A survey of five selected elementary school libraries in Fulton County, Georgia

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A SURVEY OF FIVE SELECTED ELEMENTARY SCHOOL LIBRARIES IN FULTON COUNTY, GEORGIA

A THESIS

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BY

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SCHOOL OF LIBRARY SERVICE

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CHAPTER I

INTRODUCTION

Educators are realizing the important role that the elementary-school library plays in the teaching and learning processes. The elementary-school library today is pupil-centered as well as curriculum-centered and the library program is being integrated with classroom work.

School libraries, like all other social institutions, recognize the present period as one which necessitates the re-evaluation of existing programs and thoughtful planning for their continuation and growth. Reconsideration of the educational programs of the schools inevitably involves re-study and re-planning of school library services.¹

Modern demands upon public schools pre-suppose adequate library service. Significant changes in methods of teaching require that the school supplement the single textbook course of instruction and provide for the enrichment of the school curriculum. Children in the schools are actively engaged in interests which make it necessary for them to have the use of many books and a wide variety of non-book materials. An essential consideration is that the books and other materials be readily available when needed and under the direction of a library staff which is part of the school organization.²


The extent to which school libraries are providing services to the total educational program can be recognized only from scientific studies and investigations of specific phases of school library services.

**Purpose and Scope**

This survey will describe the existing library facilities and services in the five elementary schools in Fulton County, Georgia, during the 1955-1956 academic year. The schools involved in the study are the Bailey-Johnson, East Point, College Park, Fairburn and Palmetto elementary schools.

In view of the philosophy, objectives, organization and administration of the schools an attempt was made to determine how effectively the libraries are meeting the needs of students and teachers. As a result of the findings, recommendations for the future development and improvement of the libraries are made.

**Significance**

Since school libraries play an integral part in the total school it is quite necessary from time to time to see how well the library is functioning in terms of the immediate goal of the school as well as in regard to the ultimate goals of education. This study may be used by principals and county and state library officials to discover existing deficiencies in school library facilities and services.

Rapid progress has been made in the growth and development of library facilities in the schools of Fulton County. In each of the schools there is a library and either a full-time or part-time librarian. A study of this type might serve as a guide to school
personnel in other counties in which school library services has not been developed. This study can serve also as a basis for measuring the growth in library facilities and services should another study be made of these same school libraries five or ten years from now.

Methodology

Data for the study were obtained by observation, through personal interviews, questionnaires and from printed materials. Information was secured from teachers, principals, librarians, the county supervisor of school libraries and the state consultant of libraries. Library literature dealing with elementary school library service was read to gain a broader view of the subject. Information was obtained about the population and community as it revealed much about the characteristics of the pupils in the schools and their environment. The philosophy and objectives of the schools, their curricula and teaching methods were examined in order to relate them to library facilities and services. On the basis of the findings, conclusions were drawn and recommendations made. The procedures as set forth in A Planning Guide for the High School Library Program,¹ by Henne, Ersted and Lohrer, are followed by adapting them to elementary school programs.

History of Elementary School Libraries in Fulton County

Library service in the White and Negro elementary

schools in Fulton County has been greatly improved since its beginning. It was in September of 1936 that 45 teachers from the elementary schools of Fulton County began to organize for their respective schools a library collection which was located in the central library. They worked under the supervision of two professional librarians. An interested school superintendent, an elementary supervisor, and a sizable sum of money made available from the sale of rental textbooks and money derived from the first state library matching fund had given impetus to a growing need for a well-selected and organized library book collection.\(^2\)

It was not long before available funds were allotted to the schools. Two professional high-school librarians prepared a set of directions for processing books and step by step a group of teachers learned the processes necessary in preparing library books for circulation.

This group met at various times and discussed and formulated plans for the arrangement of a central library room. They talked about library regulations that would be necessary for the circulation of books. Their ideas were carried back to the school faculties to be studied and adapted to each local situation. When possible, the teacher in charge was relieved of a teaching period or an extra school duty to provide time for library work.

It was soon felt that the library needs of the elementary school could be met more effectively through a larger locally owned collection. This individual school ownership stimulated the interest of the local school in such a manner that they provided local money to match and supplement the county and state funds. In this way the schools had

\(^2\)Virginia Moenkin, "Library Growth in Fulton County,"
certain basic materials available at all times. The size of the county
as well as the distance between schools made a central county library
collection very impractical.

In 1937 an additional professional librarian was employed to
relieve the high-school librarian who had assumed the responsibility
of working with the elementary teachers in charge of libraries. In
1939 the high-school librarian was relieved half-time for supervising
duties and in 1942 she became full-time director.¹

She was and still is responsible for the supervision of all
library activity in the elementary and high schools. Since that time
a full-time professional assistant and a full-time clerical assistant
have been added to the staff.

Changing methods in classroom teaching have placed greater
demands on the libraries and library facilities. Realizing this,
Fulton County has attempted to meet these demands through increasing
the yearly library allotment for library materials, through the pro-
vision of more adequate library quarters and equipment and by pro-
viding trained librarians in all schools.

By giving full time to the work, these elementary school
librarians have been able to make significant contributions to the
educational programs of the schools in which they work. They encourage
interest in reading through story hours, book reviews, book talks,
assembly programs, Book Week activities, book fairs, and individual
reading guidance. They are giving assistance to teachers in selecting

books and other materials to enrich their curricula. They do remedial teaching with retarded readers and with the help of the teachers interpret the modern concept of school library service to their Parent Teacher Associations and community groups.

During the 1944-1945 academic year, 312,635 books were borrowed from the Fulton County school libraries. This was an average of 15 books per child. In the school year of 1954-1955 the total circulation was 420,312. This averaged 24 books per child showing a gain of nine books per child in a ten-year period.¹

Curricula of Elementary Schools in Fulton County

In Fulton County there is freedom from the textbook type of teaching. Children are encouraged to participate in making their own daily lesson plans. In each classroom students are grouped according to their abilities and are able to progress at their own rates of speed. The curriculum is one that is built around the experiences and abilities which teachers and pupils hope to share and develop. The librarian is of paramount importance in providing book and non-book materials by which children gain these experiences.

The curriculum is the instrument by means of which the aims of education are realized in the school. Like those aims it deserves the attention of librarians.²

If the librarian enters wholeheartedly into whatever program the school is currently carrying,

there will in all probability be plenty opportunity as time goes on to help new educational ideas to germinate and bear fruit. More than many realize school administrators look to the library for this kind of aid.¹

In view of these facts, it is the duty of each school librarian to feel a keen responsibility for helping students and teachers in the realization of the aims and standards of their schools.

The Negro school supervisors and teachers of Fulton County set up a philosophy and certain general objectives as the result of a curriculum study of grades one through seven. The courses in the curriculum are listed in Appendix A. The philosophy is as follows:

The teachers who work in the Negro schools of Fulton County believe:²

1. That the curriculum for the elementary school is the actual experiences which the children have under the guidance of the school.

2. That the curriculum is lived by children and its equality of living results from various kinds of experiences.

3. That a good curriculum recognizes the influence of parents and community participation in planning a program that will help to develop the child.

4. That the curriculum should provide opportunity for the aesthetic, moral and intellectual aspects of behavior, so that the child will be able to make the necessary response to any problem situation.

5. That democracy should be practiced in living and the school should provide opportunity for practice in democratic living.

The objectives are:

¹Ibid., p. 21.

²Experiences, Skills, Abilities: prepared by the Fulton County Negro Elementary Teachers and Supervisors. (Fulton County Schools, Atlanta, Georgia, 1952), p. 20.
1. To help teachers to guide children in the acquisition of knowledge of the physical, social, aesthetic, moral and intellectual aspects of behavior so that they will be able to make adequate response in problem situations.

2. To encourage the development of factors and agencies that help to promote good health.

3. To recognize and provide for individual differences through varied activities.

4. To help children learn how to locate and recognize information relative to the question at hand.

**Philosophy of Elementary School Libraries of Fulton County**

School administrators, teachers, patrons and children of Fulton County have worked cooperatively in evolving this philosophy of library services:

In the Fulton County schools we believe that library service within the local school is an essential part of the educational heritage to which every child is entitled. Surrounding children with a variety of appropriate books and other types of informational materials stimulates the use of the right book at the right time... When these materials are immediately available the teacher is encouraged to use them in her instruction and the child readily appreciates the fact that factual information as well as stories answer his questions and extend his experiences.

Implementing this philosophy through service, the library program contributes the following to the total educational program:

1. Aids the reading program
2. Supplements and enriches the total curriculum

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1Information obtained by interview with Miss Virginia McJenkins, Fulton County Library Supervisor, June 8, 1956.

2Ibid.
3. Supplements the teaching program
4. Teaches citizenship
5. Affords an opportunity for parents to participate in a part of the school program that reaches all children

Objectives of Individual Schools

The specific objectives of the individual schools as worked out by the faculty and principals are listed below:

Bailey-Johnson School.— To enable the child to develop behavior patterns and attitudes that he will manifest now and in the future. We feel that the activities of the child can be intelligently visualized only in terms of the combination of influences which are operating in "our school."

College Park Elementary.— That every child be given every possible opportunity to develop to his fullest extent toward happy healthy living.

East Point Elementary School.— To develop in the child a feeling of security, belongingness, and freedom from fear in his relationship in the home, school, and community. To provide abundant opportunities for cooperative participation in group activities. To provide means of meeting and satisfying basic needs. To recognize and appreciate individual differences.

Fairburn Elementary.— To strive to improve the child physically, mentally, morally, and aesthetically in proportion to his individual ability.... To work toward getting the home and school to work together more effectively for the good of the child.... To try to develop in the child a respect for public property.

Palmetto Elementary.— To plan through stimulation and guidance an integrated program of adjustment for all concerned.

Library Objectives of the Individual Schools

The basic aims of the library must in the last analysis be those

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1 Statements taken from the questionnaires submitted by the principals of the five elementary schools in the study.
of the school itself. The librarian needs statements that are more specifically related to library service than the educational goals so far dealt with; objectives closely related to the daily function of her library.1

The library objectives of the five schools as stated by the librarians in interviews with them are listed below:2

College Park Elementary School. -- To support the school program by providing materials (verbal, visual and audible) needed for wider, fuller comprehension.

Fairburn Elementary School. -- To help teachers to do a better job of teaching and to help boys and girls to do a better job of learning by making available a wide variety of instructional and recreational materials and by teaching students and teachers how to use library materials effectively and efficiently.

Palmetto Elementary School. -- To develop interest in creating more effective reading skills for information and leisure time reading.

Bailey-Johnson and East Point Elementary Schools. -- These schools have adopted the objectives of the school library that are found in Lucile F. Fargo's book The Library in the School.3 These objectives are:

1. To acquire books and other materials in line with the demands of the curriculum and the needs of boys and girls and to organize these materials for effective use.

2. To guide pupils in their choice of books and other materials of learning desired both for personal and curricular purposes.

1Ibid., p. 21.

2Statements taken from the questionnaires submitted by the librarians of the five elementary schools in this study.

3Lucile F. Fargo, op. cit., p. 22.
Description of Fulton County, Georgia

No study of school libraries can be made effectively without a description of the community in which the libraries are located. Librarians are beginning to realize that they are a part of the world outside the library.

In order to guide effectively the reading interests of the children and youth, librarians need to know something about their home-life. A knowledge of the community is necessary to receive the intelligent cooperation of parents and other interested citizens. Since this is a study of five distinctive school libraries which are a part of Fulton County, in order to get a complete picture of these little suburban towns and how they fit into the total scheme, it is necessary to give a description of Fulton County as well as of the five communities.

Fulton County, located in the North Central part of the state of Georgia, is one of the largest counties in the state, it is the seat of the state capital. Because of its transportation facilities, it is a great distributing area and is sometimes called the industrial and financial dynamo of the southeast.

The city of Atlanta, together with the towns, Alpharetta, College Park, East Point, Fairburn, and Palmetto are part of the greater metropolitan area which makes up Fulton County. Because these communities are so close to Atlanta, the good transportation facilities enable the people of the five communities to enjoy the cultural, recreational, and health facilities of the city. During each school year Negro children of Fulton County schools are able to attend three scheduled concerts of the Atlanta Symphony Orchestra. These children receive special reduced admission rates and those who live in rural
areas are transported free in school buses. The school librarians of Fulton County are able to borrow books for their libraries from the Atlanta Public Library on a yearly loan basis.

According to the 1955 census Fulton County covers an area of 548.25 square miles with an estimated population of 540,426 of which 145,182 are Negroes.¹

The topography of this area is responsible for its exceptionally favorable climatic conditions. It has an altitude of 1,050 feet.² During the hottest period of the summer, the temperature remains about ninety degrees Fahrenheit.

Public health programs in this area are good. Health centers are provided in each school community. There are dental and chest x-ray mobiles which visit each of the schools.

Descriptions of Individual Schools

Bailey-Johnson School.— The Bailey-Johnson School is located in Alpharetta, Georgia in the northern end of the county. The school is a distance of 30 miles from downtown Atlanta. The population of Alpharetta is 917. Of this number 200 are Negroes.³

The predominant occupation of the community is agriculture and many of the children live on dairy farms; however, there are a few parents who work at the Lockheed Airplane Manufacturing Plant near Marietta, Georgia. The general economic level of the parents of the

² Ibid.
³ Ibid.
school children is low. Thus living conditions are poor and there are relatively few home owners. The adults in the four communities have a fifth grade level of educational attainment.¹

There are 132 pupils in the elementary department of this school with five teachers. Due to the rather small enrollment, there is an excellent opportunity for the teachers to give individual attention to the children.

