

School Libraries in the U. S. Meet the Challenges of Today

今日の要求をみたすアメリカの学校図書館

Alice Lohrer

アリス・ローラ

要 旨

コミュニケーションの革命的な発展及び人口の急増に伴ない、アメリカの社会生活は急激な変化を示しつつあり、その影響は、当然、教育にも現われてきている。然しながら、その影響の様相は、均一的ではなく、地方により大きな落差が認められる。学校図書館発展の様相も、地方によって異なり、一方に於ては ALA の基準に基づく州基準を施行している州もあれば、それを遙かに下廻る基準もある。

合衆国全域の小学校の66%は、依然として独立の学校図書館を持たず、それに反し、中高校のレベルに於ては、98%以上の普及率を示している。しかし、その内容には大きな優劣が認められる。つまり、team teaching などの新教育技術を積極的にとりいれている学校に於ては、学校図書館も資料センターとしての充実を示していることは、注目に価する。その他、“block program”、“core program”、“外国語教育”、“科学教育”などの導入及び強化が、資料面についても、サービス面についても、学校図書館に大きな変革を迫っている。また小学校レベルに於ては、第3学年までの進級を画一的なものせず、個々の児童の課題別の進度に応じた教育方法などもとりいれられている。

このような教育技術の変革のため、コミュニケーションのメディアが、従来の教科書及びその他の図書に加えて、非図書的なメディアが大巾に使用されるようになってきた。

この論文の筆者を中心として行なわれた472校の小・中・高校図書館を対象とする U. S. Office of Education の全国調査によれば、教材と視聴覚資料の二つの大きなグループに分けて、実に58種類の学校図書館資料があげられている。従って、施設、設備の面でも大巾な拡充が必要とされ、中・高校レベルに於ては、独立建物の学校図書館が増加しつつある。前記の調査によれば、この新傾向の学校図書館の建物には、24のユニットが含まれている。つまり、24種の機能を果すためにデザインされたスペースを含めているのである。

また、この調査によれば、各地に於て、新教育技術及び新しいタイプの教材に関する研修会、講習会が、教師及び学校図書館員の両者を対象として盛んに行なわれている。このような講習会は、地区毎の教材センターの指導者によって行なわれる例が多い。この他地区別の教材センターは、個々の学校図書館



Alice Lohrer, Associate Professor, Graduate School of Library Science, University of Illinois. 1959 Visiting Professor, Japan Library School. アリス・ローラ：イリノイ大学図書館学校準教授、1959年度図書館学科訪問教授。

へ資料を供給するのみならず、専門家による助言及び指導を与えている。また、資料の選択から目録作成までの技術的処理を、このセンターが集中的に行なう例が多い。視聴覚資料に関しては、比較的コストの低いものは、個々の学校図書館へ、長期貸出しの形式をとり、高価且つ専門的な保管技術を要する器材は、センターが集中管理して、調整されたスケジュールにより、個々の学校の利用に供している。

公共図書館の学生による利用の激増が、一つの問題になりつつあるが、解決の一方策として、学校図書館の職員増加により、夜間開館、土曜日の終日開館、休暇中の開館を行なうことなどが新しい動向であり、また、それは公共図書館と学校図書館間の連絡調整の成果であるともいえる。 (S. W.)

Each decade brings its changes, its problems, its challenges. This is as true in the educational field as it is in our political, economic, and social aspects of life. The decade of the 1960's is no exception. Midway in the decade one can clearly discern progress that has taken place, stumbling blocks that are still to be overcome, and hopeful signposts leading to the future.

Some of the changes in the field of education are the direct result of changes in our society today. Population shifts are taking place in large American metropolitan centers, and demographic changes are evident in rural and urban centers, while mobility of population from one part of the country to another has been going on apace for several decades. The impact of these forces upon our schools has exploded into one of national concern. This has been added to an unexpected population expansion that has been evident since the last war. Federal legislation to cope with the severe problem of lack of school buildings, lack of teachers, and lack of teaching and learning resources is at long last facing possible passage this year. The stumbling blocks of issues such as federal control over schools, and the issue of the separation of church and state regarding federal funds for parochial schools seem closer to solution.

