A survey of a selected number of Seventh-day Adventists school libraries

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A SURVEY OF A SELECTED NUMBER OF
SEVENTH-DAY ADVENTISTS SCHOOL LIBRARIES

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

BY

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SCHOOL OF LIBRARY SERVICE
ATLANTA UNIVERSITY
ATLANTA, GEORGIA

AUGUST, 1969
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CHAPTER I

INTRODUCTION

The Seventh-day Adventist Denomination

The religious denomination known as Seventh-day Adventist, was formed in 1863. Fundamentally Protestant, the name is based upon the observance of Saturday or the seventh day of the week as the day of worship and the imminent, personal second advent of Christ. All Adventist doctrines are founded upon the Word of God, for they adhere to the idea that the Bible is the sole rule of faith. It is to these religious believers that through Christ they gain salvation, eternal life and by believing in His teachings and exhortation in the work of redemption as found in verse 19 of the 28th chapter of Matthew. This fact and another which advises that Christ will not return to this earth and re-establish His Kingdom until everyone has learned of His message, has caused the Seventh-day Adventist to support and maintain a very large overseas mission program.²

Seventh-day Adventist theology holds that the Ten Commandments Moral Law is an expression of the will of God, and a transcript of His character, and some people think that by obeying His law one gains complete salvation, but the Seventh-day Adventists do not believe this. Adventist philosophy stresses that it is not the law but Christ that saves one from sin and the Ten Commandments only give one a knowledge

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or definition of sin. It is only through the power of the gospel of the Lord Jesus Christ that salvation may be obtained.¹

The organizational pattern of the denomination is: (1) the General Conference world headquarters located at Takoma Park in Washington, D. C. is the supervising body of the church in all parts of the world; (2) the Division, a section of the General Conference having jurisdiction over a number of Union Conferences or missions; (3) the Union Conference, comprised of a lot of local conferences; (4) the local conference or mission, and (5) the local church and its membership.²

Brief History of the South Atlantic Conference

The early method of evangelism to recruit Negroes was to open schools first and teach the Adventist doctrine which would lead the way for the establishment of churches. Many of the white and non-white teachers were trained, sponsored and encouraged by a privately supported group of white missionaries who formed the Southern Missionary Society which was founded by J. Edson White in Mississippi. Some of the Negro teachers were products of Oakwood College, established in 1895 by the General Conference for the purpose of educating Negroes and located in Huntsville, Alabama.³

The first Seventh-day Adventist church designed for Negroes was organized in Edgefield Junction, Tennessee in 1886, and the second was

¹Ibid., pp. 143-144.
²Ibid., p. 77.
founded in Louisville, Kentucky in 1890. These churches are located
in the South Central Conference today, however, they paved the way
for the beginnings of Negro Seventh-day Adventist churches in other
Southern states.\footnote{Ibid.}

In 1901, the General Conference met to organize the work for the
non-whites in the Southern, Southeastern and Southwestern unions. Then
in about 1932, the Southern and Southeastern unions were united with
one colored union mission department. In December, 1945, meetings were
held to organize the mission department of the Southern Union into two
conferences, thus today the name "South Atlantic."\footnote{Ibid.}

The South Atlantic Conference with headquarters in Atlanta, Georgia,
is the "main organization comprising the Negro constituency of the states
of Georgia, Florida, North Carolina, and South Carolina."\footnote{Ibid.}
According
to a report on this Conference one could find 94 churches with a membership
of 10,381 in 1968.\footnote{Harold D. Singleton, "North American Regional Department 1968 Sta-
There were also 13 schools in three states with
a total of 40 Negro teachers and principals. These schools are located
in Atlanta, and Savannah, Georgia; Miami, Jacksonville, Fort Lauderdale,
Ocala, Tampa, and Orlando, Florida; and in High Point, Greensboro,
Charlotte, Winston-Salem, and Wilmington, North Carolina.\footnote{Oscar L. Heinrich, "South Atlantic Church Schools' Progress, 1967-68," Southern Tidings, (November 24, 1967), 10.} There are no
church schools in South Carolina.
It is the philosophy of the Seventh-day Adventist to provide a christian education for all children whose parents are members of the church. All of the elementary schools were to be supported by the local church as stated in the philosophy, however, there are a few schools that are self supported by the fee or tuition the students are charged every month. It is up to the church members to be responsible for educating the children especially where the family consists of three or more. Some parents choose to send their children to conveniently located public schools and this is not unacceptable by the church.¹

Purpose and Scope

The purposes of this study are: (1) to obtain a representative picture of the church school including its history, philosophy, administrative organization, and curriculum; and (2) to present information about the schools' libraries or reading facilities, including the services, collections, and quarters.