The pupils of this consolidated elementary and high school come mainly from four different communities in the rural areas of north Georgia. Ninety-six per cent of them come by bus each day.

The modern, well-equipped building which houses the combination elementary and high school is about five years old. There are 10 classrooms, of this number five are used exclusively for the elementary department. The elementary and high school students share the use of the cafeteria and the library.

College Park Elementary School.-- College Park is a thriving town with an estimated population of 19,020. Of this number 2,972 are Negroes.² This small urban community is a distance of about eight miles from downtown Atlanta.

About 95 per cent of the students' parents are domestic workers. The general economic level of the student population is low. The

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¹Statement taken from the questionnaires submitted by the principals of the five elementary schools in the study.

average grade level of education completed by the adults of the community is fifth grade.1

There are a reasonable number of cultural and recreational facilities in this community. Recently the Negroes have been able to borrow books from the College Park Public Library. The school children have the use of the College Park Stadium for May Day activities. A branch of the Young Men's Christian Association is located here.

All of the 644 children enrolled live within walking distance of the school and there is a teaching staff of 23.

At the time of the survey the school was in the midst of a building program. In September 1957, the school was moved into a modern, well equipped building. Previously there have been two separate buildings. The old school which was constructed of wood and heated by wood and coal stoves was in direct contrast to the new building that was added recently. This building consists of 15 rooms, with two rooms opening together to form an assembly room, a cafeteria and library.

East Point Elementary School.--East Point Elementary School is located in East Point, Georgia. This progressive little town lies directly southwest of Atlanta. The entire population is 27,461; of this number 2,792 are Negroes.2

In the East Point Elementary School there are 26 teachers and 899 pupils. East Point Elementary School is housed in an ultra-modern building. It is about 46,750 square feet in size and is valued at

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There are three floors with 24 classrooms, an attractive library, a modern office, two lounges, a health clinic, auditorium and an audio-visual room. The heating and lighting systems are modern and elaborate. Many flowers beautify the lawn. The large green potted plants in the lobby add a great deal to the appearance of the entrance to the school. The soft color of the walls and the attractive furniture create an atmosphere conducive to learning throughout the school.

Fairburn Elementary School.— The Fairburn Elementary School is located in Fairburn, Georgia, which is in the southern section of Fulton County. There is a total population of 1,889, with a Negro population of 566.2

It would appear that the town is not very progressive. Negroes have few, if any, cultural advantages and nothing that they can be particularly proud of except their school.

The lack of job opportunities has created a low economic level. This has made for poor and overcrowded living conditions. Recently this condition has been alleviated somewhat by the increase in the number of home owners and the construction of a Negro housing project. The majority of the adults are engaged in agriculture and have about a fifth-grade level of educational attainment.3

Sixty-two per cent of the 379 children enrolled in the elementary department of this school come to school by bus. The school is

1Ibid.
being developed gradually into a high school by the addition of one grade each year. At the present time there are eight grades which are taught by 12 teachers.

The building is colorful and well-constructed. There are 13 classrooms with a library, home economics room, cafeteria, office, and consultation room. These rooms are equipped with cabinets, fountains, and wash-up sinks. Manual training classes are taught in the old building.

_Palmetto Elementary School._— Palmetto School is located in Palmetto, Georgia. The total population of the community is 1,257; with a Negro population of 350.\(^1\) This town is similar to Fairburn in that there are few, if any, cultural advantages and very few recreational facilities for Negroes. The only recreational facility for Negroes is the ball park.

Two-thirds of the school population is rural and the economic level and educational attainment are rather low.

Two hundred and ninety-three children and nine teachers make up the school population at Palmetto Elementary School. The school building consists of 10 classrooms, a library, lounge, two offices and a cafeteria. The spacious playground affords adequate recreational opportunity for the children.\(^2\)

**Summary**

Fulton County is fortunate to have had persons who were enthusiastic about the development of library service to do the

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initial planning. The fact that all of the Negro schools are new or almost new and that all of the elementary schools have modern housing for libraries, and either full-time or part-time librarians indicates considerable progress. The Negro people are at a disadvantage because of the low economic and educational levels and the low degree of home ownership. As a result of questionnaire surveys done by the school principals in the County the educational level of the parents was discovered to average about fifth grade. Many cultural, educational, and health advantages come to the people by their proximity to Atlanta.
CHAPTER XX

RESOURCES

Fulton County school administrators are cognizant of the importance that books and other library materials have in the lives of young readers. Realizing this fact, these administrators are making available numerous resources that will enrich children's lives and broaden their acquaintance with books during the early years. It is felt that books, periodicals, maps, films and other audio-visual materials are more efficiently housed for maximum use when placed in modern and attractive libraries which are staffed by part-time or full-time librarians.

The materials needed in a good school are so numerous and of such variety that library service has been, and needs to be, increasingly enlarged. The wide use of many books, periodicals, prints, maps, recordings, films, and other audio-visual aids has made it imperative that information regarding all materials in the school be made available from some central source. The school library appears to be the logical place for this information even when some of the materials are housed outside the library. The selection of materials should be the joint responsibility of all those who anticipate using; pupils, teachers, and librarians. Selection should be based on the need for the materials in terms of the social, aesthetic and intellectual growth of the pupils.¹

of the school. The change has been gradual and the library is now an accepted center for the administration of many, if not all materials of instruction, an inclusive educational term embracing everything from library books to textbooks and from pamphlets to films and records. The quantities of new instructional materials designed to meet the needs of the expanding curriculum and services to implement units of the course of study, slides, films, and records need to be housed in a central place.

The Superintendent of the Fulton County School System decided that a library that is properly equipped and staffed is the logical materials center for the school.

Books

The book collection is of utmost importance and the building of a well-rounded collection in the elementary school is an inspiring work and offers the classroom teacher and the librarian an excellent opportunity to enrich life for all children.

Children have a definite feeling for books and have standards for judging their books although they may not be able to define their standards clearly. They like books which stir the imagination, books with plenty of humor, books which express the kinds of experiences they would like to have, books of excitement and books which express a conviction of real decency, of courage and of honesty in the characters.¹

Although the value of the book collection cannot be determined in figures, a library filled with shelves of attractive, well chosen books is very appealing to the young reader. The book collection

should contain titles appropriate to the ages and interests of the students as well as titles that vary in reading difficulty, style, and type. The percentage of distribution by subjects will vary with the needs of the individual school. In the elementary school consideration should be given to the needs of primary school children with emphasis on provisions of sufficient books on the various reading levels.

Since they are not concerned with accrediting the regional accrediting agencies do not have standards for elementary schools. Although the accrediting associations are designed primarily to improve the educational program in secondary schools and colleges; nevertheless, their influence is also being felt in the elementary schools. There are three times as many states which have standards or recommendations for elementary school libraries now than there were 10 years ago. The increased interest in elementary school libraries can be attributed to developments in the philosophy and objectives of the school, research in child growth and development, changes in the curriculum and changes in the concept of the elementary school library.

Thirty states have formulated or recommended elementary school library standards. In this group, the state of Georgia\(^1\) has formulated standards only for the appropriation of books, in which it is stated that an expenditure of $0.50 per pupil be spent each year for books only, exclusive of salaries. The five libraries in this study meet this standard in that they have a per pupil expenditure of at

least $.50 a year.

**Book selection.**— In each of the five libraries studied, the book selection policies are the same. The state book order and the regular book order are the two main book orders made during the school year. In ordering books for the regular book order, the librarians are free to purchase books from individual publishers and they may order books that do not appear on the state library booklist. Those books in the state order are secured through the Georgia State Department of Education. Prior to making this order, librarians get the invaluable opportunity of seeing and handling the books that they plan to purchase. They are able to judge the books for content as well as format.

In examining the books for purchase librarians use the following criteria:

1. Is the subject matter suitable for young people?
2. In factual books, is the subject matter accurate, authoritative and up-to-date?
3. Will the subject tend to develop desirable attitudes and appreciations?
4. Does the subject matter interpret historical or modern life situations from a true and unbiased viewpoint?
5. Is the style of the book—vocabulary, sentence structure, form, diction—appropriate and effective for the subject matter and for the readers for whom it is intended?
6. Is the format of the book satisfactory in appearance, size, durable binding, opaque paper, wide margins, type spacing between lines?

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

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

9. What is the reputation of the publisher in relation to desirable books for school libraries?

10. Has the book been included in any recognized list or review of books suitable for school libraries?

In addition to the Georgia Library List, selections are made from the Children's Catalog, The Basic Book Collection for Elementary Schools, "Readers' Choice of Best Books" sections of the Wilson Library Bulletin, the American Library Association's Booklist, the Horn Book, Junior Libraries, and the current booklists of publishers.

Quantity of book collection.— The five selected libraries have a total collection of 8,575 books. The books are distributed among the schools in the following manners: Bailey-Johnson, 862 volumes; College

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6 Horn Book (Boston: Horn Book, Incorporated, 1926-date).

Bark, 2,825 volumes; East Point, 2,369 volumes; Fairburn, 1,207 volumes; and, Palmetto, 1,312 volumes. The distribution of the book collections of these respective libraries by class is shown in Table 1.

There is a definite comparison between the book collection and the enrollment in the respective schools. Bailey-Johnson School has the smallest enrollment as well as the smallest book collection. This school has an enrollment of 132 and a book collection of 862; however, College Park, the second largest school, has a larger book collection than East Point which is the largest school. It is revealed that 253 more pupils are enrolled in the East Point School than are enrolled in the College Park School, yet College Park has 456 more library books.

The Bailey-Johnson School is the only one of the five selected schools which meets the standards recommended by the Committee on Post-War Planning of the American Library Association in which it has been strongly recommended that the school library for approximately 200 pupils should contain not less than 1,000 to 1,700 titles appropriately selected for the specific group of children. Provisions should be made for the annual addition of at least 100 new titles or replacements.\footnote{American Library Association, Committee on Post-War Planning. School Libraries for Today and Tomorrow’s Functions and Standards. \textit{Op. cit.}, p. 21.}

In considering the number of books per pupil, Bailey-Johnson School leads the list with 6.5 books per pupil. East Point School has 2.5 books per pupil, which is the minimum number of books per pupil (see Table 2).

In comparing the percentage of non-fiction books with the
### Table 1

**DISTRIBUTION OF BOOK COLLECTIONS BY SUBJECT IN THE FIVE SELECTED SCHOOLS**

<table>
<thead>
<tr>
<th>Class</th>
<th>Bailey-Johnson</th>
<th>College Park</th>
<th>East Point</th>
<th>Fairburn</th>
<th>Palmetto</th>
<th>Total</th>
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<td>General works</td>
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<td>85</td>
<td>76</td>
<td>62</td>
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<td>Philosophy</td>
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<td>7</td>
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<tr>
<td>Religion</td>
<td>18</td>
<td>39</td>
<td>44</td>
<td>10</td>
<td>27</td>
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<tr>
<td>Social Science</td>
<td>60</td>
<td>142</td>
<td>186</td>
<td>57</td>
<td>56</td>
<td>501</td>
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<tr>
<td>Languages</td>
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<td>8</td>
<td>6</td>
<td>7</td>
<td>77</td>
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<td>Science</td>
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<td>259</td>
<td>205</td>
<td>38</td>
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<td>Useful Arts</td>
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<td>147</td>
<td>57</td>
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<td>Fine Arts</td>
<td>14</td>
<td>91</td>
<td>134</td>
<td>43</td>
<td>52</td>
<td>334</td>
</tr>
<tr>
<td>Literature</td>
<td>11</td>
<td>72</td>
<td>58</td>
<td>21</td>
<td>31</td>
<td>193</td>
</tr>
<tr>
<td>History</td>
<td>89</td>
<td>133</td>
<td>254</td>
<td>46</td>
<td>108</td>
<td>630</td>
</tr>
<tr>
<td>Biography</td>
<td>43</td>
<td>116</td>
<td>77</td>
<td>56</td>
<td>80</td>
<td>372</td>
</tr>
<tr>
<td>Fiction and Fairy Tales</td>
<td>257</td>
<td>655</td>
<td>525</td>
<td>325</td>
<td>427</td>
<td>2189</td>
</tr>
<tr>
<td>Story Collection*</td>
<td>3</td>
<td>...</td>
<td>2</td>
<td>...</td>
<td>...</td>
<td>5</td>
</tr>
<tr>
<td>Easy</td>
<td>223</td>
<td>1107</td>
<td>653</td>
<td>476</td>
<td>300</td>
<td>2759</td>
</tr>
<tr>
<td>Total</td>
<td>862</td>
<td>2825</td>
<td>2369</td>
<td>1207</td>
<td>1312</td>
<td>8575</td>
</tr>
</tbody>
</table>

*Story collection is combined with fairy tales in most of the libraries.*
TABLE 2

TOTAL NUMBER OF BOOKS PER PUPIL IN THE
FIVE SELECTED SCHOOLS

<table>
<thead>
<tr>
<th>Schools</th>
<th>Number of Books Per Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey-Johnson</td>
<td>6.5</td>
</tr>
<tr>
<td>College Park</td>
<td>4.3</td>
</tr>
<tr>
<td>East Point</td>
<td>2.6</td>
</tr>
<tr>
<td>Fairburn</td>
<td>3.1</td>
</tr>
<tr>
<td>Palmetto</td>
<td>4.4</td>
</tr>
</tbody>
</table>

percentage of fiction, fairy tales and story collection combined, it is found that four of the five libraries have a higher percentage of non-fiction books. Of the books in the Fairburn collection 65.5 per cent are non-fiction. College Park follows Fairburn in that 62.3 per cent of the book collection is non-fiction.