Concern over rapid changes in the scientific fields as they affect our everyday life, and the impact of space travel, of electronic engineering, of the communications revolution as it quickens the flight of people and ideas from continent to continent have been reflected in many school programs from the elementary school level on up the educational ladder. A tightening up of the curriculum, a shifting of

emphasis from a teacher-classroom situation to the use of newer methods of instruction, and the provision for an individualized study schedule for students all and up to new challenges for the school and the school library.

But whether a school library program is affected or not by the changes taking place in the country as a whole will to a great extent depend upon whether the school, of which the library is a part, is directly affected. A visit to many schools throughout the United States would reveal that very few changes have been taking place in some of these schools in either the school curriculum, the methods of teaching, the resources available in the school library, or in the programs of library service provided for students and teachers. Some schools are doing today what they did twenty or more years ago. The library programs in these schools will not reflect changes either. In other schools the picture is quite different. States also vary greatly.

There are some states that provide very little in the way of elementary school library service in schools of that state. If books are provided for the children it is through the public library program of service, or by self-contained classroom collections that serve as token collections for reader needs. In other states there is a checker-board pattern to be found since local communities decide what educational programs they want for their children. Some communities want and support quality programs of education, while others are satisfied with what they have had for years. On the other hand, there are states that through educational leadership have passed legislation to bring minimum educational foundations programs into all the schools of that state. In such states the com-

bined efforts of educators, librarians, citizen groups, and state legislators have led to the passage of state regulations providing state aid for schools and school libraries throughout the state to bring them up to state standards. These standards include recommendations for basic collections of instructional materials for each school, for adequate school library quarters, and for sufficient professional and clerical staff for all school libraries at each level to provide the services considered necessary. Each state sets up its own standards for quality schools, and each state in turn is a part of a regional association that accredits secondary schools. Only the Southern Association provides for an evaluation program for elementary schools as well. State and regional standards are based upon the recommendations of the national *Standards for School Library Programs*¹⁾ as drawn up by the American Association of School Librarians. Then there are still other states that have drawn up state standards for school library service to be provided at all school levels but there is a lack of state leadership which hinders the implementation of the standards in school in that state. These variations are to be found throughout the United States. They account for the 66% of the elementary schools in the United States lacking central school library service. Yet there are areas where elementary school library service has been provided in the schools for over forty-five years. The latter schools are usually found in the suburban areas of large metropolitan cities and have been providing quality programs of education and library service for many generations.

At the secondary school level there have been provisions made for central school libraries since 1920. Over 98% of the junior and senior high schools have programs of library service. Some are excellent while some are school libraries in name only. Those schools, however, which request accreditation must meet state or regional standards of excellence. Many of these libraries have excellent collections, have functionally designed quarters, and provide outstanding programs of library service. Thus good and bad programs of library service are

to be found in school libraries today.

Selecting out those schools that have been in the forefront of providing programs of quality education in the United States, one finds various trends evident in these schools and in their library programs. One characteristic of these schools is their willingness to try educational experiments. Progress is made through experimentation and by critical self evaluation. Some experiments are found to be good and can be of great assistance to other school systems as well. Some are like "flashes in a pan" and while they seem, at first, to be of great value are later found to be of little worth when put to the test by good teachers and school administrators.