This study is limited to information regarding the two largest schools in each of the following states: Georgia, Florida, and North Carolina.

Significance

This type of study should be most rewarding and significant in that it can; (1) result in a documented reference source on the Seventh-day Adventist parochial school system in the South Atlantic Conference as new directions are sought for improving library service in the schools included; (2) aid in assessing the schools' reading programs and their

needs; and (3) aid all persons concerned to enhance their appreciation of good library service.

**Methodology**

The general approach used for this study was the survey method. This involved obtaining information from a variety of sources. Questionnaires were sent to the principals of the six church schools and information of further interest was obtained through interviews with Elder Samuel E. Gooden, the Educational Secretary of the South Atlantic Conference and with Elder Warren Banfield, the President of the South Atlantic Conference. Other meaningful data and factual material were obtained from published periodicals including the *North American Informant*, *Southern Tidings*, *World Book Encyclopedia*, and the books obtained through Elder Warren Banfield's private library on the Seventh-day Adventist such as the *Seventh-day Adventist Encyclopedia*, and the *Seventh-Day Adventist* by David Mitchell.

The questionnaire was designed to obtain information pertaining to the objectives of each school, its administrative organization, the curriculum, the physical facilities, the budget for non-textbooks, the materials collections, and the library services.

The questionnaires were mailed separately with a stamped self-addressed envelope. Of the six questionnaires sent only four were completed and returned. In an interview with Elder Samuel Gooden, it was revealed that perhaps the other two schools felt embarrassed because nothing had been done to develop the reading facilities in the schools, consequently the principals did not respond. Elder Samuel Gooden was able to supply answers to most of the items on the questionnaire; however,
the sections discussing the materials collections, and the physical facilities have not been included in the final analysis about the two schools from which questionnaires were not returned.¹ The analysis of the information received is presented in Chapter II.

¹Samuel E. Gooden, private interview held in his office at the South Atlantic Conference, Atlanta, Georgia, May 1969.
CHAPTER II

A SURVEY OF THE SCHOOLS IN THE SOUTH ATLANTIC CONFERENCE

Although the Seventh-day Adventist church-oriented elementary schools did not begin until the middle of the 19th century, today they maintain the second largest Protestant school system in the United States, and the largest Protestant school system abroad. The Seventh-day Adventist denomination school system embraces schools of all levels from the kindergarten through the university. ¹

This survey includes six church schools in the South Atlantic Conference: Berean Junior Academy, Atlanta, Georgia; Ramah Parochial School, Savannah, Georgia; East Market Street School, Greensboro, North Carolina; Berean Parochial School, Charlotte, North Carolina; Jacksonville Junior Academy, Jacksonville, Florida; and the Miami Junior Academy, Miami, Florida.

In this chapter, the objectives, location, personnel, library services, materials collections, and the physical facilities are described.

Objectives

The basic objectives of the Seventh-day Adventist parochial school systems are to train the person in whatever aspect of life he chooses, but in order to do this the curriculum is built around his physical, mental and spiritual growth. The curriculum follows the same course

of study the public school systems use, but includes the teaching of the Bible as the main subject. The Seventh-day Adventists base their whole "philosophy of education on the belief that the ultimate purpose of man is to love and serve God and his fellow men, and that all instruction and learning must be directed toward helping him achieve that end."¹

One writer listed some of the main objectives of the Adventists' schools as follows: (1) to maintain in each school a spiritual atmosphere in which prayer, worship, and doing the will of God will be the ideal and accepted pattern of living; (2) to make the Bible and the Biblical world-view the center of all study and teaching; (3) to enable each student to achieve a Christian philosophy of life and to be able to acquire the skills, knowledge and attitudes of a Christian character; (4) to promote a high level of scholarship, with emphasis on independent thinking and high achievement for each individual; (5) to give students the opportunity to learn habits of healthful living; (6) to promote social, cultural, and emotional growth; (7) to give instruction in homemaking and in the skills necessary to make and maintain happy marriages; and (8) to encourage the student to make a personal commitment of his capacity and strength to the service of God, mankind, and his church.²

In the six schools surveyed, it was found that in the classroom the day was started by Bible teaching and continued with the basic

¹ "Education, SDA Philosophy of," op. cit., p. 368.
² Ibid., p. 369.
courses needed to meet the requirements as found in the public school systems. The courses of study and books used by the students are the same as those in the public school system, but printed with the love of God in mind rather than the gains of life in achieving an aim or an objective.¹

In the public school systems, the enrollment is increasingly high due to the increase in the population and the movement of a larger number of people from the rural areas to the urban areas. However, in the church schools the enrollment is kept to a minimum number in order to give the students more individualized instruction.