In the three remaining schools, the variation between the percentage of non-fiction and fiction, fairy tales and story collection is negligible (see Figure 1).

Quality of book collection. -- Although the quantity of the book collection continues to be important, the qualitative standards are important insofar as they aid the school to improve the educational program. It is hoped that greater emphasis is being placed on the qualitative evaluation of the library in contrast to the former emphasis on quantitative library requirements.

In an attempt to build a broad collection on a wide range of subjects in order to meet the varied needs and interests of the teachers and pupils within the school, the five libraries are making full use of
Percentage of Fiction and Non-Fiction Books in the Libraries in the Five Selected Schools

Figure 1

- Non-Fiction

- Fiction, Easy Books and Story Collections
all available materials dealing with the appraisal of junior books, which aim to evaluate books according to background, age or grade levels, interest levels, authenticity, uniqueness, curriculum application, suitability of format and serviceability of publishers' bindings. As pointed out earlier, only one of the five libraries meets the numerical standard for the library book collection as set up by the Committee on Post War Planning of the American Library Association; however, these libraries are slowly building "suitable" collections. The choice of books is governed by reviews in periodicals in the field of children's literature, trade catalogs, publishers' announcements and brief annotations in such book selection aids as Children's Catalog, Horn Book, Junior Libraries, Wilson Library Bulletin, and Georgia State Library List.

The book collection in each school is attractive in appearance and the librarians feel that they meet the needs of the pupils and teachers. The collections compare favorably with the balanced distribution of the elementary library collection as proposed in the Teacher-Librarian's Handbook.

There is an obvious weakness; however, in the easy book class

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in four of the libraries. A large number of the pupils enrolled in the five schools are reading far below their reading levels. The need for more easy reading material is being met only at the College Park Elementary School Library. The libraries are comparatively new and the library holdings are recent publications.

**Binding and mending.**— There is no mending or binding done in the individual schools. All books and other library materials are mended and bound in the Fulton County Mending Room and the National Library Bindery in Atlanta, Georgia. At the end of each school year, the libraries send properly labelled books and magazines that are to be mended and bound to the Fulton County Central Library Office. There was a total of 136 books mended for the five libraries during the 1953-1954 school year. During the school year of 1954-1955, there was a total of 117 books mended. Elementary libraries in this system have a few magazines bound. The majority of the magazine binding is done in those schools with grades above the elementary level.

**Pamphlets and clippings.**— Pamphlets and clippings constitute a fruitful source of recent information. They should be organized as an integral part of the library collection. Material should be regularly added to the information file as needs arise and promptly withdrawn when no longer useful. Clippings should be regarded chiefly as current records of significant events although they may prove of permanent interest in some instances.¹

¹"Suggested Organization of a Materials File," Fulton County Library Notebook, (Atlanta: Fulton County Library Department, September, 1955), p. 36. (Mimeographed.)
The librarians in the five libraries studied are just beginning the project of organizing their vertical files. Most of the pamphlet material that has been received from the Board of Education has been free. Fairburn library is the only one that has spent local money to purchase pamphlet material.

The librarians stated that the collections were adequate in communication, science, safety education and health education. Although this material is not completely organized, at the present it is meeting the needs of students and teachers.

In building the materials files, it has been suggested that the Fulton County librarians be guided by the following principles:

1. Pictures, pamphlets, clippings, charts, and maps should be chosen as carefully as books.
2. Study the curriculum and request help of teachers and children in selecting and ordering items for the materials file.
3. It is better to go slowly and choose only those instructional aids which will be helpful and appropriate for the local school.

It has also been suggested that the Fulton County librarians use the following criteria in choosing materials for the files:

1. Is the information unbiased?
2. Is the commercial aspect minimized?
3. Is it really useful for a particular teaching situation?
4. Is the information accurate and up-to-date?
5. Is the reading level suitable for users?

The Elementary Teacher's Guide to Free Curriculum Material

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1Ibid.

the Vertical File Service Catalog\textsuperscript{1} are available at the Fulton County Library Department to aid in the selection of vertical file material.

Periodicals and newspapers.— In selecting magazines, the librarians in the five selected schools appraise the individual publications according to the extent to which they meet the following requirements: format, appearance, organization of content, activities and literary content.

The selection of wholesome periodicals for the elementary school child is more difficult than the selection of literature in book form. In selecting children's magazines, librarians should have the ability to recognize outstanding literary qualities and should be skillful in using them with children. Realizing that magazines sometimes serve as "stepping stones" for the child who does not like to read, the librarian should be particularly careful in choosing magazines for the elementary school library.\textsuperscript{2}

The following magazines have proved to be of interest to boys and girls in grades one to eight of the elementary schools: American Girl, Boys' Life, Child Life, Children's Activities, Children's Playmate, Highlights for Children, Jack and Jill, Saturday Evening Post, Seventeen, Young Elizabethan, Current Biography, Junior Scholastic, Life, Newsweek, Current Events, Junior Review, My Weekly Reader, Read Magazine, Holiday, National Geographic, Journal of Natural History, Popular Mechanics.

\textsuperscript{1}Vertical File Service Catalog (New York: H. W. Wilson Company, 1932 to date).

As can be seen in Table 3, the number of magazines subscribed to by these schools compares favorably with the recommended list. Of the 19 magazines which are suitable for children, 15 of these are found in the Basic Book Collection for Elementary Schools. There are magazines in each of the following categories: story and general magazines, current events, geography and travel, nature, science and technology, and special interests.

There are 10 magazines which are selected for adult use. Six are professional magazines and four are used by parents in the community.

The Committee on Post War Planning of the American Library Association states that:

An elementary school with an enrollment of two hundred -- 10 to 15 magazines.

A high school with an enrollment of two hundred -- 15 to 25 magazines.

As enrollment increases, the number of subscriptions should be proportionately increased.

Newspapers are also necessary library materials. The school library in a school with an enrollment of 200 should subscribe to two newspapers, one local paper and one presenting news of a state and national level. In large schools the number of newspapers taken by the school library will be increased.


2 Ibid.

### TABLE 3

**LIST OF MAGAZINES RECEIVED REGULARLY BY THE FIVE SELECTED SCHOOLS**

<table>
<thead>
<tr>
<th>Magazines</th>
<th>Bailey-Johnson</th>
<th>College Park</th>
<th>East Point</th>
<th>Fairburn</th>
<th>Palmetto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Activities</td>
<td>***</td>
<td>x</td>
<td>***</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>American Girl</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>American Red Cross</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Audubon</td>
<td>***</td>
<td>***</td>
<td>x</td>
<td>x</td>
<td>***</td>
</tr>
<tr>
<td>Boys' Life</td>
<td>x</td>
<td>***</td>
<td>x</td>
<td>***</td>
<td>x</td>
</tr>
<tr>
<td>Child Life</td>
<td>***</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>***</td>
</tr>
<tr>
<td>Children's Digest</td>
<td>***</td>
<td>x</td>
<td>***</td>
<td>***</td>
<td>x</td>
</tr>
<tr>
<td>Colliers'</td>
<td>***</td>
<td>***</td>
<td>x</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Elementary School Journal</td>
<td>x</td>
<td>***</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Elementary English Review</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Farm Life</td>
<td>x</td>
<td>x</td>
<td>***</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Highlights for Children</td>
<td>***</td>
<td>***</td>
<td>x</td>
<td>x</td>
<td>***</td>
</tr>
<tr>
<td>Horn Book</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Jack and Jill</td>
<td>x</td>
<td>***</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Junior Libraries</td>
<td>***</td>
<td>***</td>
<td>x</td>
<td>***</td>
<td>x</td>
</tr>
<tr>
<td>Magazines</td>
<td>Bailey Johnson</td>
<td>College Park</td>
<td>East Point</td>
<td>Fairburn</td>
<td>Palmetto</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------</td>
<td>--------------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Junior Natural History</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>...</td>
<td>x</td>
</tr>
<tr>
<td>Junior Scholastic</td>
<td>x</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>x</td>
</tr>
<tr>
<td>Ladies' Home Journal</td>
<td>...</td>
<td>...</td>
<td>x</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Life</td>
<td>x</td>
<td>...</td>
<td>x</td>
<td>x</td>
<td>...</td>
</tr>
<tr>
<td>My Weekly Reader</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>National Geographic</td>
<td>x</td>
<td>...</td>
<td>...</td>
<td>x</td>
<td>...</td>
</tr>
<tr>
<td>Newsweek</td>
<td>x</td>
<td>x</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Parents</td>
<td>...</td>
<td>x</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Popular Mechanics</td>
<td>x</td>
<td>x</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Reader's Digest</td>
<td>...</td>
<td>...</td>
<td>x</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Time</td>
<td>x</td>
<td>...</td>
<td>x</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Today's Health</td>
<td>x</td>
<td>...</td>
<td>x</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Wee Wisdom</td>
<td>x</td>
<td>...</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Wilson Library Bulletin</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>12</strong></td>
<td><strong>19</strong></td>
<td><strong>14</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>
Each of the five schools in the study meets this standard. The East Point Elementary School leads the group in that this school subscribes to 18 magazines while College Park falls at the bottom with a subscription list of only 11 magazines.

No elementary school in this study subscribes to a newspaper. The Bailey-Johnson and Fairburn Schools have the opportunity of using two daily papers and one weekly paper which are received by the high-school department. Teachers and friends often donate papers to the other schools.

Audio-Visual Materials

Up-to-date school programs require a wide variety of instructional materials geared to the interests and abilities of children. These materials include motion pictures, slides, filmstrips, recordings, radios, and televisions in addition to books, maps, and charts.

Librarians should take the initiative in making these aids known and in securing and promoting their use. Where the services of a director of audio-visual education or of a music department are available the librarian will work closely with that staff member in order that the whole materials program may be closely integrated and a central record of all materials may be maintained.

Fulton County Board of Education provides teaching materials that are available through their materials center. There is a well organized Audio-Visual Department in Fulton County which makes it possible to circulate to teachers, upon request, such materials as films, filmstrips, flat pictures, pamphlets, charts, maps, and posters.

There is an extensive scientific collection for use by the

\[\text{\textsuperscript{1}}\text{Ibid.}, \text{p. 23.}\]
elementary schools. This collection includes such materials as minerals, insects, explano-mounts, plant magnets, portfolios, and numerous other pieces of equipment.

The audio-visual needs of teachers and students are adequately met through the Fulton County Audio-Visual Department. There is a small collection of filmstrips and a much larger collection of recordings kept in each of the local schools. This is shown in Table 4.

The schools depend almost totally upon the Fulton County Audio-Visual Department. Each teacher has an audio-visual handbook in which all materials are listed. This handbook is kept up-to-date by supplements which are issued when a significant number of new materials have been added to the collection. The films and filmstrips are classified according to the Dewey Decimal Classification System and are listed by class, number, title, grade level, and length of time required for showing. There is also a card catalog in each school which contains brief annotations of all films and recordings. Flat pictures, charts and pamphlets are classified by broad subject areas.

The audio-visual coordinators in each school keep a record of (1) all materials received, (2) the teachers requesting them, (3) when received, (4) when to be returned, and (5) actual date returned.¹

The audio-visual supervisor and a group of teachers preview films and filmstrips before purchases are made.

Table 5 gives a record of the use of audio-visual materials by the five selected schools. Appendixes B, C, D, and E indicate the

### TABLE 4

**DISTRIBUTION OF AUDIO-VISUAL EQUIPMENT AND MATERIALS IN THE FIVE SELECTED SCHOOLS**

<table>
<thead>
<tr>
<th>Materials</th>
<th>Bailey-Johnson</th>
<th>College Park</th>
<th>East Point</th>
<th>Fairburn</th>
<th>Palmetto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filmstrips</td>
<td>13</td>
<td>21</td>
<td>13</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Slides</td>
<td>20</td>
<td>47</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Recordings</td>
<td>101</td>
<td>220</td>
<td>215</td>
<td>171</td>
<td>132</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Bailey-Johnson</th>
<th>College Park</th>
<th>East Point</th>
<th>Fairburn</th>
<th>Palmetto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radios</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Turntables</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Movie Projectors</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Filmstrip</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projectors</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Phonographs</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Projection rooms</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Shelving for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recordings</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>a</td>
</tr>
<tr>
<td>Cabinets for Maps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tape Recorders</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Projection Stands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*These include classrooms, libraries and auditoriums which are darkened for audio-visual purposes.*

An Adequate

services that Fulton County Audio-Visual Department is giving to the schools of the county. *Educational Film Guide*,¹ *Filmstrip Guide*,² and *See and Hear*,³ are used by the supervisor in the selection of materials.


