

## Anyone Can Make a Library Materials Center It's What Happens There That Counts

### 学校図書館は資料センターたりうるや その推移の様相

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#### 要 旨

1960年に作られた「学校図書館活動の基準」は、1965年の今日に於ても、重要な原則を示している。にもかかわらず、アメリカに於て、資料センターとしての学校図書館が、学校教育活動の根幹であるということを充分理解している教師が、残念ながら少ないのが実情である。

同様に、1959年に示された“Images of the Future”に関しても、一般的に現場の教師は非常に消極的且つ保守的である。

また逆に、“The National Defense Education Act, 1958 (国防教育法)”以来、外国語教育及び自然科学分野の教育が、国庫補助により重点的に強化され、教師の再教育が行なわれ、教材、教具、資料が、大巾に備えられるようになったにもかかわらず、学校図書館側では、その発展に充分応じているとはいえない。

シアトルの公立諸学校に於ても、プログラム学習、テレビジョン学習、Team-Teachingなどが実験的に行なわれはじめたが、Team-Teaching一つを例にとっても、それに要する膨大な資料と、周倒な準備、教師間の調整など、非常に困難な問題を、図書館をはじめ校内各部に投げかけている。

また、1957年以降、公共図書館の中・高校生利用が重大な問題となりつつある。ワシントン州に於ても、公立諸学校、ワシントン大学図書館学校、シアトル公共図書館の共同計画により、教育の新動向に対処する原則の発見に努力しつつある。州学校図書館指導主事アーラー女史を中心として、州教委、州教育長、州議会文教委員会により、1965年度の州議会に、“資料センターとしての学校図書館強化案”が上提されている。

また、1957年以来改訂された高校の社会科教育が、世界の時事問題を中心課題としているために、学校図書館及び公共図書館の両者に於て、成人レベルの up-to-date な informational な資料に対する要求が激増した。ウェスト・シアトル公立高校に於ても、購入雑誌の種類と部数が大巾に変更され、また、配架や貸出の方法も、従来の図書館の常識を破る程の改革を必要とするようになった。また、雑誌記事索引その他の索引類の利用度も急増したのは当然である。従って、図書を中心とする従来の学校図書館の蔵書構成そのものにも、根本的な変更が必要となりつつある。それに加えて、パンフレット、レコー



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ド、フィルムその他の資料が重要な位置を占めるようになり、利用指導の内容も、その面を重視する必要が生じてきた。

更に教育課程の改変に伴ない、生徒は非常に学習に忙しくなり、従来の生徒図書委員の活動も、あまり期待できない状態になりつつある。

この様な学校教育の革命的な変化に対して、学校図書館はどのように対処できるであろうか？ 出版界におけるペーパーバックの激増。図書館に於ては、図書選択より利用に至る時間を大巾に短縮しなければ、up-to-date の要望に副えないという問題点。人手の不足。資料の質的評価と、変化を続ける教科内容との調整。このような諸問題の重圧を考えると、機能的に集中化、中央化された資料センターの意義が、ますます重要となってくるのである。

### Introduction

It was the author's privilege in 1952-1954 to observe and to act as a consultant and instructor in the development of elementary and secondary school libraries of Japan while a member of the visiting faculty at the Japan Library School, Keio University, Tokyo. Since she cannot personally go and see what has been accomplished there since 1954, but only read reports or talk with the leaders who have traveled to the United States for observation and study, it would seem valuable to make the following statements in the manner of "this is what I believe" from her professional reading, observations and experiences. The search for a school library philosophy and its acceptance by administrators, curriculum planners and teachers was never so important as now.

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In a rapidly changing world, long range planning based on a realistic yet creative philosophy of public education is still mandatory. The forward-looking philosophy of Dr. Frances Henne, professor, School of Library Service, Columbia University, and her committee which produced the new "Standards for School Library Programs" in 1960 is still a valid guide in 1965. The "Discussion Guide" for use with the Standards deserves year-round study in every school. The standards are not unrealistic, but basic to the establishment and maintenance of a library as a materials center.

