8-1-1959

An analysis of periodical literature on the guidance function of high school libraries, 1945 to 1955

Audrey Daniels Powell
Atlanta University

Follow this and additional works at: http://digitalcommons.auctr.edu/dissertations
Part of the Library and Information Science Commons

Recommended Citation
http://digitalcommons.auctr.edu/dissertations/2593

This Thesis is brought to you for free and open access by DigitalCommons@Robert W. Woodruff Library, Atlanta University Center. It has been accepted for inclusion in ETD Collection for AUC Robert W. Woodruff Library by an authorized editor of DigitalCommons@Robert W. Woodruff Library, Atlanta University Center. For more information, please contact cwiseman@auctr.edu.
AN ANALYSIS OF PERIODICAL LITERATURE ON THE GUIDANCE FUNCTION
OF HIGH SCHOOL LIBRARIES, 1945 TO 1955

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

AUDREY DANIELS POWELL

SCHOOL OF LIBRARY SERVICE

ATLANTA UNIVERSITY
AUGUST, 1959
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>iii</td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Purpose and Scope</td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td></td>
</tr>
<tr>
<td>II. A SURVEY OF THE LITERATURE DEALING WITH THE ROLE OF THE LIBRARY IN THE GUIDANCE PROGRAM OF THE SECONDARY SCHOOL PRIOR TO 1945</td>
<td>6</td>
</tr>
<tr>
<td>Types of Publications Containing Articles on Guidance</td>
<td></td>
</tr>
<tr>
<td>Types of Guidance Discussed in Periodical Articles</td>
<td></td>
</tr>
<tr>
<td>Reading Guidance</td>
<td></td>
</tr>
<tr>
<td>Personal Guidance</td>
<td></td>
</tr>
<tr>
<td>Vocational Guidance</td>
<td></td>
</tr>
<tr>
<td>Opinions of Authors on the Type of Role the Library Should Play in the Guidance Program</td>
<td></td>
</tr>
<tr>
<td>IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>39</td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td><strong>APPENDIX</strong></td>
<td></td>
</tr>
<tr>
<td>A. A CHRONOLOGICAL LIST OF PERIODICAL LITERATURE ON GUIDANCE AND HIGH SCHOOL LIBRARIES 1916 to 1955</td>
<td>44</td>
</tr>
<tr>
<td>B. SAMPLE WORK SHEET FOR COLLECTING DATA ON GUIDANCE AND THE HIGH SCHOOL LIBRARY</td>
<td>50</td>
</tr>
<tr>
<td>C. FREQUENCY AND DISTRIBUTION OF REFERENCES PERTAINING TO THE ROLE OF HIGH SCHOOL LIBRARIES IN THE GUIDANCE PROGRAM</td>
<td>53</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>54</td>
</tr>
<tr>
<td>Table</td>
<td>Frequency and Distribution of Articles Pertaining to Guidance During the Period 1916 to 1935</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Frequency and Distribution of Articles Pertaining to Guidance During the Period 1936 to 1944</td>
</tr>
<tr>
<td>2.</td>
<td>Frequency and Distribution of Articles Pertaining to Guidance During the Period 1945 to 1955</td>
</tr>
<tr>
<td>3.</td>
<td>Total Number of Articles by Type of Periodical and Type of Guidance Discussed</td>
</tr>
<tr>
<td>4.</td>
<td>Identity of Authors Writing on Guidance, 1945 to 1955</td>
</tr>
<tr>
<td>5.</td>
<td>Distribution of Articles on Reading Guidance by Type of Periodical</td>
</tr>
<tr>
<td>6.</td>
<td>Distribution of Articles on Personal Guidance by Type of Periodical</td>
</tr>
<tr>
<td>7.</td>
<td>Distribution of Articles on Vocational Guidance by Type of Periodical</td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The need for guidance in the secondary school has reached the place where administrators, educators, parents and students recognize the need for a highly developed guidance program which has been planned with the counselors, teachers, students and others who are concerned with utilizing all available sources of information and ideas.

Arthur J. Jones has set forth the purpose of guidance in the following statement:

The purpose of guidance is to assist the individual through counsel to make wise choices, adjustments and interpretations in connection with critical situations in his life in such a way as to insure continual growth in ability for self direction.¹

Marion D. Harris wrote:

The importance of guidance in the educational process has become widely recognized during recent years. As a result, the position of the secondary school librarian in a guidance program has acquired a significance which cannot be overemphasized.²

William A. Fitzgerald has given further emphasis to the cooperation of the librarian with the guidance program in the following:

Since guidance is an integral part of any education worthy of the name and since the librarian's function is primarily one of guidance, the librarian


should be the leader in any guidance program, counseling not only the student, but also the faculty members and administrators of the school.¹

These statements would seem to verify the fact that the high-school library should play a significant part in the guidance program of today, helping in any way possible to improve guidance services to the pupils.

The writer is of the opinion, also, that the library should play a vital role in any guidance program by providing books and other materials which give information about occupations, which help students to adjust to their environment, which serve to improve the ability of slow readers and which provide the necessary stimuli for the encouragement of good students to read more and better books. This calls for (1) a well-balanced book collection that is kept up-to-date through constant weeding; (2) the purchase of new titles; and (3) a current, well-rounded, vertical file of materials useful to adolescents and young adults.

**Purpose and Scope**

With these views in mind two hypotheses underlie the present study: (1) that the library has become increasingly important in the guidance program in the ten-year period from 1945 to 1955; and (2) that the library can supplement the guidance program by providing material for reading guidance, personal guidance and vocational guidance.

It is the purpose of this study to make a detailed analysis

of the periodical literature on guidance from 1945 to 1955 in order to trace the library's place, ideas, problems and methods of aiding the guidance program of the secondary school.

Although the analysis is concerned primarily with the ten-year period from 1945 to 1955, a survey was made of the literature dealing with the role of the library in the guidance program of the secondary school prior to 1945 in order to determine (1) the number of articles which appeared on reading guidance, personal guidance, and vocational guidance; and (2) the attitudes of the authors relating to the role of the library in the guidance program. It will show historically what cooperation between the librarian and the counselor was recorded in periodical literature prior to the year 1945 and what has been done by both during the period of the study, 1945 to 1955.

A study of this nature may serve as a guide in helping to further cooperation between librarians, counselors and other in setting up effective guidance programs where none exist, and in improving those which are already in operation. Such a picture of the guidance program can serve as a guide to a better understanding of the problems already encountered and, in the light of this understanding, help to solve some of the present-day problems relating to an effective guidance program.