³*See and Hear* (Chicago: Audio-Visual Publications, 1945-date).
### TABLE 5

**RECORD OF USE OF MATERIALS FROM THE FULTON COUNTY SCHOOLS' AUDIO-VISUAL DEPARTMENT BY THE FIVE SELECTED SCHOOLS FOR THE SCHOOL YEAR, 1955-1956**

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Teachers Operating Movie Projectors</th>
<th>Other Equipment: Microphones and Movie Projectors</th>
<th>Science Collections and Equipment</th>
<th>Flat Pictures - Charts</th>
<th>Slides</th>
<th>Filmstrips</th>
<th>Films</th>
<th>Percentage of Teachers Using Materials</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey-Johnson</td>
<td>10</td>
<td>...</td>
<td>3</td>
<td>62</td>
<td>1</td>
<td>112</td>
<td>301</td>
<td>100</td>
<td>12</td>
</tr>
<tr>
<td>College Park</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>40</td>
<td>...</td>
<td>109</td>
<td>167</td>
<td>71</td>
<td>21</td>
</tr>
<tr>
<td>East Point</td>
<td>14</td>
<td>1 (Microphone)</td>
<td>2</td>
<td>...</td>
<td>...</td>
<td>56</td>
<td>127</td>
<td>52</td>
<td>25</td>
</tr>
<tr>
<td>Fairburn</td>
<td>11</td>
<td>1</td>
<td>...</td>
<td>13</td>
<td>70</td>
<td>102</td>
<td>136</td>
<td>82</td>
<td>17</td>
</tr>
<tr>
<td>Palmetto</td>
<td>6</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>59</td>
<td>119</td>
<td>92</td>
<td>12</td>
</tr>
</tbody>
</table>

No record is available of the number of films ordered from the State Audio-Visual Service and other sources.
It was observed that all libraries have movie projectors, radios, and filmstrip projectors. The Bailey-Johnson and College Park Schools are the only two which own tape recorders.

There are only a few filmstrips and slides kept in the local schools since the teachers borrow most of their audio-visual materials from the Fulton County Audio-Visual Department, (see Table 5).

The school using the largest number of films and filmstrips for the school year, 1955-1956 was the Bailey-Johnson School. Palmetto School used the smallest number of films while the East Point School used the smallest number of filmstrips. Bailey-Johnson School also had the greatest percentage of teachers using films while the East Point School had the smallest percentage.

**Finance**

Satisfactory school library service is dependent upon adequate financial resources. The school administration cannot expect maximum results with minimum expenditures. Provision for financing the school library should be included in the school budget.¹

In every school system maintaining organised libraries a definite sum should be earmarked in the annual school budget for library purposes. In general practice, this sum is presumed to cover printed materials and their binding and special supplies not required elsewhere in the system.²

It may be extended and enlarged to cover audio-visual materials and textbooks. Salaries, equipment, and general maintenance are

¹Ibid.

ordinarily omitted since these are included in the general school budget.

For the purchase of books, periodicals, and other printed materials and supplies and for re-binding in an organized library unit in a school of 200 pupils or fewer, the minimum annual budget should be not less than $300. For larger schools a per-pupil annual expenditure of $1.50 will provide adequate, but not superior, printed resources. Schools with enrollments of more than 1000 can provide good library service on a lower per-pupil expenditure than can the smaller school.

In addition, special provision must be made at least every five years for encyclopedia replacements. Schools not having a minimum active collection of five books per pupil will need larger per capita appropriations until a good per basic book collection has been acquired. Funds from the book budget should be available throughout the school year so that book orders may be staggered and thus assure the purchase of new books and materials to meet the needs and interests of pupils and teachers as they arise.

Intelligent building of a well-rounded book collection requires a planned program of buying. In order to budget wisely a librarian must be assured a reasonably stable budget from year to year.

For the three year period, the Bailey-Johnson School had the largest per pupil expenditure. The per pupil expenditures of these five schools range from $.63, which was the expenditure of the Palmetto School during the school year of 1953-1954 to $2.35 which was the expenditure of the Bailey-Johnson School for that same year, (see Table 6).

Table 6 also indicates that four of the five schools spent a larger amount of funds for library materials in 1953-1954 than they did in the two following years. The greatest contrast was found in the Bailey-Johnson School whose per pupil expenditure for 1953-1954 was $2.53 while the 1955-1956 expenditure was $.81. There is also a

---

TABLE 6

EXPENDITURES PER PUPIL FOR LIBRARY MATERIALS IN THE FIVE SELECTED SCHOOLS FOR THE THREE YEARS STUDIED

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey-Johnson</td>
<td>$2.53</td>
<td>$0.81</td>
<td>$1.38</td>
</tr>
<tr>
<td>College Park</td>
<td>$0.99</td>
<td>$0.90</td>
<td>$0.81</td>
</tr>
<tr>
<td>East Point</td>
<td>$0.73</td>
<td>$0.79</td>
<td>$0.83</td>
</tr>
<tr>
<td>Fairburn</td>
<td>$1.32</td>
<td>$0.81</td>
<td>$1.07</td>
</tr>
<tr>
<td>Palmetto</td>
<td>$1.28</td>
<td>$0.63</td>
<td>$0.87</td>
</tr>
</tbody>
</table>

contrast in the expenditures of the Fairburn School in that the expenditure for 1953-1954 was $1.28 while the 1955-1956 expenditure was $.63. The differences in the expenditures of the other two schools for those periods are negligible. The fact that these four schools appropriated a larger amount of money for library materials in 1953-1954 than they did in the two years following can be attributed to the fact that this was the year for the replacement of encyclopedias and the purchase of other expensive reference books. Some of the libraries were also trying to eliminate certain deficiencies in their book collections that year.

Of the five selected schools, Bailey-Johnson was the only one that met the standards of the American Library Association in that $2.35 was spent for library materials in 1953-1954. The school did not meet this national standard for the two following years. The American
Library Association feels that $1.50 will provide adequate printed resources, (see quoted statement above).

The libraries in this study do meet the standard for the state of Georgia for the three-year period, since each maintained an annual expenditure of at least $0.50 per pupil for that period.

Administration and Organization of Budget

The libraries in Fulton County operate principally on funds appropriated by the state and the Board of Education. These funds are supplemented by money from the local Parent-Teachers Associations' matching funds, other gifts and small fines. The allotment for books, magazines and other library materials comes from the Board of Education. The library supervisor gives the librarians in the local schools the authority to designate the amount of money to be spent for the various library materials. The library allotment of Fulton County complies with the state standard which requires that each school should spend a minimum of $0.50 per pupil for books and library materials.¹

Appropriations and Expenditures

There was a total expenditure for the five schools in this study of $6,562.84 for books and other library materials during the school year 1955-1956 and the two preceding years. Of this sum $4,792.88 was spent for books. The balance of this money was spent in the following ways: magazines, $411.66; recordings, $521.26; bindings and mending, $220.11; supplies and equipment, $293.88; filmstrips, $273.00; slides, $32.90, and pamphlets $17.15. A detailed account of

the amount of money spent in the individual schools for the various materials is shown in Table 7.

**Personnel**

The size of the library staff depends largely upon the number of teachers and pupils to be served. It is very closely related to the nature of the service required. Another governing factor is the amount of work that is provided through a central library agency outside the school. The Centralized Materials Center in Fulton County is an example of such a library agency.

Four of the five libraries in this study have full-time librarians. The Palmetto School receives the services of a librarian three days out of a week; the librarian spends the other two days working at the Teachers' Professional Library. There is no assistant librarian or clerical worker in any of the five school libraries. The only assistance received by the librarians is that given by the student assistants.

As will be seen later in this study, the major part of the organizational work (cataloging, ordering and processing of books) is done by the librarian and not through a central agency.

In order to comply with the standards of the Committee on Post-War Planning of the American Library Association, it is strongly recommended that a full-time librarian with clerical assistance is needed in any school, elementary or secondary, with an enrollment of 200 pupils or more in which the full possibility of the library is realized in the school program.1

---
TABLE 7

TOTAL EXPENDITURES FOR LIBRARY MATERIALS IN THE FIVE SCHOOLS, 1953-1956

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>Books</th>
<th>Magazines</th>
<th>Recordings</th>
<th>Binding and Mending</th>
<th>Supplies</th>
<th>Film Strips</th>
<th>Slides</th>
<th>Pamphlets</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey-Johnson</td>
<td>1953-54</td>
<td>197.40</td>
<td>15.50</td>
<td>66.59</td>
<td>16.50</td>
<td>37.86</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>333.85</td>
</tr>
<tr>
<td></td>
<td>1954-55</td>
<td>67.32</td>
<td>16.37</td>
<td>7.65</td>
<td>3.00</td>
<td>12.00</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>106.34</td>
</tr>
<tr>
<td></td>
<td>1955-56</td>
<td>64.64</td>
<td>16.37</td>
<td>16.80</td>
<td>3.75</td>
<td>16.17</td>
<td>66.00</td>
<td>...</td>
<td>...</td>
<td>182.73</td>
</tr>
<tr>
<td></td>
<td></td>
<td>329.36</td>
<td>48.24</td>
<td>91.04</td>
<td>23.25</td>
<td>65.03</td>
<td>66.00</td>
<td></td>
<td></td>
<td>622.92</td>
</tr>
<tr>
<td>College Park</td>
<td>1953-54</td>
<td>484.88</td>
<td>29.82</td>
<td>82.34</td>
<td>17.25</td>
<td>13.70</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>627.99</td>
</tr>
<tr>
<td></td>
<td>1954-55</td>
<td>493.84</td>
<td>28.50</td>
<td>23.06</td>
<td>17.25</td>
<td>17.34</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>579.99</td>
</tr>
<tr>
<td></td>
<td>1955-56</td>
<td>395.53</td>
<td>31.12</td>
<td>16.80</td>
<td>18.75</td>
<td>9.78</td>
<td>69.00</td>
<td>32.90</td>
<td>...</td>
<td>573.88</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1374.25</td>
<td>89.44</td>
<td>122.20</td>
<td>53.25</td>
<td>40.82</td>
<td>69.00</td>
<td>32.90</td>
<td>...</td>
<td>1781.86</td>
</tr>
<tr>
<td>East Point</td>
<td>1953-54</td>
<td>467.35</td>
<td>20.75</td>
<td>98.92</td>
<td>...</td>
<td>67.88</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>654.90</td>
</tr>
<tr>
<td></td>
<td>1954-55</td>
<td>586.50</td>
<td>44.56</td>
<td>32.06</td>
<td>31.50</td>
<td>14.69</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>709.31</td>
</tr>
<tr>
<td></td>
<td>1955-56</td>
<td>583.56</td>
<td>45.81</td>
<td>16.80</td>
<td>8.75</td>
<td>17.88</td>
<td>72.00</td>
<td>...</td>
<td>...</td>
<td>744.80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1637.41</td>
<td>111.12</td>
<td>147.78</td>
<td>40.25</td>
<td>100.45</td>
<td>72.00</td>
<td></td>
<td></td>
<td>2109.01</td>
</tr>
<tr>
<td>School</td>
<td>Year</td>
<td>Books</td>
<td>Magazines</td>
<td>Recordings</td>
<td>Binding and Mending</td>
<td>Supplies</td>
<td>Film Strips</td>
<td>Slides</td>
<td>Pamphlets</td>
<td>Total</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>---------</td>
<td>-----------</td>
<td>------------</td>
<td>---------------------</td>
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<td>-------------</td>
<td>--------</td>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>1953</td>
<td>379.71</td>
<td>29.62</td>
<td>73.25</td>
<td>13.86</td>
<td>27.00</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>523.44</td>
</tr>
<tr>
<td></td>
<td>1954</td>
<td>206.34</td>
<td>28.25</td>
<td>32.11</td>
<td>27.20</td>
<td>13.65</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>307.55</td>
</tr>
<tr>
<td>Fairburn</td>
<td>1955</td>
<td>222.87</td>
<td>30.12</td>
<td>17.15</td>
<td>30.00</td>
<td>21.50</td>
<td>66.00</td>
<td>17.15</td>
<td>404.79</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1956</td>
<td>808.92</td>
<td>87.99</td>
<td>122.51</td>
<td>71.06</td>
<td>62.15</td>
<td>66.00</td>
<td>17.15</td>
<td>1235.78</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1953-1954</td>
<td>302.03</td>
<td>29.37</td>
<td>10.48</td>
<td>25.90</td>
<td>6.00</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>373.78</td>
</tr>
<tr>
<td>Palmetto</td>
<td>1954</td>
<td>132.03</td>
<td>22.75</td>
<td>10.45</td>
<td>6.40</td>
<td>12.48</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>184.11</td>
</tr>
<tr>
<td></td>
<td>1955</td>
<td>208.88</td>
<td>22.75</td>
<td>16.80</td>
<td>...</td>
<td>6.95</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>255.38</td>
</tr>
<tr>
<td></td>
<td>1956</td>
<td>642.94</td>
<td>74.87</td>
<td>37.73</td>
<td>32.30</td>
<td>25.43</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>813.27</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>4792.88</td>
<td>411.66</td>
<td>521.26</td>
<td>220.11</td>
<td>293.88</td>
<td>273.00</td>
<td>32.90</td>
<td>17.15</td>
<td>6562.84</td>
</tr>
</tbody>
</table>
Training.— The school librarian should have completed an organized college program in library science, usually 30-36 semester hours, with consideration given to the selection and use of books particularly suited to the needs of school-age boys and girls and to the function and administration of the library in the school. These courses might be included as a part of the four-year college courses... He should have completed professional education courses generally required for the certification of teachers.¹

Each of the five librarians in the schools studied has the Bachelor of Arts degree and each has been certified for library work by the Georgia State Department of Education. The training and experience of these librarians are indicated in Table 8.