In the United States, the Colleges of Education must bear much of the blame for turning

out several generations of teachers with little understanding of the power of the trade book or the philosophy of a centralized school library program. Too few have provided a functional materials center as a learning and teaching tool. Only the teacher with imagination, initiative and energy plus in-service training will venture very far alone into the mass of new learning media.

Too few teachers and librarians in the United States have followed the published thinking of the Commission on Experimental Study of the Utilization of the Staff in the Secondary School. They often fear innovation because of personal inadequacies or from the knowledge that their particular building facilities and staff are hopelessly out-dated. They have refused to take seriously the report, "Images of the Future," since it appeared in 1959. The lack of a professional library collection in the district or in the building may sometimes be to blame.

The National Defense Education Act of 1958 has provided matching funds to school districts to purchase and set up independent foreign language laboratories and other electronic equipment apart from the library. In-service training institutes have trained the teachers and provided books of both reference and enrichment types for foreign language classrooms. Mathematics and science teachers have received special training, and their departments television projection equipment, overhead projectors and miscellaneous media, along with sets of programmed learning materials. Few librarians have been able to keep abreast of the changing methods of tea-

ching in those areas. In-service training sessions have taught us all how to make charts, graphs, maps into transparencies. But busy teachers are demanding ready-made transparencies. Only a well-staffed district library instructional center and a smaller one in each building could possibly keep up with the potential demand. We do know that the teacher who experiments continuously with the learning tools uses the newer learning media more effectively.

The Seattle Public Schools have moved very slowly into the use of some of the newer media: programmed learning, closed circuit television, and team-teaching. A few outside financial aids have enabled certain secondary schools and different departments to experiment. For example, team-teaching requires many and varied learning materials. The lack of pre-planned facilities can contribute to the experiment's failure before it gets off the ground. One experiment of team-teaching in social studies with about four hundred seniors studying contemporary problems has over-taxed the facilities and services of one of our libraries. In an attempt to make the experiment a success, materials have been duplicated heavily in the department. In the library, priority services given to these groups has meant denying the library to other-subject users.

The new type of block scheduling for two-hour classes without study halls which permits students a choice of study or work area during the day, demands our immediate attention in Seattle. We librarians and some of our principals and teachers are aware of our inability to serve large numbers informally without added space, materials and staff. However, several more of our senior high schools will be re-organized and operating under this revolutionary scheduling next year.

Public libraries in the United States since 1957 have been kept in a state of crisis in their attempt to serve the young adults from our secondary schools. It is now two years since the American Library Association's "Conference Within a Conference" held in Chicago in 1963. As yet no in-depth study has been jointly undertaken in Seattle by the Seattle

Public Library, Seattle Public Schools, and the School of Librarianship, University of Washington. A survey, a workshop, and a statement of goals are needed desperately as preparation for a future of change.

The State School Library supervisor, Miss Eleanor Ahlers, appointed in 1960, has brought to the State a fine example of leadership, and a realistic sense of values and standards. She has won recognition of the importance of a strong school library program in the State. The State Board of Education, the State Superintendent of Public Instruction, and the Interim Committee on Education of the Washington State Legislature made the following recommendation to the 1965 Legislature:

That the importance of libraries in all Washington school districts be recognized through increasing budgets for same; the recruitment of well-prepared library personnel; the upgrading of book collections and other materials; extending hours of library service for students; developing in-service education programs in the use of instructional materials and equipment; and centralizing cataloging and technical processing so that building librarians will have time to expand the program of services to students and teachers.<sup>1)</sup>