Some of the recent experiments have been in the area of newer methods of teaching. There has been a breaking away from the traditional classroom program of 30 to 35 pupils having one teacher in charge for the entire day as in the elementary schools, or for one period as in the departmentalized program at the junior and senior high school level. What is known as team teaching has replaced some of the traditional patterns. Large classes of 100 or more students are presented carefully planned lectures by master teachers. These large groups are then divided into smaller discussion groups under the direction of teachers who serve as part of the team. Individual study program are a third part of the learning situation. A student in consultation with a member of the teaching staff will block out a study program to be developed by that student. The school library serves as a learning laboratory and as a materials center for the student and the teaching staff of the school. Rich resources of book and nonbook materials are needed for use by individuals, by groups, by teachers, and by supervisory staff. The library staff provides services and assistance in planning and in implementing the instructional program. The heart of the program is a reading program enriched by any media of sight or sound that adds understanding and enlightened comprehension.

In addition to team teaching there are block

programs and core programs developed for the junior high school. Students are scheduled for blocks or periods of time to work with one teacher in a lecture, discussion, study program for a problem-centered unit of work that correlates two or more subject areas such as history and literature, or math and science, or any other combination that has been carefully planned by the faculty. Flexibility of teaching methods and the use of many types of learning materials are characteristics of these teaching methods. Materials of a book or nonbook nature flow in and out of the school library to the classrooms as needs arise. Supervised study, and flexible library scheduling are part of the program.

Electronic learning centers for use by language classes whether they are foreign languages or developmental English programs have been made possible in junior and senior high schools through money from the Federal government under the National Defense Educational Act. Under this program schools have secured expensive equipment and teaching resources of a nonbook nature for use in science, foreign languages, and mathematics programs. Provision for language laboratories, science equipment, projection services, and educational television and radio programs have been a part of this plan for Federal assistance. Grants from educational foundations have also facilitated experiments in teaching by use of closed circuit television. These programs have been provided at a state level, at a county level, at a school system level, and at a regional level. A special program of airborne television has been provided for schools in the midwestern states on an experimental basis. Some of these programs have been very successful, and others have been less so. Much depends upon teacher preparation and involvement, upon adequate resources available for follow-up activities, and upon flexible scheduling of classes. The school library plays an important role in all of these newer programs of teaching.

At the elementary level an individualized reading program for teaching children to read and to develop their love of reading has led to

other patterns of grouping of children in class situations. Many trade books as well as supplementary readers and programmed readers are needed for such a program and the demands upon a library collection are very great. There are also the nongraded programs for the first three primary grades. In such a program there is no passing from grade to grade at the end of the academic year. Children move from group to group at their own pace. Children who have reading problems in one subject may be with a slower group for that subject, but may be with a more advanced group in subjects that are easier for them to master. At the end of the third grade most pupils will have reached the desired goals of achievement as measured by standardized tests but each child will have worked at a different rate of speed. Failure and underachieving are kept at a minimum under such a plan, and individual differences are recognized as of importance. To provide for the individual differences of these children there is need for a well stocked school library with a professional staff to help each child progress at his own rate.

In all of these newer methods of teaching there is a breaking away from the textbook method of teaching and from the reliance on the book alone for communicating ideas. Instead there is a need for many types and kinds of teaching materials. Books at all levels, for all subjects, for all purposes such as informational books, reference books, enrichment books in fiction, biography, and travel are all needed. Magazines, pamphlets, professional materials, nonbook materials such as films, filmstrips, maps, globes, charts, realia, and recordings are but a few of the many types of instructional materials required in school libraries today. Provision of these instructional materials has become the responsibility of the school library of today to meet the challenge of the teaching programs in these schools.

Thus with the changes in teaching methods has come the changing role of the school library. It has developed into a service agency providing the tools of learning in a well organized fashion, with professional staff participating

actively in the teaching process, and clerical staff handling routines associated with book and nonbook materials. There are to be found many school libraries at each level through the United States that have accepted the philosophy of the school library as an instructional materials center. In these school libraries

The major purpose of the instructional materials center is to serve the established aims of the total educational program by (1) providing a rich variety of materials, including books and other printed materials, recordings, still and motion pictures, filmstrips, and other audio-visual materials and resources, for use by teachers and students as individuals and in groups; (2) offering leadership in developing techniques for the use of various materials by teachers and students; (3) making available facilities, services, and equipment necessary for the selection, organization, and use of instructional materials; and (4) furnishing facilities for and assistance in the production of instructional materials and displays.²⁾