<table>
<thead>
<tr>
<th>School</th>
<th>Professional Library Training</th>
<th>Years of Teaching Experience</th>
<th>Years of School Library Experience</th>
<th>Number of Hours Spent in the Library a Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey-Johnson</td>
<td>M.S. in L.S.</td>
<td>8</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>College Park</td>
<td>27 Semester Hours</td>
<td>12</td>
<td>9</td>
<td>5½</td>
</tr>
<tr>
<td>East Point</td>
<td>19 Semester Hours</td>
<td>...</td>
<td>5</td>
<td>5½</td>
</tr>
<tr>
<td>Fairburn</td>
<td>B.L.S.</td>
<td>8</td>
<td>7</td>
<td>5½</td>
</tr>
<tr>
<td>Palmetto</td>
<td>M.S. in L.S.</td>
<td>14</td>
<td>5</td>
<td>5½</td>
</tr>
</tbody>
</table>

The Bailey-Johnson Librarian has a master's degree in elementary education from Atlanta University and a Master of Science in Library

¹Ibid., p. 18.
Service degree from Atlanta University. She has eight years of teaching experience in the elementary school and four years of experience as a school librarian.

At College Park School the librarian has 12 years of teaching experience and nine years of experience in the school library. She has completed 27 semester hours in library service at Atlanta University.

The librarian at the East Point School has had no teaching experience. She has had five years of experience as a school librarian and seven years as a student library assistant in a university library. She has earned 25 semester hours in library service at the University of Southern California.

The librarian at the Fairburn School has had eight years of teaching experience and seven years of experience in school library work. She holds the Bachelor of Library Service degree from Atlanta University.

The librarian at the Palmetto School who also serves as librarian at the Fulton County Professional Library has had 14 years of experience in the teaching profession. Seven of these years were spent as a teacher in a demonstration school. The other seven were spent in supervisory work in elementary schools. She recently received the Master of Science in Library Service degree from Western Reserve University.

The background in education that these librarians have acquired is invaluable to them in working with teachers and pupils in forwarding the educational programs of the schools.

Status.— The librarian is generally accepted as a member of the instructional staff. The school librarian, meeting all requirements for a teaching certificate in the state
or region should have equal status with teachers. The librarian should be classified as a teacher on salary schedule for teachers with equal training and experience.¹

School librarians in Fulton County are considered as members of the faculty. The salaries of the librarians are comparable to those of teachers with the same amount of training and years of experience. Librarians attend all faculty meetings and are members of the curriculum planning committees as well as many other committees. Provisions are made for librarians to receive tenure, retirement, pensions, and leaves applicable to those of teachers in the system.

Responsibilities.— The duties of the librarian outside of the library vary from that of faculty secretary to that of working in the school cafeteria during lunch period. The working hours of the librarians are comparable to those of the teaching staff. They spend the entire day which is from 8:45 A.M. until 2:30 P.M. The librarian at Bailey-Johnson School has different hours because she serves both elementary and high school students. Her hours are from 8:30 in the morning until 3:00 in the afternoon. Librarians are not responsible for textbooks. Their school year begins in September and ends in June, the same as that of the teachers.

Quarters and Equipment

The physical facilities of all the libraries selected have been designed on the bases of functional use and artistic principles. There is an attempt to meet the basic needs of elementary children in those library activities which are significant in the elementary school program. Functional planning in school facilities is based upon the

¹Ibid., p. 19.
educational needs of the children to be served.

The five libraries in this study are comparatively new. Four of them were built in the last four years. The other one recently had a large amount of remodeling done. Each library has a reading room and a workroom. There is ample seating space for seating the largest class at one time. The color schemes are appropriate. The natural lighting is adequate and when necessary the fluorescent lights may be used. In all schools venetian blinds are used at the windows. The Bailey-Johnson Library has a group of windows which extend the full length of the room making a natural picture window.

There are some unique qualities that cause the East Point Library to be more distinctive than the libraries at the other four schools. The shelving and bookends are painted in a warm buff tone which is quite a welcome change from the traditional black bookends and natural pine shelves which exist in the other libraries. The cozy window seat in the library is a comfortable place for browsing. There is also a large rocking chair which aids the librarian in adding a kind of magic to the art of storytelling.

The five libraries are centrally located and easily accessible to all classrooms. Since daily library classes are scheduled, the convenience and efficiency of student movement require that the library be located centrally in the classroom building. All of the libraries are located on the ground floor except the East Point School Library which is on the second floor. The quiet atmosphere which surrounds this library is conducive to library activities.

The libraries consist of large reading rooms and convenient, well-equipped workrooms which include suitable storage space for various
types of library materials. There is ample space in the workrooms to do technical work such as cataloging, lettering, and the necessary mending of books. There is also ample storage space for new books, back numbers of magazines and for audio-visual materials which are cataloged and distributed by the librarian.

The East Point School library is the only one which provides adequate space for group work among students away from the main reading room. The workroom at this school is a combination workroom and conference room.

The following standard equipment was observed in all of these libraries: bulletin boards, vertical files, typewriters, tables, chairs, card catalogs, trays, desks, dictionary and atlas stands, electrical outlets, and sinks, (see Table 9).

The quantity of equipment owned by these libraries is about the same. The variation in the number of chairs was greater than in any other type of equipment. The numbers of chairs found in the five schools were as follows: Bailey-Johnson, 36 chairs; College Park, 42 chairs; East Point, 55 chairs; Fairburn, 48 chairs, and Palmetto, 30 chairs.

The seating capacity of these libraries is adequate enough to accommodate the largest classes in the schools but it does not meet with standards of the American Library Association which states that:

Schools of all sizes can plan their reading-room space in terms of the number of people who will be seated at any one time, allowing 25 square feet per reader. In small schools floor space should not be less than that required to seat the largest classroom group plus 20 pupils (never less than 15 percent of the enrollment) and to provide a library workroom with adequate storage space.
### TABLE 9

**DESCRIPTION OF LIBRARY QUARTERS AND EQUIPMENT IN THE FIVE SELECTED SCHOOLS**

<table>
<thead>
<tr>
<th></th>
<th>Bailey-Johnson</th>
<th>College Park</th>
<th>East Point</th>
<th>Fairburn</th>
<th>Palmetto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate Room</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Size</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shelving Capacity</td>
<td>Adequate</td>
<td>Adequate</td>
<td>Adequate</td>
<td>Adequate</td>
<td>Adequate</td>
</tr>
<tr>
<td>Seating Capacity</td>
<td>36</td>
<td>42</td>
<td>56</td>
<td>56</td>
<td>30</td>
</tr>
<tr>
<td>Conference Room</td>
<td>None</td>
<td>None</td>
<td>1</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bulletin Boards</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Vertical Files</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Typewriters</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Tables</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Chairs</td>
<td>36</td>
<td>42</td>
<td>55</td>
<td>48</td>
<td>30</td>
</tr>
<tr>
<td>Card Catalog Trays</td>
<td>15</td>
<td>15</td>
<td>21</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Desks</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Dictionary and Atlas Stands</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Electrical Outlets</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Sink, Running Water</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Workroom</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Fulton County School administrators are cognizant of the importance that books and other library material have upon the lives of young readers. Realizing this fact, these administrators are making available numerous resources that will enrich children's lives and broaden their acquaintance with books during the early years.

The book collection is of utmost importance and the building of a well-rounded collection in the elementary school is an inspiring work and offers the classroom teacher and the librarian an excellent opportunity to enrich life for all children. The five libraries in this study meet the standard that has been formulated by the state of Georgia in that they have an annual per pupil expenditure of at least $50, for books only.¹

The five selected libraries have a total collection of 8,575 books. Books are distributed among the schools in the following manners: Bailey-Johnson, 862 volumes; College Park, 2,825 volumes; East Point, 2,369 volumes; Fairburn, 1,207 volumes, and Palmetto, 1,312 volumes.

In considering the number of books per pupil, Bailey-Johnson leads the list with 6.5 books per pupil. East Point school has 2.5 books per pupil which is the minimum number of books per pupil.

Although the quantity of the book collection continues to be important, the qualitative standards are important insofar as they aid the school to improve the educational program. The choice of books, in these five schools, is governed by the reviews in periodicals.

in the fields of children's literature, trade catalogs, publishers' announcements and brief annotations in such book selection aids as Children's Catalog,¹ *Horn Book,*² *Junior Libraries,*³ *Wilson Library Bulletin,*⁴ and *Georgia State Library List.*⁵

Pamphlets and clippings constitute a fruitful source of recent information. The librarians in the five libraries studied are just beginning the project of organizing their vertical files. Most of the pamphlet material that has been received from the Board of Education has been free.

In selecting magazines, the librarians in the five selected schools appraise the individual publication according to the extent to which they meet the following requirements: format, appearance, organization of content, activities and literary content. The number of magazines subscribed to by these schools compares favorably with the recommended list that is found in the *Basic Book Collection for Elementary Schools.*⁶

Up-to-date school programs require a wide variety of instructional materials geared to the interests and abilities of children. These

¹*Children's Catalog, Op. cit.*
materials include motion pictures, slides, filmstrips, recordings, radios, and television sets in addition to books, maps and charts.

The Fulton County Board of Education provides teaching materials that are available through their materials center. There is a well organized Audio-Visual Department in Fulton County which makes it possible to circulate to teachers, upon request, such materials as films, filmstrips, flat pictures, pamphlets, charts, maps and poster. There is also an extensive scientific collection for use by the elementary schools.

It was observed that all of the libraries have movie projectors, radios, and filmstrip projectors. The Bailey-Johnson and College Park Schools own tape-recorders.

Satisfactory school library service is dependent upon adequate financial resources. The libraries of Fulton County operated principally on funds appropriated by the state and the Board of Education. These funds are supplemented by money from the local Parent-Teachers Associations matching fund, gifts and small fines.

There was a total expenditure for the five schools in this study of $6,562.84 for books and other library materials during the school year 1955-1956 and the two preceding years. Of this sum $4,792.88 was spent for books. The balance of this money was spent for the followings: Magazines, $411.66; recordings, $521.26; binding and mending, $220.11; supplies and equipment, $293.88; filmstrips, $273.00; slides, $32.90 and pamphlets $17.15. The per pupil expenditures of the five schools range from $.63 which was the expenditure of the Palmetto School during the school year of 1953-1954 to $2.35 which was the expenditure of the Bailey-Johnson School for that same year.
The size of the library staff depends largely upon the number of teachers and pupils to be served. It is very closely related to the nature of the service required. Four of the five libraries in this study have full-time librarians. The Palmetto School receives the services of a librarian three days out of a week; the librarian spends the other two days working at the Teachers' Professional Library. There is no assistant librarian or clerical worker in any of the five school libraries. Two of the librarians hold the Master of Science in Library Service Degrees, while one holds the Bachelor of Science in Library Service degree. The remaining two are studying toward the Master's Degree in Library Service. The Bailey-Johnson librarian spends six hours a day in the library while the other four librarians spend five and one half hours each.

The physical facilities of all the libraries selected have been designed on the basis of functional use and artistic principles. The following standard equipment was observed in all of the libraries: bulletin boards, vertical files, typewriters, tables, chairs, card catalogs, trays, desks, dictionary and atlas stands, electrical outlets, and sinks. The quantity of equipment owned by these libraries is about the same. The seating capacity is adequate to accommodate the largest classes in the schools but it does not meet with standards of the American Library Association.
CHAPTER III

ORGANIZATION AND ADMINISTRATION

External Control

In the Fulton County School System, the libraries are recognized as an integral part of the educational program. They are under the direct control of the Fulton County Board of Education. Librarians are selected and employed by the assistant superintendent upon the recommendation of the county library supervisor.

The supervisor of libraries is responsible for the planning and directing of library activities throughout the school system. Due to this central administration and supervision, the five libraries in this study have a great similarity in plan and organization. As has been previously pointed out, a picture of one is a picture of all five, with a very few exceptions.

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

The county library supervisor meets with the librarians one Saturday each month to exchange ideas and discuss problems; in this manner they are able to find a satisfactory solution to a number of problems that make impossible the effective functioning of the school library program. At these meetings new bulletins are given, announcements are made and new library materials are discussed. Each person gives a brief annotation of at least two new books and reports on recent articles they have read which they feel may have an appeal to the group.

About twice a year the supervisor and the librarians visit the state and public library in a group in order to select new books.

**Internal Control**

The library supervisor, the librarian and the principal work together in order that they may achieve the greatest possible results from the libraries of this county. Realizing that efficient library service requires the careful planning and direction of library activities throughout the school system, the librarians of the Fulton County School System are classified as teachers, having the same privileges and benefits as other teachers on the faculty. There are, however, certain administrative functions required of the librarians. In collaboration with the principals, they decide upon library policies and routines, arrange with instructors for attendance of pupils in the library and the use of its facilities. The librarians must allot the amount of money to be spent for different library materials. The responsibility of publicity and of sending all library reports to the library supervisor are hers.
Administrative Provision for Library Use

In order that the school library may successfully serve its clientele, it must be organized in such a manner that both pupils and teachers will be able to make the most effective use of all of the facilities of the library. This is only possible, when those persons who are responsible for the organizational pattern of the library are cognizant of the needs of the curriculum as well as the interest of the pupils. These persons must also make these facilities easily accessible to the pupils and teachers.