Among the many curriculum changes since 1957, perhaps the most challenging to our Seattle senior high school libraries has been the new required two-semester course in social studies adopted in 1958. Contemporary Problems: 12<sup>a</sup> deals primarily with the functions and problems of local, state, and national governments; 12<sup>b</sup> deals with the principal events and movements in world history since 1914, emphasizing the development of critical thinking in dealing with the issues involved. Economics, the history of the Far East, and psychology are elective subjects for seniors. From the first, the textbook lost its importance for the seniors. The school and public libraries staggered under the immediate pressure for up-to-date, adult-level, informational materials of all types, but especially periodicals. West Seattle's annual budget of less than one thousand dollars for new magazine subscriptions, and back files of

one hundred titles for a current five-year period, suddenly proved inadequate. As an aid to better service to our students, a small research project in which we kept a daily count of each magazine lent for "in" library or overnight use. At the end of the first year, by a study of these statistics, we revised our subscription order list. On this basis the following year, we routed certain titles directly to departments or after one month in the library; we discarded as expendable several more titles and dropped the subscription of others. The new courses in Contemporary Problems radically changed our subscription list causing us to duplicate all of the magazines of opinion: *Atlantic Monthly*, *Harpers*, *Nation*, *New Republic*, *Reporter* and *Saturday Review*. Especially the magazines which contained political information cried out for duplication: *Congressional Digest*, *Current History*, *Newsweek*, *Time*, and *U.S. News and World Report*; suddenly even the scholarly journals such as *Annals of the American Academy of Political and Social Science* became active.

*West Seattle High School students do not wish to wait a week or a month for an issue of a magazine tied up for use only in the library.*

Since it has been impossible to add storage space for magazines or increase the budget for periodicals, we have found the only solution possible—that of reviewing annually the supply and demand statistics. We have learned that almost 1000 copies of a news weekly such as *Newsweek* will be lent for out-of-library use during the 180-day school year. This would not be true if only one copy of an issue were on file. We have learned that the current issue of almost every magazine title would probably circulate immediately out of the library if a duplicate were available while the first copy is displayed on the open rack for "in" library use only.

We have learned that having *two* copies of each issue of the *Readers' Guide to Periodical Literature* will increase the students' use of magazines. This experiment has caused us to expand the seating area around the Readers'

Guide tables. We were surprised that our survey showed that more than seventy percent of our students who charged out periodicals or pamphlets during the school day carried them home for over-night or week-end use. This evidence has prompted our reticence in acquiring back periodical files on microfilm. If and when funds and floor space for reading machines should become available and should demand for older issues than the current five years skyrocket, we might reconsider, but duplication should never be lost at the expense of microfilm. At present, we have evidence that the seniors go downtown to the Seattle Public Library to consult older issues. Until the Public Library protests, we believe those students may be making an important entrée into the world of a metropolitan library—a profitable experience. More studies in depth should be made on the use of periodicals in our schools. They are, next to books, the most important of instructional materials.

Librarians of training and experience take special delight in evaluating their book collections. The annual inventory is a time for weeding, replacing, and duplicating titles. In an instructional materials center, all kinds of materials need the same treatment. Pamphlets older than five years surely can't be called current; phonograph records with scratches should be replaced if still useful to curriculum; film strips no longer in demand should be discarded. Too many of us have little or no time for this work which can be about the most professional task for which we are trained. Our library loses the respect of its users if it is currently out of date.

At West Seattle, we have taken pride in our close teacher-librarian relations. For many years we have carried on a lively year-round instructional program of library skills. A library classroom has encouraged teachers on a voluntary basis to schedule their classes there when introducing a new unit calling for intensive use of books, magazines and pamphlets. Recently staff limitations have forced most of the instruction onto the teacher. In a large high school, one librarian's time can profitably

be spent in instruction and reader services. One should never underestimate their importance. Here in lies the key to a good instructional materials program. It is one of the intangibles which administrators fail to understand.

Until 1957, it was easy to recruit a volunteer staff of forty student assistants to serve their classmates. We tried to make it a learning experience, offering rewarding opportunities for leadership development, clerical training and stimulating pursuits of scholarship. Since "Sputnik," fewer students of initiative and ability have volunteered their services. As of this year, it appears impossible to recruit a full staff of students with real ability. The quality of service offered teachers and students has deteriorated rapidly. Who will now type cards, complete the physical preparation of materials for the shelves, the preliminary filing of cards, the general circulation desk work? Who will assist with checking orders against the catalog and printed lists? Who will check in and file periodicals, prepare clippings and mend? Who will assist with audio-visual equipment and lending schedules? Who has even one answer ready? Japanese librarians will understand this problem since secondary students in Japan have seldom had time to serve as library assistants.