A recent national study of resources that are now being provided as a part of the school library reveals that in addition to basic collection of 6,000 to 10,000 books, periodicals, and newspapers, the school library of today provides many types of vertical file materials, professional materials for the faculty, audio-visual resources of all types, bibliographic tools for book and nonbook materials to be used by teachers, librarians, and audio-visual specialists. Some libraries also assume administrative responsibility for encyclopedias, reference books, dictionaries, supplementary texts, paperback books, free basic textbooks, and rental books regardless of whether some or all of these resources are located in the library itself.

Tables 1 and 2 list the different categories of materials found in many of the 472 school libraries that participated in a national study under the directorship of the author. A detailed analysis of these holdings showed that there was a remarkable similarity in the types of resources to be found at the elementary, the junior high, and the senior high school level. There were a few obvious differences due to

Table 1
Types of Instructional Materials Found in School Libraries

Vertical File Materials	Professional Materials
Charts	Bibliographies
Clippings	Books
College catalogs	Curriculum guides
Framed pictures	Educational books
Human resources file	Films
Local resources information file	Filmstrips
Maps	Floor plans
Pamphlets	Library professional tools
Pictures	Local resources units
Vocational pamphlets	Locally prepared courses of study
	Pamphlets
	Professional magazines
	Published courses of study
	Publishers' catalogs
	Research studies
	Resource units for subject areas
	Sample tests
	Sample textbook collection
	Supply catalogs

the specialized needs of children or of young adults. Educational toys, for example, are to be found at the elementary school level while microfilms are used in high schools. But basically the resources of instructional materials in many school libraries of today are of whatever type needed by the teaching staff and for the educational program of the school. The library staff accepts responsibility for securing, organizing, and stimulating the use of these materials.

Along with the expanded library program and with an increase in the many newer types of instructional materials has developed a need

School Libraries in the U. S. Meet the Challenges of Today

Table 2
Types of Audio-Visual Materials Found in
School Libraries

Charts	Microslides
Diagrams	Mock-ups
Dioramas	Models
Disc recordings	Museum objects
Educational toys	Posters
Filt and flannel boards	Programmed materials for teaching machines
Film (8 mm)	Realia
Filmstrips	Resource kits
Framed pictures	Slides (2×2)
Globes	Slides ($\frac{1}{2} \times 4$)
Kinescopes (16 mm)	Stereographs
Letter sets	Study print sets
Maps	Tape recordings
Materials for display	Three dimensional ef- fects
Microfilm	Transparencies

for functional library quarters. New school libraries are no longer planned as a small unit the size of one or two classroom located centrally in a school building. Recommendations for schools with an enrollment from 300 or more pupils include areas that contain as a minimum, essential space for reading, viewing, and listening activities by individuals or groups. They also include space for exhibits, space for office work, and conference needs, space for the production of materials, and storage and stack space for printed and nonprint learning resources and equipment that are school owned and that are rented or borrowed, as well as space for professional resources and work needs of teachers. Planners of school buildings of today are aware of the newer methods of teaching and newer media of instruction that require more space for pupil learning activities of an individual or group nature. In some schools the school library is a separate building and forms an integral part of a campus type school plant.

The buildings may be joined by open or enclosed corridors and walkways depending on the climatic conditions of the area. Many schools are one-storied buildings located on spacious grounds. In other schools the library wing may be a part of the administrative area with workroom and production areas shared with the art workroom, the teachers' workroom, and the duplicating areas of the school office. In other schools the library may be planned as a large suite of rooms on one or two floors with outside entrances to provide for use of the library in the evenings, on Saturdays and during summer sessions.