It is interesting to note that the five libraries in this survey follow the same organizational pattern. They have found that, for more effective use, the librarians must carry on a definite program of activities with the classes which includes, storytelling, book talks, group discussions of books, recreational reading, reading guidance, instruction in the use of books and libraries, and use of audio-visual materials.

These librarians have a definite schedule which gives each class an allotted time in the library. These children are also free to come in at other times for reference and reading purposes, whenever the library is not in use.

The vitality and success of the library program in any school depends in a large measure on the skill of the principal in developing a type of school organization which provides for the effective use of the library by pupils and teachers. Different principals may accomplish this result in different ways. Any plan is satisfactory which makes the library easily accessible to all children for reference or reading purposes and provides time for children to go to the library regularly. The best plans include a daily allotment of time in the library for each class with provision for individual children and committees of children to use
the library at any time of the day for special work. This arrangement makes it possible to coordinate library and classroom activities effectively.\(^1\)

**Scheduling and attendance.**-- In order to insure a definite time allotment for the various library activities, it is a policy in Fulton County for the principal, librarian and some member of the faculty to work together at the beginning of the school year in planning the library schedule. A copy of this schedule is placed on the library bulletin board and duplicate copies are sent to the Fulton County Library Department and to the Georgia State Department of Education. These schedules are flexible and subject to change whenever the situation necessitates a change.

Few library aims can be reached and few of the activities carried out unless pupils have frequent and extended access to the library. The outstanding objective in planning attendance is to get as many as possible in the library as often as possible. There are two ways by which library attendance may be secured: (a) by publicizing the library and making attendance so desirable that everybody will be eager to come and (b) scheduling in such a way that all will be sure to arrive there at stated intervals.\(^2\)

**Hours.**-- These libraries are open during the school day and the working hours of the librarians are comparable to those of the teaching staff. When it is impossible for the librarian to be in charge, arrangements are made for having a trained student assistant in charge. These librarians spend the entire school day which is from

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\(^1\)Gardiner, *op. cit.*, p. 19.

8:45 A.M. until 2:30 P.M. The librarian at Bailey-Johnson School has different hours because she serves both elementary and high-school students. Her hours are from 8:30 A.M. until 3:00 P.M.

Fargo states that: "The number of hours per day during which the library should be open for use naturally depends on the nature and extent of the school program."

Storytelling.— Of the five libraries studied two of them have a scheduled story-hour period of approximately 45 minutes for all elementary classes once a week. Due to the large enrollments, the primary students of the East Point and College Park schools have to rotate their story-hour periods. These primary pupils are scheduled to come to the library only twice while those in the upper grades are scheduled to come once each week. Since the librarian at the Palmetto School works at the School only three days a week, it is also necessary for her to rotate the story hour.

This scheduled period does not consist of storytelling exclusively; it also includes such activities as book talks, general browsing, free reading, music appreciation, citizenship talks, care of the library materials and property, research and special assignments, and lessons on the use of the library and its reference tools.

Children can enjoy and appreciate many books which are far beyond their ability to read or interpret for themselves. From the time children enter kindergarten until they leave school, they should have the opportunity to hear fine books read or to listen to stories. Storytelling and reading aloud will include a variety of literature—nonsense tales, poetry, fairy tales, short stories, hero tales, myths, and legends, and fiction. Periods devoted to storytelling and reading aloud should be planned carefully, and the librarian

Ibid., p. 110.
should know her material thoroughly.¹

Use of audio-visual aids.— Librarians make an extensive use of audio-visual materials at this time. Students have an excellent opportunity to see movies, filmstrips, and slides. They also listen to recordings and make tape recordings of their own stories. The audio-visual materials are often correlated with regular classroom assignments. The librarians are able to familiarize themselves with classroom activities by working with the individual teacher in collecting supplementary materials. As a result of this cooperative relationship, this story-hour period is often used by teachers and librarians as an instructional period in the upper elementary grades.

Borrowing privileges.— As revealed in Table 10, there is no definite policy governing borrowing privileges in these libraries. The period of time for which a book is loaned at the College Park School is two weeks. The other four libraries lend books for a period of only one week. Faculty members may withdraw materials for a longer period for use in the classroom. This policy regarding the length of a faculty loan varies from school to school. Pupils in the primary grades, one through three, cannot check out library books for home use. Primary teachers are allowed to check a number of books for use in their classrooms.

Fargo states that "The length of loans is governed chiefly by demand and by the size of the library collection. The usual rule is seven to fourteen days with few exceptions."²

¹Gardiner, op. cit., p. 136.
²Ibid., p. 325.
Table 10 further reveals that non-fiction books other than reference books, magazines, pamphlets, pictures, recordings, and filmstrips are loaned for an indefinite period. The non-book materials are loaned only to teachers.

Fargo states that:

As a rule, circulation of pictures, slides, records, and films is limited to teachers, but exceptions may always be made. Periodicals may or may not be circulated, depending upon the opportunity of pupils to use them in the library, on duplication, and on home facilities. In the past, current issues were not very generally lent to pupils for home use except in case of duplicates.¹

Overdue books.— These librarians do not enforce fines for overdue books; however, there are some pupils who pay fines voluntarily. Jewel Gardiner has stated that, "there is no place for fines or overdue books in an elementary school and if proper morale is developed most children will be alert to returning material for the use of others."² Librarians in Fulton County are trying to develop this attitude in the elementary school pupils.

Reserve books.— As indicated in Table 10, the East Point School is the only school that finds it necessary to place books on reserve. Due to the small enrollment of the other four schools, they are able to manage by making short loans.

Curriculum reserves are now often managed by making short-time loans, that is, such books are available for overnight use only. These books are left in their usual places on the shelves, and students' ²

¹Ibid., p. 24.
²Ibid.
TABLE 10

LENGTH OF TIME LIBRARY MATERIALS CAN BE BORROWED
FROM THE FIVE SELECTED LIBRARIES

<table>
<thead>
<tr>
<th>Types of Material</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bailey-Johnson</td>
</tr>
<tr>
<td>Reserve Books</td>
<td>No Reserves</td>
</tr>
<tr>
<td>Fiction Books</td>
<td>1 week</td>
</tr>
<tr>
<td>Non Fiction Books</td>
<td>d</td>
</tr>
<tr>
<td>Magazines</td>
<td>d</td>
</tr>
<tr>
<td>Pamphlets</td>
<td>d</td>
</tr>
<tr>
<td>Pictures</td>
<td>d</td>
</tr>
<tr>
<td>Recordings</td>
<td>d</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>d</td>
</tr>
</tbody>
</table>

a Non-fiction books other than reference books
b Current issues are sometimes limited
c Loaned to teachers only
d Indefinitely

fair play is relied upon to assure that they do not disappear.¹

Organization of Materials

The organization of material in these five libraries is kept comparatively simple. All library materials with the exception of some recordings are accessioned and cataloged by the person in charge of the individual library. The cataloging is decentralized in that each

¹ Ibid., p. 320.
The dictionary card catalog is the index to the library. If properly made, it should answer questions about the authors, titles, and subjects of the books in the library, and it should serve as an important instrument of instruction for the students and teachers. The making of the catalog is the most technical part of library organization; however, this process is made simple in Fulton County, because it is customary to purchase printed cards from the H. W. Wilson Company and multigraphed cards from the Georgia State Department of Education whenever they are available. These cards provide unit cards in sets easily adaptable to the needs of the local school; they save much of the librarian's time; and they contain accurate information prepared by expert catalogers. These cards vary slightly in form and content but not enough to make any difference in their usefulness in the card catalog. It is necessary to make typewritten cards for a few books.

In order that children can change without confusion from the use of the catalog in the elementary school to the one in the high school it is desirable to be as uniform as possible in making the catalog for the Fulton County schools. This uniformity helps the new librarians to continue to make the catalog with a minimum of difficulty and the records in the Central Library can be uniformly accurate. In order to insure this uniformity, the Fulton County Library Department places a manual in each school library for the use of the librarian. The suggestions in the manual represent practice in Fulton County over a number of years and the discussion and study of a committee of school librarians. This manual is not intended as a complete cataloging guide,
but simply a suggested outline.

**Catalog.**-- The ninth edition of *Children's Catalog* has been selected as the authority for classification numbers to be used in Fulton County schools. Because of local practice the following exceptions are made: fiction is classified as "F", individual biography as "B" and "R" plus the proper classification numbers indicates reference.

In addition to books, the card catalog also contains an author, title and subject catalog on cards for the following non-book materials: recordings, filmstrips, pictures, pamphlets, clippings, charts, and maps. Different colored cards are used in cataloging each of these types of material.

**Shelf-lists.**-- In each of the libraries in this study there is a shelf-list of all books, films, filmstrips, pictures, pamphlets, clippings, charts, and maps. There is a separate card for each title. Added copies of the same title are recorded on the same shelf-list card. There is a duplicate copy of each shelf-list card in the Fulton County Central Library Office where there is a union catalog of the holdings of all Fulton County libraries. The librarians keep an accession book of all books received.

The shelf-list is primarily a list of books as they stand on the shelves. It may be the first card completed and filed, thereby serving a number of useful purposes in addition to being a location index, a record valuable for inventory purposes, and an aid to classification. A union shelf-list indicates the location of all copies of titles owned by the school system, thus providing a valuable directory.1

Records of purchases.--- These librarians keep a memorandum of

receipts and disbursements purchased through the Board of Education. These records are kept in a library notebook. All invoices are recorded and checked frequently. A copy of each invoice is kept in a special folder in the school while duplicate copies are sent to the Fulton County Central Library Office.

Included in the receipts are: any balances carried forward from the previous year, matching funds from the Board of Education, matching funds contributed by school, any special funds deposited with the Board of Education for additional books, records and equipment and any special items allotted by the Board of Education or by any other department.

Included in disbursements are: all book orders placed through the Board of Education, all magazine orders placed through the Board of Education, any special purchases made for the school through the Board of Education such as books, equipment and furniture, and any special items expended for the school by the Board of Education.

These librarians post carefully all receipts and disbursements in the correct columns; recording dates of invoices, sources of purchases and invoice numbers. These receipts and disbursements are checked from time to time, in order that the librarians may know the balance of available funds. These records are frequently checked with the Central Office records.

The librarians also keep a library cash record which includes receipts of: money collected for fines, lost books, any special incidental money from the Parent-Teachers Association, and any other money available for the library and to be spent by the librarian. Included in the disbursements are expenditures not made through the Board of Education, but just there for books, magazines, supplies, incidentals and
decorations.

**Binding and mending records.**—At the close of the school year, these librarians make duplicate lists of the magazines that are to be bound. These lists are alphabetically arranged by the titles of the volumes. The magazines are tied together and each volume is labelled with the name of the school, title of magazines and the number of volumes. If any volumes are missing, the librarians note this on the label and state whether the volume is to be bound with or without the missing issues. The magazines are packed separately and sent to the Fulton County Mending Room or to the National Library Bindery in Atlanta. A copy of the magazine list is kept at each school in order that the librarian may check them when they are returned the following September.

The librarians also keep a record of the number of books that are mended and rebound. When books are sent out for these purposes the book card is removed from the books and kept at the school. From these card alphabetically arranged duplicate lists are made. After the books have been properly labelled, one list is sent with the books to the Fulton County Mending Room or to the National Library Bindery. The other list is kept at school for the librarian's record.

**Magazine records.**—When magazines arrive, they are stamped with the name of the school in order to insure ownership. For each issue of a magazine the title, frequency of publication, source, cost, and number of volumes are checked on special cards.

**Inventory record.**—At the close of each school year, the librarians make an inventory report of library materials. This report consists of the total number of books, recordings, and filmstrips that are
in the library at the close of the school year. Attached to this inventory is a report which gives the number of items lost and discarded during the academic year. These reports are in duplicate. One copy is placed in the school folder with reports for previous years while the other copy is sent to the Fulton County Library Office on the date requested. The librarians also make this information available to the school principals for this part of the principal's annual report.

An inventory must be taken every year in most school libraries. Procedure is much the same as elsewhere, that is, books on the shelves and in circulation are checked against the shelf-list and losses are counted.

The librarians also make a report on the value of library materials for insurance purposes. This report includes the total value of library books, recordings, and filmstrips on hand at the close of the school year. Total expenditures for magazines and equipment are included on this form. Duplicate copies are made of this report and these are handled in the same manner as the inventory report.

\[1\] Ibid., p. 271.
Summary

The school library should be the responsibility of the school board, with the school superintendent, supervisors, principals, librarians, and teachers working together in order that they may achieve the greatest possible results. In the Fulton County School System the libraries are recognized as an integral part of the educational program. They are under the direct control of the Fulton County Board of Education. The library supervisor is responsible for planning and directing library activities throughout the school system. Due to this centralized administration and supervision, there is a great similarity in the plan and organization of the five libraries.