Methodology

The International Index\textsuperscript{1}, Education Index\textsuperscript{2}, Library Literature\textsuperscript{3},

\begin{itemize}
\item \textsuperscript{1}International Index to Periodicals: A Cumulative Author and Subject Index... (New York: H. W. Wilson Company, 1916).
\item \textsuperscript{2}Education Index: A Cumulative Author and Subject Index... (New York: H. W. Wilson Company, 1929).
\item \textsuperscript{3}Library Literature, 1921- ; A Supplement to Cannon's Bibliography... (New York: H. W. Wilson Company, 1934).
\end{itemize}
Reader's Guide to Periodical Literature\textsuperscript{1}, were searched for references to articles dealing with reading guidance, personal guidance, and vocational guidance from 1945 to 1955. Earlier editions were checked for references to articles on the role of the library in the guidance program of the secondary school prior to 1945. Seventy-seven articles were found in the periodical indexes checked. Of this number six, or eight per cent, were published between 1916 and 1935; 15, or 19 per cent, were published between 1936 and 1944; and 56, or 73 per cent, were published during the period from 1945 to 1955 (see Appendix A).

Major subject categories relating to reading guidance, personal guidance and vocational guidance were set up. The categories used under reading guidance were: (1) the need to improve reading ability; (2) the need for a better program of leisure reading; and (3) the need for better use of reference materials. The categories under personal guidance were: (1) the need for self-improvement through a better understanding of self; (2) the need for self-improvement through a better understanding of the world in which one lives; and (3) the need to know about careers and the problems of the career world.

Articles were read in detail with the paragraph as the recording unit. Collected data were summarized in terms of the frequency of occurrence of the three types of guidance articles during three periods: 1916 to 1935, 1936 to 1944, and 1945 to 1955. The attitudes of the authors toward the idea of cooperation between librarians and counselors in the guidance program were noted and specific statements of the library's role were recorded. Space was provided for checking

the identity of the author, the type of periodical in which the article was published, the type of guidance discussed, the opinions of the authors regarding the role of the library in the guidance program, the type of aid the librarian should give the guidance program and specific procedures used by the librarian to enhance the guidance program.
CHAPTER II

A SURVEY OF THE LITERATURE DEALING WITH THE ROLE OF
THE LIBRARY IN THE GUIDANCE PROGRAM OF THE
SECONDARY SCHOOL PRIOR TO 1945

The idea that the library should function in the guidance program
of the secondary school was not very prevalent in early educational thinking.
None of the indexes checked included references to the guidance function of
school libraries before 1916. References in Library Literature did not
appear until 1943, although there was a reference to the library and
guidance in Reader's Guide to Periodical Literature as early as 1916.

The Period From 1916 to 1935

During the period from 1916 to 1935 only six articles were found
on guidance and the library. Four of these were concerned with voca-
tional guidance and two with reading guidance. No references were
found relating to personal guidance (see Table 1).

| TABLE 1
| FREQUENCY AND DISTRIBUTION OF ARTICLES PERTAINING TO
GUIDANCE DURING THE PERIOD 1916 TO 1935 |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Periodical</strong></td>
</tr>
<tr>
<td>Industrial Arts &amp; Vocational</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Library Journal</td>
</tr>
<tr>
<td>National Education Association</td>
</tr>
<tr>
<td>Journal</td>
</tr>
<tr>
<td>Wilson Library Bulletin</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
The four articles on vocational guidance and the high-school library were examined. Two of these were found in a library periodical, one in a vocational magazine, and one in an educational periodical.

C. E. Partch, writing in the *Library Journal* in June, 1929 had this to say about vocational guidance and libraries:

Guidance is not new, but the attempt to organize and introduce guidance on a systematic and scientific basis is a new venture in education...1

Ralph L. Newing, a librarian, observed:

For some time the libraries have recognized the importance of vocational guidance and the valuable contributions they may make in this field...2

While references to vocational guidance were found more often than articles about reading guidance, reading guidance was beginning to be noted as an important part of the guidance program. One of the two articles which discussed reading guidance appeared in the *Wilson Library Bulletin*3 and noted that the school library must function as effectively as possible in the reading program of the high school. Helen L. Bell, a librarian in Springfield, Illinois, stated that psychological and social considerations must enter into any good reading guidance program. Included among these considerations were the sex of the adolescent, home background, elementary school training, reading age as determined

1C. E. Partch, "The Function of the Librarian in a Vocational Guidance Program," *Library Journal*, LIV (June 1, 1929), 482.


by testing, classroom interests as revealed through teaching and discussion, library influence and personal interests.

The Period From 1936 to 1944

The period from 1936 to 1944 saw an increase over the previous period in the number of articles treating guidance and the library. Each of the indexes consulted carried entries under School libraries—guidance services. Of the 15 articles indexed all except three were published in library periodicals; two were published in educational periodicals, and one appeared in the Saturday Review of Literature. Twelve of these articles were written by librarians, one by a student, one by a high school principal and one by the superintendent of a school system. Three of the articles were concerned with reading guidance, two with personal guidance, and 10 with vocational guidance (see Table 2).

TABLE 2

FREQUENCY AND DISTRIBUTION OF ARTICLES PERTAINING TO GUIDANCE DURING THE PERIOD 1936 to 1944

<table>
<thead>
<tr>
<th>Name of Periodical</th>
<th>Reading Guidance</th>
<th>Personal Guidance</th>
<th>Vocational Guidance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Library Association Bulletin</td>
<td>1</td>
<td>...</td>
<td>...</td>
<td>1</td>
</tr>
<tr>
<td>Catholic Library World</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Educational Administration and Supervision</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Educational Method</td>
<td>...</td>
<td>1</td>
<td>...</td>
<td>1</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>1</td>
<td>...</td>
<td>...</td>
<td>1</td>
</tr>
<tr>
<td>Library Journal</td>
<td>...</td>
<td>...</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Saturday Review of Literature</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Wilson Library Bulletin</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
<td><strong>2</strong></td>
<td><strong>10</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
Reading guidance.—Librarians are expected to serve as readers' advisors, and the high school librarian must meet the challenge of providing students with the right books and with readable books at the time when they are most needed or can be most useful. Each of the three articles published in library periodicals stress this fact. Kathryn Mansell wrote:

All intelligent adults who guide the reading of adolescents are aware of the folly of thrusting books upon students and are awake to the significance of the right suggestion at the right time.¹

Rose McGlennon² stated that the advisor should take the pupil as he finds him, leading him into familiar paths with books on his level, not above him. She must advise, cajole, reason and beg students to read those books which will help them in their lives.

Reading guidance is best achieved through working with individual pupils for the librarian must know the rate of reading, the interests, the hobbies and the ambitions of the child before she can lead pupils to the right book. Margaret Walraven has stated it thus:

The primary task of the librarian is to personally contact the individual child for in this capacity may she arrive at the ultimate of her activities as an advisor. She not only may have opportunity to guide his tastes in leisure reading but also to explore his ambitions and often to discover his latent and potential capacities.³


Most of the authors suggested that librarians use any devices at hand to stimulate reading. They agreed that the librarian was in a position to know students individually, to recognize their needs and problems, to provide books to satisfy the needs, and to help solve the problems encountered by students.

**Personal guidance.**—Many high-school students need guidance in their personal lives which sometimes their families fail to give them. This means that other agencies outside of the home, including the school, must either take the responsibility for giving guidance or let the pupils get along with no guidance. The school has accepted this challenge by setting up guidance programs with trained personnel, along with teachers and librarians helping to make up the guidance teams. During the period from 1936 to 1944 only two articles were published in periodicals concerning the library's role in personal guidance.