**The future?** Such revolutionary innovations as Cataloging-in-Source Movements and the rise of the paperback industry can be both a blessing and a curse unless studied and evaluated with care. The time-lag between book selection and availability to the user has promoted centralized cataloging and Cataloging-in-Source to free the librarian to work with teachers and students. The quality of expendability of the paperback so far has helped teachers build up classroom collections, but there is a real danger that their students may by-pass the library's large resources at the very time when they need to expand their use of many kinds of materials. The fear of decentralization of our materials centers is especially a threat to those schools which have never been able to establish a good library program.

More imaginative and experimentally minded teachers and librarians will have to be attract-

ed to the profession if library programs are to survive and develop as true library materials centers. Curriculum and methods will continue to force changes both in Japan and the United States. *Experimentation and demonstration must continue.* National subsidies, foundation grants will force new "*Image of the Future*" into reality. *Anyone can make a library. It's what happens there that counts.* Such demonstrations as the Knap School Library Projects will bring attention to school libraries. Realistic appraisals will be publicized and made widely available as to the effectiveness of the library's contribution to the total educational program.

President Johnson's Poverty Program (Economic Opportunity Act of 1964) has provided Seattle Public Schools with a challenge to aid the culturally disadvantaged and youth between sixteen and twenty-one with an opportunity to work and receive training experience. At present, three of the West Seattle High School students are working ten hours per week in our library for which they are receiving \$1.25 per hour for performing such tasks as typing cards, filing, shelving books and periodicals. We believe that the program can be of mutual benefit to the Youth Corps worker and the library. During the summer of 1965 under Titles VI and XI of the extended National Defense Education Act, institutes are being offered school library personnel with individual participants eligible to a stipend of \$75.00 per week plus other gratuities for the purpose of improving their qualifications. At long last an exciting new chapter in the story of school library development will be written on the training of school librarians through these National Defense Education Act institutes.

- 1) Washington State Legislature Interim Committee on Education. *Education in Washington*: Sub-committee IV Recommendation No. 5. 1965.

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In preparation for writing this report, the author has re-read most of the important ar-

### Anyone Can Make a Library Materials Center

ticles and studies concerning the school library as an instructional materials center published in professional library or educational journals during the past ten years. The suggested readings listed below will be available at the library of the Japan Library School.

*A Discussion Guide for Use with Standards for School Library Programs*; prepared by the Committee for Implementation of Standards of American Association of School Librarians. American Library Association, 1960. 16 pp.

*The Effective Secondary-School Library*. The Bulletin of the National Association of Secondary-School Principals. Vol. 43, No. 250. November, 1959. 232 pp.

*Images of the Future: a New Approach to the Secondary School*, by J. Lloyd Trump, Director, Commission on the Experimental Study of the Utilization of the Staff in the Second-

ary School. National Association of Secondary-School Principals, National Education, 1959. 46 pp.

*School Library and Audio Visual Survey*; prepared under supervision of the State Office of Public Instruction, by Ray E. Jongeward, Eleanor E. Ahlers and James W. Hardie. State Department of Public Instruction, Olympia, Washington, May, 1964. 133 pp.

*School Library Materials Center: Its Resources and Their Utilization*; ed. by Alice Lohrer. University of Illinois, 1964. 109 pp.

*The Secondary-School Teacher and Library Services*: Research Monograph 1958-M-1. Research Division, National Education Association, November, 1958. 37 pp.

*Standards for School Library Programs*, by the American Association of School Librarians. American Library Association, 1960. 132 pp.

*Survey of School Library Standards*, by Richard L. Darling. Office of Education, U.S. Department of Health, Education, and Welfare, 1964. 181 pp.