In collaboration with the principal, Fulton County school librarians decide upon library policies and routine, arrange with instructors for attendance of pupils in the library and the use of its facilities. The librarians must allocate the amount of money to be spent for the different materials. The responsibility of publicity and of all library reports are hers.

Any satisfactory plan of library use makes the library easily accessible to all children for reference or reading purposes and provides time for children to go to the library regularly. These librarians carry on a definite program of activities which includes instruction in the use of books and libraries, storytelling, group discussions of books and reading, recreational reading, and reading guidance. There are scheduled story-hour periods in each of the libraries. The libraries have no definite policy governing borrowing privileges. The usual length of a loan is for a period of two weeks. Non-book materials are circulated
to teachers for indefinite periods of time.

In each library there are shelf-list cards for books and various other non-book materials owned by the library. The ninth edition of the Children's Catalog has been selected as the authority for classification numbers to be used.

Realizing the importance of records in the efficient operation of libraries, the librarians are required to keep the following records: purchase record, inventory record, value of library materials record, magazine record, and mending and binding records.
CHAPTER IV

USE OF LIBRARIES

The amount and kind of library instruction to be given children depends somewhat upon the kind of library facilities available and the type of educational program. Some of the fundamental things that children need to know about using the libraries are:

1. Books are arranged in the library according to system as an aid to the user of the library.

2. Books are shelved numerically from left to right, section by section.

3. Shelf labels are guides to books on those particular shelves.

4. The card catalog is an index of all books in the library. It records books according to author, title, and subject.

5. Various parts of a book have distinctive and important uses.

"Children also need to know how to find books in a library, how to interpret graphs and charts, how to use encyclopedias and dictionaries and to understand the kinds of information they contain."

In order to meet this need the library supervisor and a group of librarians in Fulton County prepared the Elementary Library Handbook, which aims to stimulate the use of the library. The library lessons as

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1Gardiner, op. cit., p. 139.

2Elementary Library Handbook (Atlanta, Georgia: Fulton County Library Department, 1955).

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given in the Handbook are arranged in such a way that they can be integrated with the daily learning situation. Only the information that is actually needed at the time is taught. They have attempted to outline the instruction that is desirable for elementary school children in the use of books and libraries.

The chapter "Helping Children to Know and Love Books" has been placed first in the Handbook to emphasize the importance of guiding children in their reading for information and for fun. The other chapters contain suggestions for teaching the essential skills which will help to make boys and girls independent users of libraries. The remaining chapters in the Handbook are entitled: "Introduction to the Library," "The Parts of a Book," "Classification and Arrangement of Books and Materials," "The Card Catalog," "Encyclopedias," "Dictionaries," "Special Reference Books," "Magazines," and "Using the Public Library."

Sample activities have been included with the hope that librarians, teachers and children will plan many more that are original, interesting and purposeful for their local situations. No attempt has been made to arrange these activities in order of difficulty and grade level.

References from the textbooks have been included to aid teachers and librarians in planning cooperatively for particular activities at appropriate times and to acquaint librarians with the textbook approach to library experiences. This cooperative planning is essential because the basis for a functional library program comes from the classroom.

Use Made of Libraries

The library facilities of the five libraries are utilized to the
maximum degree. As stated previously, none of the libraries are used as study halls. They are not exclusively used for library purposes; however, they are frequently used for faculty meetings, a place to give tests and health examinations and for audio-visual purposes.

At least 75 per cent of the student body use these five libraries once during a typical week. Table 11 shows the number of teachers and students who used the five libraries in a typical week. The library attendance at the Bailey-Johnson School was smaller than the attendance at the other four schools. This was to be expected because this school has the smallest enrollment of the five libraries studied. East Point School had a total attendance of 633, for that week. Fairburn School came second in library attendance, although College Park School ranks second in the number of pupils enrolled. There was a total of 1800 pupils and teachers who used the library that week.

Circulation

A library that is properly functioning can become the hub of learning activities of the school. It is essential, however, that the librarian create a functional library if it is to attain importance in the school program. The first step in achieving this goal is the setting up of the mechanics by which library materials are easily accessible to students and teachers.

There is no hard and fast rule in Fulton County concerning the length of time for the circulation of library materials. Each school establishes its own program. There is a similarity in the program of each library, and each librarian makes many exceptions to the rules and regulations.
TABLE 11

NUMBER OF TEACHERS AND STUDENTS USING THE FIVE SELECTED LIBRARIES IN A TYPICAL WEEK, APRIL 2-6, 1956

<table>
<thead>
<tr>
<th>Schools</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey-Johnson</td>
<td>30</td>
<td>36</td>
<td>24</td>
<td>34</td>
<td>36</td>
<td>150</td>
</tr>
<tr>
<td>College Park</td>
<td>75</td>
<td>69</td>
<td>63</td>
<td>82</td>
<td>85</td>
<td>374</td>
</tr>
<tr>
<td>East Point</td>
<td>108</td>
<td>120</td>
<td>125</td>
<td>130</td>
<td>210</td>
<td>693</td>
</tr>
<tr>
<td>Fairburn</td>
<td>79</td>
<td>70</td>
<td>62</td>
<td>105</td>
<td>79</td>
<td>395</td>
</tr>
<tr>
<td>Palmetto</td>
<td>50</td>
<td>*</td>
<td>59</td>
<td>*</td>
<td>79</td>
<td>188</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>342</td>
<td>295</td>
<td>333</td>
<td>351</td>
<td>479</td>
<td>1800</td>
</tr>
</tbody>
</table>

*The Librarian works at Palmetto School only on Monday, Wednesday and Friday.*
The importance of provision for giving children regular access to the library cannot be over emphasized. Equally important, however, is the necessity of arranging the mechanics for the easy flow of library materials to and from the classroom. The system of charging out books to the classroom should be simple and convenient so that teachers do not hesitate to utilize the service because of the red tape involved.

When books are circulated to classrooms the book card is signed by the teacher and kept in a file under the teacher's name. When books are circulated for home use, the pupil signs the book card and it is filed under the date that the book is due.

During the representative month of March, 1956, it was found that a total of 3,167 easy and fiction books were withdrawn from the libraries and that 1,357 non-fiction books were withdrawn. There were no circulation records of magazines, pamphlets, pictures, recordings, and filmstrips. The five librarians in this study keep daily records of books circulated from the local school libraries. The totals of the daily circulation are used in making the quarterly report that is sent to the Fulton County Central Library Office.

Activities to Promote the Use of Libraries

In the primary grades children's library activities will of necessity be centered in the classroom, and the responsibility for carrying on the activities will fall primarily upon classroom teachers. In this respect, the situation differs markedly from the middle and upper grades where library activities center more in the school library.²

1Gardiner, op. cit., p. 21.

2Ibid., p. 144.
The success of the library in the primary grades depends both upon the teachers' ability to carry on an active program of library activities and upon an administrative organization which provides for effective cooperation between the classroom teacher and the school library.

Part of the fun children get from reading comes from discussing with others what they have read. The library program should afford children plenty of opportunity to share their reading experiences with one another. The two principle ways in which children may share their reading experiences are through group discussions of books, authors, illustrations and by telling stories and reading aloud.

Through reading guidance and the sponsorship of student library assistants' clubs and by other library activities the librarians in this study are promoting library use. Storytelling and reading aloud are important library activities in the primary grades. Through this activity the librarian is able to give children their first experiences with books and stories.

The child's love for reading can be greatly accelerated by making books become a living reality. Through the use of such audio-visual aids as the motion pictures, filmstrips, slides, the radio, still pictures, maps, and posters, the librarians are attempting to stimulate reading interests. Before showing a movie or filmstrip, children are encouraged to discuss the subject matter that is to be shown from various angles. Comparisons are made after showing or hearing the stories.

In attempting to acquaint the children with new books, an attractive bulletin board can constitute a fine introduction. Library
bulletin boards and display windows are frequently used to display book jackets. Through the assistance of the Fulton County Art Supervisor the librarians are given hints on the selection of desirable color schemes and the proper arrangement of bulletin boards.

The librarians find that the tape recorder has proven quite gratifying in that it gives the children an opportunity to record stories, book talks, discussions and plays. Through this medium they are able to listen to their own talks and to learn to criticize themselves rather objectively.

**Reading Guidance**

Each of the librarians has had courses in reading guidance. In their attempt to help children to get the right book at the right time, they study the personalities of the children and consult teachers about their reading ability. The librarians have access to the results of all standardized reading tests, health records, intelligence tests, and reading scores that have been given to the pupils. In this way, the librarians are trying to meet the needs of the slow readers as well as those of gifted ones.

In providing material for children on various reading levels, the librarians study the test scores and records as well as the mental and emotional development of the children. They realize that books for the slow learner must deal with subjects appropriate for a given chronological age and still be simple in style, ideas and vocabulary. Retarded readers sometimes reject books that are otherwise suitable because they feel that the subject matter is too "juvenile."

The Fulton County Library Department issues several annotated
lists of recent and interesting books that are appealing to those pupils whose reading abilities have not kept pace with their maturity levels. Through the use of these reading lists and other book selection aids the librarians are attempting to meet the reading needs of their clientele.

A committee composed of Fulton County Instructional Supervisors and a group of librarians have compiled a list of recommended books for parents to be read aloud to the pre-school child. In this way, they are trying to create in the very young child a taste for good books. This also gives guidance in those beginning years when the child is becoming interested in books. At the local Parent-Teachers Association meetings, parents are given little booklets which contain this list of books that may be withdrawn from the school or public library.

In 1956, a countywide survey was conducted by a group of elementary school librarians under the direction of the county supervisor in which an attempt was made to find the varying reading interests of the elementary school children. The purposes of this study were to create a wider interest in books and to show the areas in which there were definite needs for books. Short questionnaire forms were given each child in grades two through seven. Each child filled out the forms stating the author and title of the story that he liked best. They were also asked to tell what they liked best about the story. If there were characters or happenings that they disliked, they were asked to write these also.

The questionnaires were compiled by the librarians who grouped all titles that were alike together. These forms were sent to the Fulton County Central Office, where they were further grouped according
to the children's interests in certain types of stories. As a result of this survey librarians were advised to strengthen their library book collections in those areas where certain titles or types of stories ranked high in popularity.

The librarians are sensitive to the interests and abilities of children. They realize that in helping the children with their "fun reading" they have a good and natural opportunity for reading guidance. This reading may be fiction or non-fiction; it may be books, magazines, pamphlets or articles in encyclopedias.

**Clubs of Student Library Assistants**

The student library assistants' clubs in Fulton County have done much to implement the use of the library. There are student representatives from each of the five schools in S.L.A.G.* which is an organization composed of library assistants from schools throughout the state of Georgia. The students meet at scheduled intervals for regional as well as state meetings.

The *S. L. A. G. Handbook* was compiled by a committee of school librarians who planned it to serve as a guide in developing individual school programs.

The purpose of S. L. A. G. is to promote good library service in the schools of the state, to create better understanding and to correlate the activities of student library assistants in the state, to unite in an enthusiastic effort, to insure better and increased library

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*Student Library Assistants Group.*

service to the school youth of Georgia.

The qualifications of a good S. L. A. G. are as follows:

1. Slags should be representative students
2. Slags are interested in their school program
3. Slags are dependable
4. Slags have pleasant personalities
5. Slags exhibit acceptable scholarship
6. Slags demonstrate initiative

These students are required to be familiar with the library themselves in order to help others effectively. They must know the Dewey Decimal classification, the arrangement of books on shelves and how to read the shelves. The students work one period each day in the library or a comparable time before or after school. They are also required to attend the student assistant staff meetings regularly.

The suggested duties and activities for Slags are: library housekeeping, circulation, book selection, book preparation, shelving, cleaning and repairing books, shelf reading, sending overdue notices, reference duties and clipping and mounting pictures. Slags may sponsor such library projects as: Book Week activities, bulletin board displays, library teas, book reviews, assembly programs and library beautification.

**Library Activities**

To a great degree there is similarity in the activities of the five librarians in this study. The librarians spend their time in the following activities: in direct library work with teachers, in direct work with students, in the selection of books and other materials, in clerical work, in circulation work and in technical duties.

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1. Ibid.
2. Ibid.
Elementary school librarians must always bear in mind that their primary purpose is to help children to enjoy books. Nothing should be allowed to deter them from this goal. Instruction in the use of libraries and other library activities should be carried out in such a manner that boys and girls will be motivated to love good literature.

These librarians feel that a great deal of the knowledge that boys and girls gain about books and libraries will be a gradual process taking place during their entire elementary school career. They know that many children gain a love of books and an understanding of library procedure quite effectively through their handling of books and other library materials and through their association with the librarian.

As previously mentioned, Fulton County Library Supervisor and a group of elementary school librarians compiled a list of suggested activities which they hope will serve as a guide to elementary librarians in giving children an understanding and appreciation of library materials and procedures.

In discussing the importance of library activities, Jewel Gardiner has stated that:

Successful library programs now in operation include recreational reading, sharing reading experiences, instruction in library usage, and reference work in connection with classroom assignments. Any program must be kept flexible, but the librarian will find that good results can be accomplished by arranging a program for each class which will include these activities every week.¹

The following list of library activities, taken from the Elementary Library Handbook,² are most frequently used by these five librarians:

¹Gardiner, op. cit., p. 122.
²Elementary Library Handbook, op. cit.
1. Plan continuous opportunities for children to browse in books in the library: (a) in special groups of books placed on tables; (b) in regular places on shelves; (c) with time to select, enjoy, and read.