In this form of guidance the librarian must work closely with teachers in helping to spot those individual students who seem to be having difficulty adjusting their personal lives, and those having personal problems. W. B. Linderman, a high-school principal, wrote:

> The librarian has an advantage as well as a responsibility in guidance. She meets students without benefit of a classroom, in off-hand moments, moments of relaxation. She must help with personal and vocational guidance.\(^1\)

Even though there were only two articles concerned with personal guidance, the fact that it was beginning to be noted at all is significant. Increased emphasis on this phase of guidance will be noted in

---

\(^1\)W. B. Linderman, "Function of the Librarian in the School Guidance Program," *Educational Method*, XIX (March, 1940), 351.
Chapter III where articles on personal guidance are analyzed.

**Vocational guidance.**—Most of the articles written on the guidance function of high-school libraries during the period from 1936 to 1944 were related to the library's role in helping high-school pupils gain knowledge concerning careers, and on preparing for careers which they would pursue during their adult lives. Many of them suggested ways in which the library could help with career clinics and other career projects, by preparing book lists, and by using other devices to interest pupils in careers. Evidence of this is seen in the article by Olive N. Loeffler who said:

> The librarian is a personnel worker, having a hand today even in the direction of the student's vocational interests, for no high school library can afford to be lacking in up-to-date occupational study materials through which students may browse in their efforts to come to some conclusion about their futures.\(^1\)

Other articles that were published during this period substantiated the idea that the library should play a vital role in the high school guidance program. To support their beliefs many librarians wrote about their individual projects and, as a result of increased emphasis on this phase of library work, a new type of book, the "career book" appeared. Katherine Ulrich wrote:

> A new type of modern, adventure novel for "young adults"—and young adults are now in high school—has come into being within the past several years. They depict adventure in work, devotion to work, and realities of the work-a-day world.

---

\(^1\)Olive N. Loeffler, "Junior High School Library and the Guidance Program," *Educational Method*, XIX (March, 1940), 351.
Lumped under the heading "career books" the more serious ones in the group are primarily intended to give a lively but authoritative picture of a particular occupational field, the natural aptitudes and training necessary and the reachable goals and expectations therein.

During this period, librarians, educators and others were beginning to see the need for cooperation of the librarian in the vocational guidance program of the secondary schools and pointed out that the youth in our schools need the help of all trained personnel in the school to help them reach their niche in the career world.

The authors expressed the opinions that the students of today need the experiences afforded them through reading and that librarians can best lead them to these books where perhaps they could identify themselves with the characters and find solutions to many of their problems.

Reading guidance and personal guidance are as much a part of the guidance program as vocational guidance. This idea was expressed by four authors writing on guidance during the period prior to 1945 and each of these authors suggested ways in which the library could make a definite contribution to the guidance program of the secondary school.

CHAPTER III

AN ANALYSIS OF THE PERIODICAL LITERATURE RELATING TO
THE ROLE OF THE LIBRARY IN THE GUIDANCE PROGRAM
OF THE SECONDARY SCHOOL, 1945 to 1955

The need for the library to participate in the guidance
program was cited in Chapter I of this study. The writer also ex-
pressed the opinion that the library should play a vital role in any
guidance program by providing books and other materials to complement
the work done in the school by the counselors and the teachers. In
Chapter II a general overview of the role of the library in the high-
school guidance program as found in periodical literature prior to
1945 was given.

The present chapter intends to give a more detailed analysis
of the role of the library in the guidance program of the secondary
school in the light of attitudes and opinions expressed in periodical
literature by librarians and educators.

After searching the indexes stipulated in the methodology of
this study, a total of 56 references were found for the ten-year period
1945 to 1955. This represents an increase of 41 articles over the
number found for the period 1936 to 1944.

Sixteen of the articles analyzed were found in Illinois
Libraries. The Wilson Library Bulletin ranked second in the number of
references with a total of 11, closely followed by the Library Journal
with eight. The Catholic Library World and National Elementary Principals
each contained three articles. Two references were found in the following periodicals: *Journal of Illinois Library Association* and *School Activities*. One article was found in each of the following 11 periodicals: *American Library Association Bulletin*, *Baltimore Bulletin of Education*, *California Journal of Secondary Education*, *Educational Record*, *English Journal*, *Journal of Education*, *Bulletin of the School Library Association of California*, *Louisiana Library Association Bulletin*, *Library Occurrent*, *Missouri Library Association Quarterly* and the *New Mexico Library Bulletin* (see Table 3).

As a result of the preliminary reading of a representative number of articles found, major subject categories and related indicators were outlined on worksheets which were constructed in a manner to facilitate the gathering of information and to obtain consistency in the coding procedure.

**Types of Publications Containing Articles on Guidance**

Articles relating to guidance were published in three types of periodicals. These included library periodicals, educational periodicals, and one subject field periodical. Of the 56 articles consulted on guidance, 46 were published in library periodicals, nine were published in educational periodicals and one was published in the *English Journal*. These 56 articles were written on the three types of guidance, 12 articles were concerned with personal guidance and 14 articles were concerned with vocational guidance (see Table 4).

Library periodicals in which articles on guidance appeared represented those published by national and state library organizations and also by library publishing houses; one article was found in a
<table>
<thead>
<tr>
<th>Type and Titles of Periodicals</th>
<th>Reading Guidance</th>
<th>Personal Guidance</th>
<th>Vocational Guidance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIBRARY PERIODICALS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois Libraries</td>
<td>11</td>
<td>1</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Wilson Library Bulletin</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Library Journal</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Catholic Library World</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Journal of the Illinois</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Association</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>American Library Association</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bulletin</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Louisiana Library Association</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Bulletin</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Library Current</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Missouri Library Association</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Quarterly</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>New Mexico Library Bulletin</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>School Library Association</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>California Bulletin</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>10</td>
<td>13</td>
<td>46</td>
</tr>
<tr>
<td><strong>EDUCATIONAL PERIODICALS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Elementary Principals</td>
<td>2</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>School Activities</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Baltimore Bulletin of Education</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>California Journal of Secondary Education</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Educational Record</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Journal of Education</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td><strong>SUBJECT FIELD PERIODICALS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Journal</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>30</td>
<td>12</td>
<td>14</td>
<td>56</td>
</tr>
</tbody>
</table>
TABLE 4

TOTAL NUMBER OF ARTICLES BY TYPE OF PERIODICAL AND TYPE OF GUIDANCE DISCUSSED

<table>
<thead>
<tr>
<th>Type of Guidance</th>
<th>Type of Periodicals</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Library</td>
<td>Educational</td>
<td>Subject Field</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Guidance</td>
<td>23</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Personal Guidance</td>
<td>10</td>
<td>2</td>
<td>...</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Vocational Guidance</td>
<td>13</td>
<td>1</td>
<td>...</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>9</td>
<td>1</td>
<td></td>
<td></td>
<td>56</td>
</tr>
</tbody>
</table>

publication issued by the American Library Association, 23 articles were found in publications issued by state library associations; 19 articles were found in periodicals issued by library publishing houses; and three were located in a library periodical of a religious order. The fact that 46 of the 56 articles were found in library periodicals indicates that library associations and publishers were aware of the relation of the library to the guidance program and sought articles on guidance for publication.

