are placed in the classrooms of the sixth and seventh grades and shared cooperatively in viewing the social studies and science programs. Five additional sets are ordered for the school year.
1961-1962, through funds from the National Defense Education Act, so that this program can be extended to include other classes interested in participating in the television programs offered.

The audio-visual facilities are inadequate according to recommended allocations set up at the audio-visual conferences held in San Diego State College in 1951.¹ This inadequacy is also prevalent according to the interests, needs and requests of the teachers.

Personnel

A competent, effective library staff is the keynote to good school library service. The activities of school librarians according to national standards are:

1. To work closely with all faculty members.
2. To stimulate and guide pupils' reading.
3. To direct the program of library instruction.
4. To serve as a materials specialist.
5. To serve on textbook committees.
6. To participate in co-curricular activities as much as possible.
7. To serve on committees for curriculum development.
8. To direct the school library program as a whole.²

School librarians are normally educated as teachers and meet state requirements for regular teaching certificates. They also receive training in the selection, organization and use of instructional materials. Their professional education should provide understanding of fundamental learning

processes, teaching methods, and the psychology of children and adolescents. School librarians must also be familiar with the history and current trends in the development of school curricular.¹

The administration of Forrest School holds the theory that the librarian should be a materials expert with the bulk of her time devoted to the teachers and children in their use of the library.

The librarian at Forrest School has faculty status, serves on curriculum and textbook committees, and is in charge of the library's organization. According to national standards the staff is inadequate and should consist of two librarians and a full-time clerk. These requirements are based on the size of the enrollment.²

¹Ibid., p. 12.
²Ibid., p. 54.
CHAPTER III

SUMMARY AND RECOMMENDATIONS

The unique importance of the library in the elementary school may be found in the fact that Americans are taking a renewed interest in their schools. The demand for quality education has encompassed the elementary school which is the foundation of further learning in both high school and college. More children attend school at the elementary level than any other. The skills which mark the civilized person are the special concern of any good elementary school: reading, writing, speaking, listening, observing, reasoning, computing, discovering and creating. Of these skills none are more important than reading in the success of the American way of life. This means that the great potential for influencing the child and society has made the library an essential in the modern elementary school.

The historical development of the school library in the United States is interesting and significant. In order to provide library objectives and activities in keeping with changing times many revisions have been made by national and regional associations. The latest of these revisions are the 1960 Standards for School Library Programs by the American Association of School Librarians.

According to the national standards most of the elementary schools are inadequate for the task they are trying to do, only a few school systems throughout the country come close to meeting or exceeding the standard.

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requirements. However, these standards are designed to be used as guides in appraising existing situations and in formulating immediate or long range plans for school library programs.¹

The appraisal of the Forrest Elementary School library has produced the following evidences:

1. The Nathan B. Forrest Elementary School located in northeast Atlanta is in a community with limited recreational facilities. The occupational status of the parents show that the majority of the children come from homes in the lower socio-economic bracket. The completion of 16 additional classrooms now under construction will relieve overcrowded conditions and double session classes.

2. The physical facilities of the library are in keeping with library recommendations as to location, furniture and equipment, but inadequate in capacity. More space and accommodations are needed per pupil according to the size of the enrollment.

3. As an educational force the Forrest School library services the school as a center for reading guidance and instructional materials. It provides activities and services for the pupils and teachers. The pupil services and activities include reading of all types, instruction in library skills, listening, and club participation. The techniques of instruction and services are in keeping with national and regional recommendations.

Due to the present overcrowded conditions pupil participation in the primary grades is limited. These activities need to be extended from classroom to library facilities. The importance of training young children to use the library is emphasized in the principles and procedures in library training.

Results from a questionnaire of the reading background of the pupils revealed that 90 percent of the pupils are exposed to radio and television, while only 29 percent have public library cards. This indicates an increased responsibility upon the school library to intensify encouragement in the use of public library facilities and the need for more reading in the homes.

4. The library provides easily accessible teaching materials for teachers in keeping with their units and assignments. The newest ideas and practices in professional materials are available to broaden their knowledge and personal enjoyment.

5. The materials collection reflects the philosophy and objectives of the school, it offers experiences and enrichment to the pupils, and provides research in a variety of books to satisfy their many curiosities and interests. The size and budget of the book collection neither meet regional nor national standards. Although expenditures have increased considerably there is a great need for more books at Forrest Elementary School. The number of magazines subscriptions is in keeping with standard requirements. The vertical file materials need strengthening and more use made of this part of the collection. Audio-visual facilities, equipment and service are an integral part of the educational program of Forrest Elementary School and its effectiveness is carried out by the assistance of the members of the audio-visual club. Additional equipment is being added according to long-range plans already in effect in this department.

6. Due to the insufficient staff a large amount of the clerical work of the Forrest Elementary School library is done on the librarian's time away from school.

These summarizations are significant in suggesting that all the factors of physical comfort, organization, administration and materials should be so
ordered and managed as to cause the library to function as the heart of the school. This study has revealed some of the areas in which extension and improvements are needed and the following recommendations are suggested in order to improve the Forrest Elementary School library program.

1. Plans and efforts should be made to increase the book collection to meet the state and national standards.

2. Requests should be made for the adequate provision of physical facilities.

3. Continued efforts should be made to intensify the use of public library facilities.

4. Vertical file materials should be increased and their use encouraged by pupils and teachers.

5. Primary pupils should be permitted to use the reading room facilities for library activities.

6. Personnel should be added to provide more efficient library service.
APPENDIX I

PUPIL QUESTIONNAIRE

NATHAN B. FORREST ELEMENTARY SCHOOL LIBRARY

Atlanta, Georgia

Age________
Grade_______
With whom do you live?
Parents_______
Relatives______
Guardian______

Education of Parents or Guardians (Check One)

Attended elementary school________
Completed elementary school________
Attended High School________
Completed High School________
Attended College________
Completed college________

Do you have any books at home? Yes____ No____
Are there any magazines in your home? Yes____ No____
Is there a daily newspaper in your home? Yes____ No____
Are there any encyclopedias in your home? Yes____ No____
Are there any maps or globes in your home? Yes____ No____
Do you have a public library card? Yes____ No____
Is there a radio in your home? Yes____ No____
Is there a television in your home? Yes____ No____
Is there a car in your family? Yes____ No____
APPENDIX II

LIBRARY CHECKLIST FOR TEACHERS

NATHAN B. FORREST ELEMENTARY SCHOOL LIBRARY

Atlanta, Georgia

Are you acquainted with the arrangement and use of the resources of the library? Yes____ No____

Do you use the library tools and resources? Yes ____ No____

Do you discuss materials with the librarian before beginning a unit? Yes ____ No____

Do you assume any responsibility for instructing pupils in the use of the library? Yes____ No____

Do you teach any library skills? Yes ____ No____

Do you check the library skills already possessed by the pupils in your class and those that are needed to carry out assignments? Yes____ No____

Do you plan your class work and schedule so that there is an opportunity for pupils to work effectively in the library? Yes____ No____

Are you informed by the librarians about new materials in your grade? Yes ____ No____

Do you constantly read books of interest to the children whom you teach so that you are able to work with the librarian in both individual and group reading guidance? Yes____ No____

Comments: _____________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
BIBLIOGRAPHY

Books


Articles and Periodicals


Pamphlets


Gaver, Mary V. Every Child Needs A School Library. Chicago: University of Chicago, Graduate Library School (n.d.).


Reports