In the six schools surveyed there is a need for a school library to serve as resource centers because it was revealed that none of them had a library.² The individualized instruction and learning that is offered in the six schools surveyed makes the library become important as a center for reading and research. Dependence upon textbooks alone to do the job of educating is not enough.

The objectives of very good schools require that the library program be in full operation, which can be done only when the school meets the standards for the personnel, materials, funds, and quarters for the school libraries.³

**Location**

It is the policy of the Seventh-day Adventist denomination to locate the Seventh-day Adventist schools in atmospheres that are undisturbed

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¹Gooden, op. cit.
²Ibid.
by the distractions of urban life in order for the students to study nature.  

Of the six schools surveyed they are all located in cities with populations over 100,000. Even though these six schools are located in the center of urban areas, they are located on grounds that provide space for expansion.

**Personnel**

In the six schools surveyed 23 teachers and principals hold college degrees and seven do not. Of the 23 with college degrees, six have done additional graduate study with two having completed all the requirements for a master's degree at Atlanta University with the exception of the writing of theses. The number of years of teaching experience in these schools ranges from two to 30 years.

The East Market Street School, Greensboro, North Carolina, had an enrollment of over 100 students for the 1968-69 school year. There are only two teachers at the school who assume the responsibility of teaching grades one through seven. One teacher teaches grades one and two and assumes the responsibility of the principal, while the other teacher teaches grades three through seven.

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1 "Education, SDA Philosophy of," *op. cit.*


3 *Gooden, op. cit.*


The Berean Parochial School, Charlotte, North Carolina, had an enrollment of over 60 students for the 1968-69 school year. The staff consists of one teacher who assumes the double role of teaching grades one through six and the principalship.¹

The Ramah Parochial School, Savannah, Georgia, had an enrollment of 200 students in 1968-69. There are three teachers who assume responsibility for grades one through eight. Two teachers share the responsibility of three grades each from the first to the sixth grade, while the third teacher assumes the duties of the principal and the teaching of the seventh and eighth grades.²

The Berean Junior Academy, Atlanta, Georgia, had an enrollment of 358 students for the 1968-69 school year and in 1967-68, the enrollment reached a high of 400 students. The staff at this school consists of 15 persons including the principal, a secretary, one dietitian and an assistant dietitian, and one custodian. There are 10 classrooms in the school which house two first grade classes, two second grade classes, one classroom in which grades seven and eight are combined, and one classroom for grades nine and 10. Grades five through 10 have four homeroom teachers and after the first period in the school day, the teachers exchange classes at different periods while the students remain in the same classrooms. The dietitian teaches cooking and sewing and the secretary teaches typing.³

¹Ibid.
²Ibid.
³Ibid.
In Florida, the Jacksonville Junior Academy had an enrollment of over 200 students in 1968-69, and a teaching staff of five who taught grades one through 10. The responsibilities were divided equally according to grades and according to the ratio of one teacher for every two grades. The Miami Junior Academy had an enrollment of 100 students for the 1968-69 school year. The teaching staff of four was relatively new with only two years of experience and assumed the responsibility of teaching grades one through eight. The duties were equally divided according to the ratio of one teacher for every two grades.¹

Of the six Seventh-day Adventists' schools in the South Atlantic Conference, only one has had a professional librarian who also taught the second grade class for the school years 1966-68. Shortly after school opened last year, the librarian accepted a position in the Atlanta Public School system.