Educational periodicals, which were published by national, regional, state and local educational associations and by educational publishing houses, all contained articles on guidance. National Education Association publications included four of the articles located; a regional educational association published one of the periodicals in which articles were found; one article was located in a periodical published by a state educational association; two articles were found...
in publications of educational publishing houses and one article was included in a municipal educational publication.

**Types of Guidance Discussed in Periodical Articles**

Reading guidance, with 30 articles, was the type of guidance discussed most frequently in the articles analyzed. Seven of these articles were published in educational periodicals, 22 were published in library periodicals and one was published in the *English Journal*.

The 14 articles dealing with the library and vocational guidance ranked next in the number published. One of these articles was published in an educational periodical and 13 appeared in library periodicals.

There were 12 articles concerned with the library's relationship to personal guidance. Ten of these articles appeared in library publications; two were published in educational periodicals.

During the period 1945-1955 librarians wrote 64 per cent of all of the articles on the three types of guidance discussed. Twenty-two or 74 per cent of the 30 articles on reading guidance; six, or 50 per cent of the 12 articles on personal guidance; and eight or 57 per cent of the articles on vocational guidance were written by librarians.

Educators wrote 30 per cent of the articles on each of the three types of guidance used in this study, writing seven or 23 per cent of the 30 articles on reading guidance; five or 42 per cent of the articles on personal guidance; and five or 36 per cent of the articles on vocational guidance.

The remaining two per cent of the articles on guidance represented the articles on reading guidance written by a student (see
Table 5).

**Table 5**

IDENTITY OF AUTHORS WRITING ON GUIDANCE, 1945 TO 1955

<table>
<thead>
<tr>
<th>Authors</th>
<th>Reading</th>
<th></th>
<th>Personal</th>
<th></th>
<th>Vocational</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Librarians</td>
<td>22</td>
<td>74</td>
<td>6</td>
<td>50</td>
<td>8</td>
<td>57</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>Educators</td>
<td>7</td>
<td>23</td>
<td>5</td>
<td>42</td>
<td>5</td>
<td>36</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>Counselors</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Student</td>
<td>1</td>
<td>3</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>12</td>
<td>100</td>
<td>14</td>
<td>100</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

Reading Guidance

Reading guidance is assistance given to students to help them choose the right book to aid in solving problems that arise in connection with making vocational and personal choices, and to help students choose books which will contribute to their personal growth.

According to the number of times references were found on reading guidance it was becoming a recognized need in the guidance program of the secondary school. There were 30 articles or more than twice as many articles on reading guidance as there were on vocational guidance during the period from 1945 to 1955. This is a complete reversal of the pattern which prevailed during the period from 1935 to 1944, when articles on vocational guidance outnumbered those on reading guidance. Librarians and educators wrote all of the articles on reading guidance except one which was written by a student.
Analysis of the articles consulted showed that many of the librarians contributed articles to their professional magazines as well as to educational periodicals. Table 6 points out that 23, or 77 per cent, of the articles were published in library periodicals; while six, or 20 per cent, were published in educational periodicals. Obviously, librarians recognized the need for an organized and concerted effort to give impetus to the reading guidance program; also, they were eager to publicize their points of view to those involved in setting up the guidance program.

Many of the librarians urged that other librarians actively participate in the school's reading guidance program. One librarian wrote:

Many children read, but too many of those who need to read are not reached. They must be guided into the widest use of library tools and materials. The effectiveness of the library can partly be gauged by the number of purposes it serves and certainly reading is one of the most important purposes of any library.¹

June Miller wrote in *Illinois Libraries*:

Today's librarian is not a keeper of books, she is a promoter of them. Based upon a philosophy of regard for the individual pupil, guidance must be concerned with his growth and development in all areas of life. The library must try to have as many enthusiastic readers and as few non-readers as possible. It should have the appearance of encouraging readers by being attractive, roomy and comfortable with an appealing book collection.²


### TABLE 6

DISTRIBUTION OF ARTICLES ON READING GUIDANCE
BY TYPE OF PERIODICAL

<table>
<thead>
<tr>
<th>Type of Periodical</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIBRARY PERIODICALS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic Library World</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Illinois Libraries</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Journal of Illinois Library Association</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Louisiana Library Association</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bulletin</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Library Journal</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>New Mexico Library Bulletin</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Wilson Library Bulletin</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>77</td>
</tr>
<tr>
<td><strong>EDUCATIONAL PERIODICALS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baltimore Bulletin of Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>California Journal of Secondary Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Educational Record</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>National Elementary Principals</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>School Activities</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td><strong>SUBJECT FIELD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Journal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The need to improve reading ability of students in secondary schools was expressed as one of the most pressing needs of the reading program of any school. Each of the authors considered this an important phase of the reading guidance program. Twenty-four of the authors felt
that the improvement of reading was indicative of the effectiveness of
the reading program; 12 pointed out that tests should be given periodi-
cally and scores charted to show progress. In this way definite steps
could be taken to give more aid to those students in need of help, with
remedial techniques used where necessary.

C. G. Masterton, a junior high-school principal, pointed out
that:

A library must be a pleasant place, a comfortable,
cheerful, friendly room which invites children to
enjoy the companionship of books -- books that are
exciting and entertaining, informing and inspiring;
books of fun and fantasy.

With growing interest comes more and wider
reading, and with more reading comes greater skill.
In friendly chatting the librarian can become aware
of the special interests and activities of each
pupil and can use this information to help the child
choose the books which mean the most to him. In a
world of print reading is an essential attribute of
good citizenship.¹

Many devices were suggested for getting the right book to the
right child at the right time. Seven of the authors felt that some
form of reading test should be given to determine the reading level of
the students in the school, while four of these seven felt that reading
charts or files should be kept based on test scores and the reading
progress of each student. These four authors also felt that test scores
should be kept up-to-date and made available in the library. Twelve of
the authors felt that knowing reading levels should aid the librarian
in selecting books, particularly for the slow reader who had reached
high school. The librarian offered many suggestions that could be used

¹C. G. Masterton, "Raising Reading Levels," National Elementary
Principals, XXI (September, 1951), 43-44.
to stimulate interest in books; many of these suggestions are of particular value to those teachers and librarians directly concerned with poor readers. Some of these suggestions were: (1) displays of new jackets; (2) indirect suggestion of a book in which a certain student may have an interest; (3) book talks and review in classrooms, assembly programs and at book teas; (4) formation of reading clubs with either individuals or groups reading books centered around a particular theme; (5) use of student assistants to show other students the many valuable skills that can be gained through the use of the library; and (6) grouping students for guidance in reading into remedial reading groups, average reading groups, and accelerated reading groups based on tests and observation by the librarian.