2. Give guidance in intelligent browsing, with such suggestions as: (a) note the author's name to see if he is new or a familiar friend; (b) look at the name of the illustrator to see if he is known; (c) check the recency of publication in books in Science and Social Studies; (d) find out from the table of contents what the book is about.

3. Plan ways to introduce books and authors to group in regular library periods; (a) show and discuss new books as they are ready to circulate.

4. Play recordings of stories or excerpts of stories: (a) use some from local school library (poetry, biographies, fairy tales and stories); (b) borrow others from the Teachers' Professional Library.

5. Use the WARE radio programs to introduce new authors and books (Story Time, Books Bring Adventure).

6. Use a felt board (flannel board) to tell a story to small children or allow them to participate in the story.

7. Use filmstrips of well known children's books to introduce the book.

8. Plan informal group discussions of books read by children.

9. Allow groups of children to write brief annotations of special books to use for discussion or display.

10. Plan with committees of children dramatization of scenes from well liked books.


12. Allow groups of children to arrange exhibits of books in the library and other parts of the school for special occasions.

13. Make true-false or multiple choice tests on popular books.

14. Arrange special activities for the celebration.
of National Book Week; (a) present the history of Book Week.¹

Summary

The kind of library instruction, as well as the amount of time given to this type of instruction, depends upon the library facilities and the type of educational program. In order to meet this need, the elementary school librarians in Fulton County have prepared an elementary library handbook which aims to stimulate the use of the library.

Reading guidance, student assistants' clubs and numerous library activities are some of the ways in which these librarians are promoting library use in providing material for children on various reading levels, the librarians have access to the results of all standardized reading tests, health records, intelligence tests and reading scores. They observe these test scores and records intelligently as well as the mental and emotional development of the child.

These librarians have a knowledge of the reading levels as well as the reading interests and tastes of children. They have participated in a countywide survey in which they are able to find the titles of the books as well as the authors and types of books that are most popular among the elementary children of this county. Through this method they have been able to satisfy some definite knowledge for books of certain types.

Through providing a list of recommended books that are suitable to read aloud to the pre-school child, they are attempting to stimulate an interest in the parent to aid in guiding the reading tastes of the

¹Elementary Library Handbook, op. cit., p. 11.
young child through worthwhile literature.

There are student representatives from each of these schools in S. L. A. G. (Student Library Assistants Groups) which is an organization composed of student assistants from schools throughout the state of Georgia. The Slag handbook is used as a guide in the development of a library assistants program in the individual school. Slags must have certain qualifications and it is their duty to perform various activities in an effort to insure better and increased library services in the school.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Because of the important role that the elementary-school library plays in the teaching and learning processes, this survey was designed to describe the existing library facilities and services in five elementary schools in Fulton County, Georgia, during the academic year, 1955-1956. The schools involved in this study were the Bailey-Johnson, East Point, College Park, Fairburn, and Palmetto elementary schools. In view of the philosophy, objectives, organization, and administration of the schools, an attempt was made to determine how effectively the libraries were meeting the needs of the students and teachers.

Data for the study were obtained by observation, through personal interviews, questionnaires, and from printed materials. Information was secured from teachers, principals, librarians, the county supervisors of school libraries and the state consultant of libraries. Library literature dealing with elementary school library services was read to give a broader view of the subject. Information was obtained concerning the characteristics of the population and the communities as such information revealed much about the characteristics of the pupils and of their environment. The philosophy and objectives of the schools, their curricula and teaching methods were examined in order to relate them to library facilities and services. As a result of the findings certain conclusions were drawn.

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Fulton County was fortunate to have had persons who were enthusiastic about the development of library service to do the initial planning for elementary school library development. The fact that all of the Negro schools were new or almost new and that all of the elementary schools had modern housing for libraries and either full-time or part-time librarians indicated considerable progress.

Fulton County school administrators were cognizant of the importance of books and other library materials and of the roles that such learning materials play in the lives of young readers. They were making available numerous resources that enrich children's lives. They know that an up-to-date school program requires a wide variety of instructional materials geared to the interests and abilities of children. These materials include motion pictures, slides, filmstrips, recordings, radios, and televisions in addition to books, maps, and charts.

The five selected school libraries had a total of 8,575 books. Books were distributed among the schools in the following manners: Bailey-Johnson 862 volumes, College Park 2,825 volumes, East Point 2,369 volumes, Fairburn 1,207 volumes, and Palmetto 1,312 volumes. In considering the number of books per pupil, Bailey-Johnson leads the list with 6.5 books per pupil. East Point school has 2.5 books per pupil with 2.5 books being the minimum number of books per pupil.

The Fulton County Board of Education provided teaching materials that were available through their materials center. There was a well organized audio-visual department in Fulton County which made it possible to circulate to teachers, upon request, such materials as films, filmstrips, flat pictures, pamphlets, charts, maps, and posters.
There was an extensive scientific collection for use by the elementary schools. It was observed that all of the libraries had radios, moving picture and filmstrip projectors. The Bailey-Johnson and College Park schools owned tape recorders.

The librarians in these five schools were just beginning to organize their vertical files. Most of the pamphlet material that had been received from the Board of Education was free.

The number of magazines subscribed to by these schools compared favorably with recommended lists that were found in the Basic Book Collection for Elementary Schools.

The school libraries of Fulton County operated principally on funds appropriated by the state and the local Board of Education. These funds were supplemented by money from the local Parent Teachers Association matching fund, other gifts, and small fines.

During the academic year, 1955-1956, there was a total expenditure for the five schools of $6,562.84 for books and other library materials. Of this sum $4,792.88 was spent for books. The balance of this money was spent in recordings, $521.26; binding and mending, $220.11; supplies and equipment, $293.88; filmstrips, $273.00; slides, $32.90; and pamphlets, $17.15. The per pupil expenditures of these five schools ranged from $.63 which was the expenditure of the Palmetto School during the school year 1953-1954 to $2.35 which was the expenditure of the Bailey-Johnson School for the same year.

Four of the five libraries in this study had full-time librarians. The Palmetto school received the services of a librarian three days a week; the librarian spent the other two days working at the Teachers'
Professional Library. There is no assistant librarian or clerical worker in any of the five school libraries. Two of the librarians hold the Master of Science in Library Service degrees while one holds the Bachelor of Science in Library Service degree. The remaining two were studying toward the master's degree in library service. The Bailey-Johnson school librarian spent six hours a day in the library while the other four librarians spent five and one-half hours in their libraries.

The following standard equipment was observed in all of the libraries: bulletin boards, vertical files, typewriters, tables, chairs, card catalogs, trays, desks, dictionary and atlas stands, electrical outlets and sinks.

In Fulton County School System the libraries were recognized as integral parts of the educational program. They were under the direct control of the Fulton County Board of Education. The Library supervisor was responsible for planning and directing library activities throughout the school system. Due to this central administration and supervision, there was a great similarity in the plan and organization of the five libraries.

In collaboration with the library supervisor, the principal and the librarians decide upon library policies and routines. They arrange with instructors for attendance of pupils in the library and the use of its facilities. The librarians carried on a definite program of activities which included instruction in the use of books and libraries, storytelling, group discussions about books, recreational reading, and reading guidance. There was a scheduled story hour period of approximately 45 minutes a week in each of the libraries.
There is a shelf list in each library in which there are cards for all book and non-book materials. The librarians also keep the following records: purchase inventory, value of library materials, magazine, and mending and binding records.

Reading guidance, student assistants' clubs and numerous library activities are some of the ways in which these librarians are promoting use of their libraries. Well-organized student library assistant groups are active in the five schools. These groups are represented in the state student library assistants group.

Recommendations

Although Fulton County has made considerable progress in the development of library service in the elementary schools, it is necessary to make a few suggestions for improvement.

It is recommended that:

1. The book collection in the East Point, College Park, Fairburn and Palmetto schools be increased in order to meet the per pupil expenditures recommended by the national standards.

2. Part-time clerical assistants be placed in the schools with an enrollment of 200 or more pupils. Even though the enrollment of the Bailey-Johnson Elementary School is small, 132, the librarian serves the high school also and needs this assistance.

3. More money be available for the purchase of pamphlet material.

4. Tape recorders be supplied in three of the schools.

5. The magazine subscriptions of the five schools should be increased.

6. The purchase of additional chairs is necessary.
APPENDIX A

CURRICULUM OF FULTON COUNTY ELEMENTARY SCHOOLS*

Language Arts
Arithmetic
Art
Science
Music Art
Social Studies

* These subjects are taught in grades one through seven in the Fulton County Elementary Schools.
APPENDIX B

EXPENDITURES BY BOARD OF EDUCATION FOR AUDIO-VISUAL MATERIALS, EQUIPMENT AND FACILITIES FOR 1955-1956

1. Expenditures by Board of Education for Audio-Visual materials (including maps, globes, and recordings) $6810.15

2. Expenditures by Board of Education for Audio-Visual equipment $5040.46

3. Expenditures by Board of Education for facilities (including darkening facilities and sound system) $3945.89
# APPENDIX C

### AUDIO-VISUAL MATERIALS OWNED BY FULTON COUNTY SCHOOLS AND SCHOOL SYSTEM

<table>
<thead>
<tr>
<th>Material</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion Picture Prints</td>
<td>1178</td>
</tr>
<tr>
<td>Filmstrip Prints</td>
<td>2756</td>
</tr>
<tr>
<td>3½ x 4 Slides</td>
<td>275</td>
</tr>
<tr>
<td>2 x 2 Slides</td>
<td>5000</td>
</tr>
<tr>
<td>Micro Slides</td>
<td>200</td>
</tr>
<tr>
<td>Stereos</td>
<td>None</td>
</tr>
<tr>
<td>Records (78, 45 RPM or LP)</td>
<td>10,300</td>
</tr>
<tr>
<td>Reels of Magnetic Tape</td>
<td>60</td>
</tr>
<tr>
<td>Flip Chart Sets</td>
<td>70</td>
</tr>
<tr>
<td>Maps (Each map on roller)</td>
<td>775</td>
</tr>
<tr>
<td>Globes (Class size)</td>
<td>242</td>
</tr>
<tr>
<td>Model (biological, scientific, social study, etc.)</td>
<td>257</td>
</tr>
</tbody>
</table>
## APPENDIX D

### AUDIO-VISUAL EQUIPMENT OWNED BY FULTON COUNTY SCHOOLS AND SCHOOL SYSTEM

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion Picture Projectors</td>
<td>54</td>
</tr>
<tr>
<td>Filmstrip Projectors</td>
<td>48</td>
</tr>
<tr>
<td>2 x 2 Slide Projectors</td>
<td>2</td>
</tr>
<tr>
<td>3½ x 1½ Slide Projectors</td>
<td>None</td>
</tr>
<tr>
<td>6 x 6 Opaque Projectors</td>
<td>8</td>
</tr>
<tr>
<td>10 x 10 Opaque Projectors</td>
<td>1</td>
</tr>
<tr>
<td>Micro Projectors</td>
<td>13</td>
</tr>
<tr>
<td>Overhead Projectors (Vugraph, Visual-Cast)</td>
<td>None</td>
</tr>
<tr>
<td>Classroom Screens</td>
<td>100</td>
</tr>
<tr>
<td>Radio Receivers</td>
<td>142</td>
</tr>
<tr>
<td>Television Receivers</td>
<td>3</td>
</tr>
<tr>
<td>Tape Recorders</td>
<td>15</td>
</tr>
<tr>
<td>Record Players</td>
<td>261</td>
</tr>
<tr>
<td>Public Adress Units</td>
<td>11</td>
</tr>
<tr>
<td>Still Cameras</td>
<td>6</td>
</tr>
<tr>
<td>Motion Picture Cameras</td>
<td>1</td>
</tr>
<tr>
<td>Tachistoscopes, Flash-meters, speed-i-o-scopes</td>
<td>None</td>
</tr>
</tbody>
</table>
### AUDIO-VISUAL FACILITIES IN FULTON COUNTY SYSTEM

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools in system</td>
<td>46</td>
</tr>
<tr>
<td>Number of rooms in use as classrooms (approximately)</td>
<td>750</td>
</tr>
<tr>
<td>Classrooms with darkening facilities for Audio-Visual use</td>
<td>280</td>
</tr>
<tr>
<td>Classrooms with electrical service convenience outlets</td>
<td>720</td>
</tr>
<tr>
<td>Classrooms used exclusively for Audio-Visual education</td>
<td>8</td>
</tr>
<tr>
<td>Schools with auditorium facilities</td>
<td>46</td>
</tr>
<tr>
<td>Auditoriums equipped with auditorium screens</td>
<td>14</td>
</tr>
<tr>
<td>Auditoriums with darkening facilities</td>
<td>13</td>
</tr>
<tr>
<td>Schools with central sound system</td>
<td>12</td>
</tr>
</tbody>
</table>
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**Other Sources**

Information obtained by interview with Miss Virginia McJenkin, Fulton County Library Supervisor, June 8, 1956.

Statements taken from the Questionnaires submitted by the librarians of the five elementary schools in this study.

Statements taken from questionnaires submitted by the principals of the five elementary schools in this study.