Library Services

Of the six schools that are used in this survey as revealed by the questionnaire, the library services are inadequate. The six schools are in need of adequate library services as centers for learning, acquiring knowledge and understanding, perfecting skills and habits, and to be used in the development of attitudes and appreciations.²

The school library services are most important in implementing quality education. The library services of any school should contribute to the realization of the objectives of the school. There should be well

¹Ibid.
²Ibid.
planned activities and services for students and teachers. There should be an adequate collection of materials in a central library and in addition there should be classroom collections. In order to acquire these materials there must be adequate financial support and the library has to be housed in quarters that are large enough and convenient for students and faculty use.¹

Materials Collections

The Berean Parochial School, Charlotte, North Carolina, as revealed by the questionnaire, had a total of 85 non-textbooks, and of this number, 50 are torn, worn or outdated. At this same school there is one film-strip projector, one film projector, one television set, one globe, five maps, and a collection of 15 pictures. The school in Charlotte observes National Library Week and is interested in sponsoring a book fair. There is no indication as to how the textbooks are purchased and a budget for non-textbooks is not provided.

The East Market Street School, Greensboro, North Carolina, as revealed by the questionnaire, had a total of 52 non-textbooks, and of this number, 20 are torn, worn or outdated. At this school there are two complete sets of encyclopedias that were published since 1960, two television sets, two globes, one map, and one regular magazine subscription. The students are permitted to read non-textbooks during the school hours and are also permitted to borrow non-textbooks for home use. The textbooks are rented and purchased by parents. Friends gave a total of $55 to purchase non-textbooks in 1968-69. The school

does not observe National Library Week. A book fair has never been held, however, the school is interested in sponsoring one.

The Ramah Parochial School, Savannah, Georgia, as revealed by the questionnaire, had a total of 100 non-textbooks, and of this number, half are torn, worn or outdated. At this school there are three complete sets of encyclopedias that were published since 1960, and three regular magazine subscriptions. There is no newspaper subscription at the school. The students are not permitted to read non-textbooks during the school hours; however, they are permitted to borrow non-textbooks for home use. The audio-visual equipment is inadequate. There are no television sets, film projectors, or filmstrip projectors. The school has one globe and one map. The total budget for non-textbooks is $500, for periodicals the budget is $35, and $300 was allotted for encyclopedias in 1968-69. The textbooks are purchased by parents, or they are donated to students by friends. National Library Week has never been observed, neither has a book fair ever been held.

The Berean Junior Academy, Atlanta, Georgia, as revealed by the questionnaire, had a total of 308 non-textbooks, and of this number, 208 are torn, worn or outdated. At this school there are 15 encyclopedias, 13 of which are complete sets. The school has no regular magazine or newspaper subscriptions. The students are not permitted to borrow non-textbooks for home use and from any room in the school; however, the students are permitted to read non-textbooks during the school hours. The audio-visual equipment consists of one film projector, one filmstrip projector, two tape recorders, eight record players, two overhead projectors, and one opaque projector. The school has had four television sets; however, someone broke
into the school in 1968, and stole two of the television sets. The school has one globe, a large collection of maps, and a very extensive collection of pamphlets and pictures. The school does not observe National Library Week, and a book fair has never been held. The school does not have a budget for non-textbooks, periodicals, and encyclopedias; however, various projects are used to raise money to start a library. The textbooks are purchased by the parents, given by friends and loaned by friends.

The two schools in Florida did not return the questionnaire, therefore, their materials collections are not described in the survey.

The national school library standards recommend 6,000 to 10,000 books for enrollments of 200 to 999 students. The proposed standards for magazines are stated in terms of the grades included in various types of schools: (1) 25 titles (for kindergarten through the sixth grade) plus five titles of professional magazines in the area of librarianship and instructional materials; (2) 50 titles (for kindergarten through the eighth grade) plus five titles of professional magazines in the area of librarianship and instructional materials; (3) 70 titles (for junior high schools) plus five titles of professional magazines in the area of librarianship and instructional materials; and (4) 120 titles (for senior high schools) plus five titles of professional magazines in the area of librarianship and instructional materials.\(^1\)

The national school library standards propose a minimum of three to six newspapers for the school library. The quantitative minimum standards for the pamphlet collections are that they should be fairly extensive.

up-to-date and cover a wide range of subjects. The national library standards recommend a sufficient number of all types of audio-visual materials for use in the classrooms, in the school library, and for home use.\(^1\)

The national school library standards suggest that funds for the regular books should be at least from $1,000 to $1,500 (for enrollments of 200-249 students). In schools having 250 or more students, at least from $4.00 to $6.00 per student should be allowed. There should be additional funds provided for encyclopedias, unabridged dictionaries, magazines, newspapers, and pamphlets. The audio-visual budget should be based on not less than one per cent of the total per pupil instructional cost ($2.00 to $6.00) for the acquisition of the materials.\(^2\)

**Physical Facilities**

Of the six schools that are used in this survey as revealed by the questionnaire, the East Market Street School, Greensboro, North Carolina, and the Berean Junior Academy, Atlanta, Georgia, are the only two schools that indicated some type of physical facilities for a library. None of the six schools has space in the classrooms for students to do free reading.\(^3\)

The East Market Street School, Greensboro, North Carolina, has a special reading room that is 13' x 13'. The Berean Junior Academy, \(^1\)Ibid.  
\(^2\)Ibid.  
\(^3\)Gooden, *op. cit.*
Atlanta, Georgia, has a room that is 8' x 20' that was used for teaching retarded children for the 1968-69 school year. The school also has a room that is used for textbook storage and for the storage of school supplies.