Another function of the reading guidance program is to teach students to use reference materials effectively in order to augment their textbooks and to make the students more intelligent readers. In order to do this they should be taught the various types of reading skills. They must learn to skim, but to retain information; to find information in a short period of time, and must be taught where to search for the information needed. Twelve of the 18 librarians and six of the educators expressed the need for this type of reading guidance, and each of the authors felt that the librarian was the person in the school best suited for this job. If the library fulfills this function of helping students to learn to use reference tools and to become more intelligent readers, a large part of the school population will become better students. Through the use of more and better materials the total school program will improve.
Each of the writers made definite statements about who should receive assistance from the librarian in any good reading guidance program. None of the writers indicated that the librarian should give aid to the counselors in the area of reading guidance, but rather that the counselors should refer to the librarian any student who might profit from reading guidance. Ten, or 34 per cent, of the writers were of the opinion that individual students should receive direct help from the librarian; while three felt that the teachers in the school needed help in establishing an effective reading guidance program; 16, or 55 per cent, felt that students, teachers, counselors and the administrators of the school needed the librarian’s aid.

In general, the majority of the writers were of the opinion that reading guidance was a job requiring the cooperation and the combined efforts of all if the reading habits of pupils enrolled in the secondary schools of today were to be improved. The need for an organized reading guidance program is pointed up by the fact that all of the authors agreed that there is a need to improve the reading ability of students, a need for a better program of leisure reading, and a need for more effective use of reference materials. This means that the reading guidance program must be well-organized and well-planned if the best results are to be obtained.

**Personal Guidance**

Personal guidance is that type of guidance which aids in the development of the individual as a person working out an integrated pattern of life by combining all other kinds of guidance for his benefit. It is concerned with helping students make an adjustment to their environments and to others with whom they come in contact. Such an adjust-
ment requires a knowledge of the problems faced by students, a knowledge of methods of spotting students who have problems, and the using of bibliotherapy to help solve some of these problems.

During the period prior to 1935, no references were found in the indexes consulted concerning personal guidance. Two references were found during the period from 1939 to 1944, and during the period of the study, 1945 to 1955, 12 periodical references were found relating to personal guidance. Five of these references were concerned solely with personal guidance, four with reading and personal guidance, and three with personal and vocational guidance.

The increase in the number of references on personal guidance indicates an increasing awareness on the part of librarians, educators and counselors of the need for students to adjust to their environment. Librarians wrote most of the articles about personal guidance, having written 10 of 12 articles. One article was written by a high school principal and the additional article was written by a school counselor.

Many librarians contributed articles on personal guidance to professional magazines and to educational periodicals. Table 7 reveals that 10, or 83 per cent, of the articles were published in library periodicals; while two, or 17 per cent, of the articles were published in educational periodicals.

The need for pupils to have a better understanding of themselves was pointed out in the articles on personal guidance. Each of the authors agreed that librarians were in a position to help spot those students faced with problems because they see them outside of a formal classroom situation, in relaxed surroundings where their actions may be
different from what they are when the teacher is expected to grade them. Five of the authors felt that the librarian should set up periods during the day when students could feel free to discuss their problems with her. They felt that the librarian should then suggest books whose characters had similar problems so that the pupils through reading about what others had done to solve their problems could set up some means of helping themselves.

**TABLE 7**

**DISTRIBUTION OF ARTICLES ON PERSONAL GUIDANCE BY TYPE OF PERIODICAL**

<table>
<thead>
<tr>
<th>Type of Periodical</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIBRARY PERIODICALS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic Library World</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Illinois Libraries</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Journal of Illinois Library Association</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Library Journal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Missouri Library Association Quarterly</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Wilson Library Bulletin</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>83</td>
</tr>
<tr>
<td><strong>EDUCATIONAL PERIODICALS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Elementary Principals</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>School Activities</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

P. C. Burns wrote in *National Elementary Principals*:

The library can help to meet personal needs of the pupils through book content. Often it can provide
guidance for the child who needs a greater understanding of himself or of others. This may be accomplished by presenting fact or fiction about persons having problems similar to those of the reader. In reading a story a boy or girl vicariously goes through the experiences described thereby gaining insight into his own problems by seeing how others who have been confronted with similar problems have attacked and solved them.\(^1\)

Gertrude Fancher, a librarian, also wrote on the same idea.

She stated:

The librarian has an excellent opportunity for helping children adjust socially through the selection of books, through pupil assistance with the work of the library, and through discussion and conversation. The trick is to supply the right book for the right child.

Books provide an excellent means of relieving some personal and social problems of our children. Books reflect the acceptable social usage of our times and offer release from the situation at hand.\(^2\)

Mrs. Fancher further stated that books are a lasting and powerful medium of communication. She felt that suffering appeals to children when it is on their level and helps to bring their personal woes to the surface. She concluded her article by saying that books can help children to live gracefully in the world of today.

The student's need for self-improvement through a better understanding of his family and friends was also pointed out in the articles on personal guidance. It was stated that, through reading, the student could compare his personal situation and those of his family and friends

\(^1\)P. C. Burns, "Reading Guidance for Personality Adjustments," National Elementary Principals, XXXI (September, 1951), 54.

with those of the characters who come alive through reading books. Four of the authors suggested that students with family problems might be guided into reading books whose characters had problems similar to theirs and that, in reading about the solutions, they might find something that would be of value. Books aid the pupil in achieving understanding and the librarian has the responsibility for seeing that the student gets the right books to aid in finding himself and adjusting to his surroundings.

Seven of the articles pointed out that the librarian can use as library assistants students who feel shy and unwanted, or who are ill-at-ease in the presence of others. Discovering that the librarian has confidence in him and his ability to perform small tasks will often help the pupil to become friendly, to lose some of his shyness with other students, and to gain confidence in himself through satisfaction in a job well done.

Two authors felt that librarians could stimulate interest in personal guidance by preparing exhibits and book lists on good grooming and personal hygiene which could help pupils to bring out the best of their personal assets and help develop useful and desirable personal traits.

Personal guidance can influence pupils to become better students, both in their studies and in their relation with others, and offers a challenge to librarians to help plan and organize a good personal guidance program in the secondary school.

In support of this, one of the authors, Calvin T. Ryan, wrote in the Wilson Library Bulletin:
We use books to help the child develop his need for security, to help him feel a part of the group of other children and adults...

Most parents of today do not use fear as a discipline, but teach their children what to be afraid of, and how to be courageous. They guide them into ways of meeting danger.¹

The need for a better understanding of the world in which he lives was the third category that received the most emphasis on personal guidance. Each of the 11 articles pointed out the need for high-school students to adjust to their surroundings and to become useful citizens of a well-rounded community. Nine of the writers asserted that a good reading program could provide materials which would afford students the opportunity, not only to read about people in their local and national surroundings, but to explore lands and peoples across the seas. Eight of these authors felt that students should be guided into reading for information about subjects of current interest so that they could become more intelligent citizens of the community as they move into adult life. Each of the authors felt that the librarian's role was unique in that she could assemble, organize, and use the materials to the best advantage of the students with whom she comes in contact.

It was asserted by all of the authors that personal guidance must be included in any good guidance program of the secondary school of today, and that librarians' broad training in liberal arts courses help to prepare them for being a part of the counseling team set up in most schools of today.

Vocational Guidance

Vocational guidance is that assistance given to students in connection with choosing, preparing for, entering upon and making progress in an occupation. This form of guidance has always been foremost in the thinking of educators and librarians in the guidance program. Five references were found to vocational guidance during the period, 1916 to 1934, 15 were found in the period 1935 to 1944, and during the period of the study, 1945 to 1955, 14 references to vocational guidance were found in periodical literature. Four of these articles were concerned with personal and vocational guidance, three with reading and vocational guidance, and seven with vocational guidance alone.

Shirley K. Stephenson¹, a school librarian, wrote that the modern school library is missing the mark if it does not serve as a career laboratory, supplementing the activities of the occupations courses and serving as a source of materials which will stimulate individual interest in job opportunities. She also stated that the library should provide the tools for the exploration and evaluation of factors entering into the important problem of making a decision concerning a career.

Analysis of the 14 articles revealed that 12, or 86 per cent, were written by librarians for library periodicals; one was written by a school supervisor, and one by a school counselor in an educational periodical; one appeared unsigned in Illinois Libraries (see Table 8).

Librarians were still concerned about getting information to students on the various careers as is revealed in the articles written

on vocational guidance. Educators were concerned that librarians not only make materials available, but that they help students interpret these materials to their best advantage.

**TABLE 8**

**DISTRIBUTION OF ARTICLES ON VOCATIONAL GUIDANCE**
**BY TYPE OF PERIODICAL**

<table>
<thead>
<tr>
<th>Type of Periodical</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIBRARY PERIODICALS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Library Association Bulletin</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Catholic Library World</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Illinois Libraries</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Library Journal</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Library Occurrent</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>School Library Association of California</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Wilson Library Bulletin</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13</td>
<td>93</td>
</tr>
<tr>
<td><strong>EDUCATIONAL PERIODICALS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>14</td>
<td>100</td>
</tr>
</tbody>
</table>

In order to learn about a vocation that will be interesting and challenging, students may use the resources of a person already employed, may find out what jobs there are, whether or not they are available in their immediate community, or whether they must leave home to get them.

The need to understand what careers exist was pointed out by each of the 14 authors who agreed that it was the duty of the librarian to collect
as much material as possible on all available jobs, especially on those in the immediate vicinity of the school, keeping this material up-to-date and in a special place so that it is easily accessible. They further agreed that this material should be classified in such a way as to permit use with a minimum of help from the librarians and counselors. It was suggested that there were occasions when the librarians should help counselors set up career clinics, either in the form of a career day or a year-long career session, devoting one assembly period per week to furthering interests in careers.

A high-school principal wrote in the Library Journal in support of this point of view:

Providing effective guidance services is generally conceded to be a matter of teamwork. As a member of the guidance team, the well-qualified school librarian and the professionally competent counselor have very important, though somewhat different functions to perform. They contribute most effectively when they join hands in constructive cooperation.1

Floyd Potts2, writing about the guidance program in his school at Fairbury, Illinois, made the following suggestions for setting up the vocational guidance files:

1. Collect material and put it in a special place.
2. Make a bibliography of vocational books.
3. Form a career club, tapping resources of the community for speakers and other resource persons to aid in its program.
4. Make attractive bulletin boards centered around careers.
5. Have book reports made by students on books with

---


vocational themes.

Analysis of the articles devoted entirely to vocational guidance revealed that both educators and librarians agreed that the library has a special place in the vocational guidance program of the secondary school. Librarians should collect and classify materials about careers on varying reading levels so that they will appeal to all of the reading interest of the pupils served.

In order to perform well on any job a person must have some preparation for it. The need to know how to prepare for a career was cited by each of the articles on vocational guidance. The material made available on careers should include information on the requirements for the job, whether or not further training beyond high school is necessary and the accessibility of schools in the area that provide such training. It should be factual and not distort the picture of any job in any way. Pupils should be made aware of the problems of the career world and should learn that success depends on a diligent effort on their part to do their best at all times.

Six of the authors felt that all of the persons involved, students, teachers, counselors and the administrative staff should be aided by the librarian in helping to maintain a good guidance program. Four of the six suggested devices that could be used in helping to maintain a good guidance program. Here the need to know about the problems of the career world was cited. The authors suggested career clinics, assembly programs centered around a special career, faculty planning workshops in which groups choose a career for special emphasis, and conferences with students to find out what careers they are interested in with follow-up of special projects centered around their
interests. Two of the authors listed devices that they had used in furthering the vocational guidance program of their schools. One of these said that she used exhibits in the library, central hall and a few strategic classrooms about the building, all centered around a vocational theme, but on different careers. The other librarian used a "vocations day" instead of a career clinic. A poll was taken of the seniors in the school to find out what vocations they were interested in and persons from the community engaged in these careers were invited to serve as resource people in their particular fields. Pupil leaders were given materials with which to become familiar and were asked to serve as discussion leaders in the group. Pupils went to the vocation of their choice and became more intelligent on their vocational interest, with both book knowledge and first-hand information from people engaged in the daily performance of that particular job.

Three of the authors felt that the librarian should aid the counselors by collecting material which can be useful in careers and making it available for the counselors' use by preparing book lists and by working closely with the counselors in any way possible.

Two of the authors felt that individual students should be helped by librarians in vocational guidance. Each of these authors felt that through informal conferences with students and a follow-up with these students to find material that will help them learn more about the career in which they are interested greater strides will be made.

Only one author expressed the belief that librarians should aid teachers. This author stated that through classroom teaching units teachers can spot those pupils who are interested in various
careers, can refer them to the librarian, and that teachers and librarians, working together, can help pupils reach their vocational goals.

All of the authors agreed that a good vocational guidance program aids students in preparing for adult life by helping them to know what careers there are and how to prepare for them; that a good vocational guidance program requires the cooperation of the entire professional staff of the secondary school; and that by providing vocational materials on all reading levels for pupils in the school it enhances the total reading program of the school.

One author felt that there was a danger in librarians becoming too involved in the vocational guidance program. He feared that librarians, who are already overworked in the performance of regular duties, would not do a good job of giving vocational guidance to pupils. He felt that any guidance that she would give, other than collecting materials and helping pupils to find them, would be an invasion of the counselor's job. He was emphatic in stating that the librarian should be only a member of the guidance team, leaving the counseling to the counselor.

Opinions of Authors on the Type of Role the Library Should Play in the Guidance Program

Expressions of the authors writing on guidance indicated that they felt that the library has a special place in the guidance program of the secondary school. Fifty-five of the 56 authors felt that librarians, by virtue of their broad backgrounds in liberal arts courses, were in a position to aid counselors, principals and teachers in reading, personal and vocational guidance. Forty of the 56 expressed the belief that the library should serve as a materials center for the
entire school, thereby being the central place where students can come to find and use materials for helping to solve their problems.