The national school library standards propose that the school library should provide an area or areas with seating space for at least 45 to 55 in schools with from 200 to 550 students or fewer.¹

CHAPTER III

SUMMARY AND CONCLUSIONS

The South Atlantic Conference located in Atlanta, Georgia, was formed in 1945 by the General Conference of the Seventh-day Adventist denomination. The Conference is comprised of Seventh-day Adventist Negroes from the states of Georgia, Florida, North Carolina, and South Carolina. Within the Conference are 94 churches, 10,381 members, 13 schools and 40 teachers and principals. These 13 schools are located in Atlanta, and Savannah, Georgia; Miami, Tampa, Jacksonville, Fort Lauderdale, Ocala, and Orlando, Florida; and in High Point, Greensboro, Charlotte, Winston-Salem, and Wilmington, North Carolina. There are no church schools in South Carolina.

The purposes of this study were to: (1) obtain a representative picture of the church school including its history, philosophy, administrative organization, and curriculum; and (2) to present information about the school's libraries or reading facilities, including the services, collections, and quarters.

The study was limited to information regarding the two largest schools in each of the following states: Georgia, Florida, and North Carolina. Data for the survey were collected through questionnaires and through interviews. Information regarding the two largest schools in the state of Florida was omitted from the sections of the study.
discussing the materials collections because the questionnaires were not returned.

The six schools mentioned are only a few of the many parochial schools operating today. Even though they play a major role in the education of the youth of today, they are lacking in the educational advantages of school library service. There were four reasons for this: (1) the lack of financial support; (2) the lack of trained personnel; (3) the lack of materials collections; and (4) the lack of adequate physical facilities.

Based on the standards of the American Library Association used for school libraries, the findings of this study were presented. The classroom teacher in a small school may have the responsibility for the library; however, all of the six schools used in this study had the classroom teacher teaching more than one grade with exception of the school located in Atlanta, Georgia, in which the staff consisted of 15 teachers, none of whom had library responsibilities. The services of a professional librarian should be available at least one day a week in schools with enrollments of 75. In schools with 200 students there should be a full-time librarian and a half-time clerk. The advisory and consultant work of the librarian with the teachers about books and other materials is very important. Also, this service is to be rendered with individual students or in group work with a class.

None of the schools in this study had its own up-to-date and appropriate collection of materials that was centrally located and easily accessible. In fact, the non-textbook materials were not allowed to circulate to the students in school or for home use overnight. Schools with 200 students need at least 6,000 books in their school
libraries. None of the four schools had over 100 non-textbooks that were up-to-date. The total number of books suitable for library use in the four schools is far below the number recommended by national school library standards.

The magazine collections should have at least 10 to 15 titles. Two schools out of the four had one or two regular magazine subscriptions. The reference collections should contain a minimum variety of dictionaries, one encyclopedia, a world atlas, and an almanac. All of the four schools in this study had at least one encyclopedia or more, with exception of the school in Charlotte, North Carolina. The pamphlets, pictures, and other vertical file materials are very limited in all the schools surveyed.

Audio-visual equipment must be provided and an adequate collection of filmstrips and records. Two schools out of the four had a television set, a filmstrip projector, a film projector, and record players.

In schools with several teachers it is desirable to have a central library room that is large enough to seat one class group and to house the basic collection. Also, this room should be equipped with functional shelving, tables, and chairs of appropriate heights, a card catalog, a vertical file, a book truck, and a desk. If space is limited, another area could be used for shelving the materials. Two of the schools have extra classrooms; however, they are small and would only be large enough to seat about 15 students properly.