Each of the 56 authors felt that the library should also aid the guidance program by helping students to prepare for adult life. They felt that in supplying material on careers, grooming, travel and other subjects of interest to students the library had the special function of aiding the professional staff to do a better job of guiding the pupils with whom they come in contact.

In support of their beliefs, 43 authors felt that through the use of books dealing with personal and vocational problems they can also enhance and stimulate the total reading program of the school. When a student reads a book on careers, he is not only increasing his knowledge of that particular career, but is also practicing his reading which may help to improve his reading ability.

Further analysis reveals that 45 authors felt that the librarian, in collecting, classifying and organizing materials for use by the entire school population, placed the library in an important place in the guidance program. They agreed that cooperation of the entire professional staff, teachers, counselors, principal and librarian was necessary for the guidance program to be effective.

Only one author felt that the library was not especially important as an isolated factor in the guidance program. This author felt that the librarian must be careful not to usurp the counselor's job, to neglect some of her own duties, or to try to do both jobs and not give proper time to either the library or the guidance program. The 55 authors who feel that the library does have a special place in the guidance program outweigh this one author.
The increase in the number of articles recorded in periodical literature during the ten-year period from 1945 to 1955 indicates that librarians and educators had begun to recognize the close relationship between the library and the guidance program.

In writing about the guidance function of libraries the authors of the articles had definite ideas about who should receive the librarian's help in the guidance program. Thirty-one of the authors expressed the opinion that the librarians should aid the entire school personnel, helping teachers, students, and administrators in any way possible by selecting, classifying and organizing materials and by helping to interpret these materials. Seventeen of the authors felt that individual students should get the librarian's assistance. Eight of them agreed that the librarian could do more for the guidance program through individual counseling and providing materials to help students solve their problems.

Five of the authors felt that librarians should give aid to teachers, while three felt that any assistance given should go to the counselors since they are trained in guidance techniques.

The fact that 31 or 55 per cent of the authors favored giving assistance to anyone in the entire school rather than to students, teachers or counselors points up the fact that guidance is a job for the entire school working together as a team and that the librarian's role in the guidance program should be that of a member of the guidance team.

In analyzing the articles found on guidance the writer found that five of the authors felt that these three types of guidance were so closely related that they included all of them in the articles which
they wrote. M. S. Hiskey, writing in the Journal of the Illinois Library Association, had this to say about guidance:

Guidance is based on the fact that human beings have problems and need help. A good counseling and guidance program is essential if the school meets the individual and group needs of its pupils. The modern school must accept the responsibility of guiding the personal and emotional development of the individual, in addition to its established program of communication of knowledge and skills. As educators we must realize that there is little to be gained through the production of a scholar who is a misfit in society, and who cannot make the adjustment that rapid change and diversity demand.1

Lucille T. Carnahan2 also wrote that although young people are given much freedom and independence in determining their futures, in arriving at solutions to their problems, and in choosing their leisure time activities this does not eliminate or minimize the need for adult guidance, but that it merely makes the giving of it more difficult. She further suggests that the adolescent must feel that the adult is talking to him man-to-man or as a friend before he accepts the advice given whether on a personal or vocational problem.

Marjorie W. Stull summed up very well the library's role in the general guidance program by listing five ways in which the library can contribute to a guidance program. They are:

1. By providing materials for teachers, counselors and students. The librarian can train students in the use of the library's resources and so equip them with knowledge and skills that will enable them to use not only the resources of the school library now in solving problems but those of the public library or university library in later life.


2. By guiding the student in the selection and use of these materials.

3. By providing the students an opportunity to develop desirable social attitudes. It is the only department in the school that is open all day for the student's use. Here the student comes in contact with other students outside his own class group. He learns to respect the rights of others in obeying library rules of quiet and care for the materials which he is sharing, not only with the present students, but with future students as well.

4. By observing student behavior. The librarian can observe student behavior when the student is free from the restraint of the classroom.

5. By providing the student with the opportunity to experience the vocation of library service by serving as a student assistant.¹

Any good guidance program must include reading guidance, personal guidance and vocational guidance. Fifty-five of the 56 authors felt that the library had a definite place in the guidance program of the school and that the librarian must do more than collect materials, that she must help the other members of the professional staff give the guidance to pupils themselves and aid the entire guidance program in any way possible.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to make a detailed analysis of periodical literature on the role of the library in the guidance program from 1945 to 1955 in order to trace the ideas, problems and attitudes relating to the guidance function of high-school libraries.

In this study the content analysis method was used. The International Index, Education Index, Library Literature and Readers' Guide to Periodical Literature were consulted for references to libraries and the guidance program of secondary schools.

As pointed out in Chapter II, most of the problems relative to libraries and the guidance program centered around these factors: (1) getting the proper materials and placing them in strategic places for the best use of the professional staff, (2) spotting those pupils in need of guidance and working closely with them to help them to adjust to their environment, and (3) helping students use vocational materials in the library to find what careers there are and how to prepare for them and make the most of their abilities after getting on the job.

Analysis revealed that of a total of 58 expressions by individuals in regard to the place of the library in the guidance program 57 were favorable and one was unfavorable to this idea. The lone
dissenter was a high-school administrator who felt that the librarian might tend to invade the counseling field, and become overworked if she tried to do anything except select, classify and make available materials for use by others of the professional staff.

Judging by the number of times favorable attitudes and opinions were expressed in the periodical literature, librarians accepted the idea that the library has a special place in the guidance program. This is not surprising since prior to the period of the study librarians were already engaged in guidance activities and were constantly seeking more ways and means of aiding the guidance program.

Expressions relative to the type of aid most suitable for enhancing the guidance program revolved around exhibits and displays, book lists, planning sessions with principals, counselors and teachers, career clinics, aid to individual students, and a special place for guidance materials.

In this study it was found that of the 54 attitudes expressed on the most suitable method of giving aid to the program, 40 listed exhibits and displays while 12 thought a special place for guidance materials most important.

Fifty-six comments in regard to the role of the libraries in the guidance program centered around the fact that the library is a guidance agency, guiding students into travel, fact, fantasy, and into adventure through books. The observation that reading guidance helps to improve the entire reading program of any school was found to appear 25 times.

Only one writer called to the attention of others the fact that the librarian should be careful so that she would not usurp any of the
duties of the counselors, nor neglect any of her own duties. She must
be aware of her place in the total school program, not just the guidance
program so that her services can be used where ever needed.

Seventeen librarians noted that space was a limitation in
keeping guidance materials in a special place. Fourteen of this 17
felt that constant weeding was necessary in order to solve this problem
and felt that if this were done methodically and annually, the collection
would be most useful.

In their thinking and planning, librarians favored a reading
guidance program set up by the librarian with the aid of teachers and
counselors; a personal guidance program and a vocational guidance pro-
gram set up by the counseling department, but in close connection with
the library where materials would have to be collected and classified
in order for them to be most useful. They felt that the library's
place was that of a part of the professional staff of the school working
as a whole to have a good guidance program. None of the librarians
expressed the desire for the library's guidance function to be separ-
ated from that of the other counseling departments of the school. All
of them expressed a willingness to cooperate with the guidance program
in any way possible to see that books, the tools of thier trade, were
put to the best possible use in furthering the guidance program.

This study revealed that from 1916 until 1929 only two articles
on guidance and school libraries were published in periodical literature;
also in the interval from 1930 to 1933 only one article was found on the
same subject. Beginning in 1933, with the exception of 1939, at least
one article was published every year until 1955. Eleven, the greatest
number of articles published in any one year, appeared in 1947. This
indicates that considerable thought was being given to the role of the library in the guidance program.

**Conclusions**

From an examination of the data, the following conclusions were drawn:

1. The library has a definite part in the guidance function of the school. It has evolved from an attempt of librarians to collect and list books on vocations and careers to getting the right book to the right child at the right time in order to help him improve his reading ability, and/or to adjust to his surroundings.

2. The purpose of guidance is to help students make wise choices, adjustments and interpretations in his life so that he will continue to grow in ability for self-direction. The library can and should provide materials through which students can accomplish this.

3. Guidance requires individual aid for no two problems are alike and can use the same kind of therapy. Hence the library must meet the challenge by having a well-balanced collection of books on varying reading levels thus enabling students to choose those books best suited to their particular needs.

4. There is revealed a tendency for reading guidance, personal guidance and vocational guidance to overlap. It seems logical to conclude that the book collection must also overlap in order to meet all of these guidance requirements, and while vocational
materials are certainly necessary, some easy reading books must be available for slow readers.

Recommendations

As a result of the findings and limitations of this study the following recommendations are made:

1. That guidance services should be coordinated by the counseling or administrative staff with the librarian included as a member of the staff.

2. That materials for guidance services should be collected, classified and housed in a special place easily accessible to students and staff and that the librarian should be available to help interpret these materials to students.

3. That the librarian should make use of any and all devices available to advertise the guidance materials available in the library, and should share in helping to see that the students get the best possible use out of what is available to them.
APPENDIX A

A CHRONOLOGICAL LIST OF PERIODICAL LITERATURE ON GUIDANCE AND HIGH SCHOOL LIBRARIES
1916 to 1955

1916


1929


1933


1934

Cleaveland, M. "High School Librarian in the Role of Reader's Advisor," *Library Journal,* LIX (April 1, 1934), 298-300.

1935


1936


1937


1938


1940


1941


1942


1943


Chubak, Benjamin. "Librarian and Vocational Guidance," 


Freer, Rete B. "Reading Guidance in the High School Library," Library Journal, LXX (September, 1945), 798-800.


1948


1949


1950


1951

Burns, P. C. "Reading Guidance and Personality Adjustments," *National Elementary Principals*, XXXI (September, 1951), 54-6.


Fenner, P. R. "Bear or Beaver?" *Library Journal*, LXXVI (November 15, 1951), 1871-3.

Forrester, Gertrude, "Do you have Teamwork in Your School?" *Library Journal*, LXXVI (January 15, 1951), 82-5.


1952


1953


1954


1955


APPENDIX B

SAMPLE WORK SHEET FOR COLLECTING DATA ON GUIDANCE AND THE HIGH SCHOOL LIBRARY

<table>
<thead>
<tr>
<th>Author</th>
<th>Page</th>
<th>Vol.</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periodical</td>
<td>Page</td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>Identity of authors: Librarian</td>
<td>Educator</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Type of Periodicals: Library</td>
<td>Education</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Type of Guidance Discussed: Reading</td>
<td>Personal</td>
<td>Vocational</td>
<td></td>
</tr>
</tbody>
</table>

Opinions of authors regarding the role of the library in the guidance programs: Library has a special place | Library does not have a special place |

Persons to whom librarian should give aids: Counselors | Teachers | Individual students | Entire School |

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Actually done by librarian</th>
<th>Proposed</th>
<th>Opposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special place for guidance materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits and displays</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book lists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading clubs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assembly programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book talks and reviews</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Clinic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conferences with Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning sessions with Principal and counselors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Category "A" Reading Guidance

**Indicators**

1. The need to improve reading ability
2. The need for a better program of leisure reading

50
Sample Sheet Continued

Indicators

3. The need for better use of reference materials

- indicates positive reaction
- indicates negative reaction
0 indicates neutral reaction
t indicates total

Category "B" Personal Guidance

Indicators

1. The need for a better understanding of himself
2. The need for a better understanding of family and friends
3. The need for self improvement through a better understanding of the world in which he lives

Category "C" Vocational Guidance

Indicators

1. The need to know what careers exist
2. The need to know how to prepare for a career
3. The need to know about the problems of the career world

Category "D" Arguments for Guidance

Indicators

1. Aids students in preparing for adult life
2. Enhances the total school program
3. Increases cooperation of the professional staff
4. Enhances the total reading program

Category "E" Arguments against Library and Guidance

Indicators

1. Librarian overworked in performance
Sample Sheet Continued

**Indicators**

1. of regular duties
2. Librarian will invade counselor's job
3. Librarian will not give proper time to either job

<table>
<thead>
<tr>
<th></th>
<th>f</th>
<th></th>
<th>O</th>
<th>t</th>
</tr>
</thead>
</table>

**Notes**
### Frequency and Distribution of References Pertaining to the Role of High School Libraries in the Guidance Program

<table>
<thead>
<tr>
<th>Name of Periodical</th>
<th>1916 to 1935</th>
<th>1936 to 1945</th>
<th>1945 to 1955</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Library Association Bulletin</td>
<td>...</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Baltimore Bulletin of Education</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>California Journal of Secondary Education</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Catholic Library World</td>
<td>...</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Educational Administration and Supervision</td>
<td>...</td>
<td>1</td>
<td>...</td>
<td>1</td>
</tr>
<tr>
<td>Educational Method</td>
<td>...</td>
<td>1</td>
<td>...</td>
<td>1</td>
</tr>
<tr>
<td>Educational Record</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>English Journal</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Illinois Libraries</td>
<td>...</td>
<td>...</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Industrial Arts and Vocational Education</td>
<td>1</td>
<td>...</td>
<td>...</td>
<td>1</td>
</tr>
<tr>
<td>Journal of Education</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Journal of the Illinois Library Association</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Louisiana Library Association</td>
<td>...</td>
<td>...</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>...</td>
<td>1</td>
<td>...</td>
<td>1</td>
</tr>
<tr>
<td>Library Journal</td>
<td>3</td>
<td>2</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Library Occurrent</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Missouri Library Association Quarterly</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>National Education Association Journal</td>
<td>1</td>
<td>...</td>
<td>...</td>
<td>1</td>
</tr>
<tr>
<td>National Elementary Principals</td>
<td>...</td>
<td>...</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>New Mexico Library Bulletin</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Saturday Review of Literature</td>
<td>...</td>
<td>1</td>
<td>...</td>
<td>1</td>
</tr>
<tr>
<td>School Activities</td>
<td>...</td>
<td>...</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>School Library Association of California Journal</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Wilson Library Bulletin</td>
<td>1</td>
<td>7</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>15</strong></td>
<td><strong>56</strong></td>
<td><strong>77</strong></td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