In conclusion, the proposed budget should start at $1,000 at the six schools. Next to the budget comes the physical facilities which should be centrally located. The reading room should be large enough
to provide seating space for at least 45 to 55 in schools with from 200 to 550 students or fewer. The book collections required are to meet the minimum national school library standards of 6,000 in schools with 200 students. The book collection should include a wide range of content that covers all the subject areas of the school curriculum. The magazine collections should consist of from 10 to 15 titles selected to provide for well-rounded reading interests. The newspapers should consist of from three to six titles and include a local newspaper. The pamphlets, pictures, and other vertical file materials should cover a wide range of subjects, be up-to-date, and should be extensive. The audio-visual materials need to be sufficient and adequate to meet the needs at the six schools. All of the six schools are in need of a full-time librarian to plan the library program.
APPENDIX

QUESTIONNAIRE

1. Name of School

2. Name of City

2. How many rooms are in the school? Of this number, how many are used for classes?

3. Do you have a special room in which the students may do free reading? Yes No

3a. If yes, please state number of feet long number of feet wide number of tables number of seats.

3b. If no, is there any space provided in classrooms for students to do free reading? Yes No.

4. How many linear feet of shelf space are allotted for non-textbooks in your school?

5. How much of this space is in classrooms?

6. What was the total budget last year for non-textbooks not including encyclopedias? For periodicals? For encyclopedias?

For other materials. Please specify other materials. How much money for non-textbooks was given last year by friends or others?

7. How many non-textbooks and sets of encyclopedias are in each classroom?

<table>
<thead>
<tr>
<th>ROOM</th>
<th>BOOKS</th>
<th>ENCYCLOPEDIAS</th>
<th>DONATED BY TEACHERS</th>
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<tr>
<td>1.</td>
<td>____</td>
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<td>2.</td>
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<tr>
<td>3.</td>
<td>____</td>
<td>____</td>
<td>____</td>
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</table>
8. About how many of these books are worn, torn or outdated?____about how many were published before 1960?____After 1960?____

9. If you have encyclopedias are the sets completed? Yes____No____

9a. If no, how many sets are complete?____

9b. If yes, how many were published before 1960?____How many were published after 1960?____. Does the school have the current encyclopedia's yearbook? Yes____No____.

10. Do you have regular subscriptions to magazines? Yes____No____If yes, please list the titles ______ ______ ______ ______

11. Do you have regular newspaper subscriptions? Yes____No____

11a. If yes, please write names of the papers ______ ______ ______ ______

12. Are there pamphlets or other ephemeral materials in your school? Yes____No____

12a. If yes, where are they located? ________What are they used for? ________Who has access to the collection? ________

13. Is there a picture collection in the school? Yes____No____

13a. If yes, about how many pictures are there?____

14. Are there globes in the school? Yes____No____

14a. If yes, please state how many?____
15. Are there maps in the school? Yes No.
   15a. If yes, please state how many.

16. Does the school have a filmstrip projector? Yes No.
   16a. If yes, under what conditions do you get filmstrip? Borrow? Yes No. Free? Yes No. Rent: Yes No. or purchased: Yes No.

17. Does the school have a film projector? Yes No.
   17a. If yes, under what conditions do you get film? Borrow? Yes No. Rent: Yes No. or purchased: Yes No.

18. Does the school have television sets? Yes No.
   18a. If yes, please state how many.
   18b. How many of these sets carry the educational channels?

19. Is National Library Week observed in your school? Yes No.
   19a. If yes, what kinds of programs are promoted?

20. Has a book fair ever been held in your school? Yes No.
   20a. If yes, when was the last one held?
   20b. If no, would you be interested in sponsoring a book fair? Yes No.

21. Does your school invite visiting lecturers in to speak on current affairs? Yes No.

22. Are students permitted to borrow non-textbooks for home use? Yes No.
   22a. If yes, under what condition? (Please explain)

23. Are students permitted to borrow non-textbooks from any room in the school? Yes No.
   23a. If yes, under what conditions? (Please explain)
24. Are students permitted to read non-textbooks during the school hours? Yes___ No___.

24a. If yes, under what conditions? (Please explain) __________________________________________________________________________

25. Are teachers permitted to borrow non-textbooks from any room in the school? Yes___ No___

25a. If yes, under what conditions? (Please explain) __________________________________________________________________________

26. How are textbooks acquired for pupils use?

1. Parent purchase__________

2. Friends give______________

3. Friends lend______________

4. Rent____________________

5. School purchase__________
Public Documents


Books


Encyclopedias and Journals


"Schools, SDA." Seventh-day Adventist Encyclopedia. 1966. Vol. X.


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