The activities planned for include the use of many instructional and learning resources including television, electronic learning devices, and programmed teaching materials as well as reading. Individual study carrels, areas to promote large and small groups working together for purposeful study and research are planned and designed for flexibility and expansibility. Table 3 shows the type of areas being provided for in newer school libraries today. All instructional materials and equipment are planned for class use as well as for use in the library areas. Flexible shelving, movable cabinets, cupboards, and equipment are planned so that all resources are easily available and not stored away in offices or workrooms. Materials are located where they can be used most efficiently and effectively by individuals, by groups, by teachers, and by classes. Flexible scheduling of classes or groups to work in the library provides for a more meaningful use of library resources and services. Booths, carrels, or small rooms equipped for individual viewing or listening are provided for the pupil who wants to reinforce what he heard or saw by listening or looking again. Tapes, kinescopes, disc recordings, teaching machines and programmed instructional materials for individualized learning of skills are being provided with well designed areas for the use of these learning devices in the instructional materials centered libraries.

These 472 libraries are found in 28 states from coast to coast and from north to south. The only two major areas of the United States

Table 3
Library Areas Provided for the Use of
Instructional Materials

Reading rooms—maximum seating 100
Listening room(s)—sound proof
Preview and video viewing area
Conference room(s)—movable partitions
Study carrels
Library classroom
Office area(s): administrative and clerical
Workroom(s)
Speech, drama, production studio
Dark room(s)
Materials production area
TV studio and broadcasting area
Outdoor reading space adjacent to library
Storage areas—periodicals and audio-visual
Microfilmreader space
Language laboratory
Faculty professional library
Listening stations
Lounge and display area
Dumb-waiters, elevator
Circulation area
Kitchen facilities
Rest rooms
Maintenance and service areas

where such libraries have not as yet been identified are in some of the New England states and in the plains states and some of the southwestern states. There may be such school libraries to be found in these states but information was not readily available when the nation wide study was made.

Some of the special characteristics of these schools that were identified by the study that was sponsored by the U. S. Office of Education⁸⁾ includes good financial support, strong administrative leadership, and active teacher and librarian planning for units to implement the use of library and learning resources. Students in these schools go to the library to do independ-

ent research at any time. They go to the library by classes, by small groups, or as individuals. Reading is at the core of this kind of program as with all of the teaching programs examined but all types of materials are used to make more meaningful the reading experience of the child or young persons. In many of these schools every type of material is circulated for individual, classroom, or home use including reference books, filmstrips, projectors, or ephemeral materials.

Teachers in these schools use the library extensively, encouraging research type of classwork, stimulating the reading program for pleasure, for enrichment, and for inspiration, encouraging the widest possible range of instructional materials, and helping students grow more and more independent in their use of library resources. Teachers serve on faculty-library committees functioning in an advisory capacity to the librarian in requests and recommendations for book and nonbook materials needed, in policy making especially relating to book selection relating to controversial materials, and in participation in special activities and events such as Book Week and National Library Week. In every school visited there was evidence of extensive librarian-teacher planning through conferences, faculty meetings, preschool and post-school planning periods.

From reports of the visiting committee in school and library evaluation of the regional accrediting association evidence had been gathered indicating that these library programs accurately exemplified the high educational objectives of the schools served. It was cited that communication was good among the library staff, the faculty, and the students and that there was much evidence of cooperative planning. The administrators were well informed in these schools on the objectives and activities of the library and provided good support through budget provisions and committee assignments. The library staffs were said to be self critical and seeking improvement. Major recommendations were relative to the need for additional staff budget, centralized processing, and extended hours. It was also pointed out in the published

evaluative studies examined that these school libraries had closely articulated programs with the grade school libraries and with the public libraries.

In many of these areas there were library institutes, and workshops on the newer media planned from time to time for librarians and for teachers to acquaint them with the results of research on the use of newer media and to give help in planning for the functional use of these materials in the teaching program. It was found that in some of the communities where there were older, well established school and school libraries, the changes necessary to use newer media in teaching came about more slowly and gradually than was true in new schools with new faculty. In the new schools it seemed easier to build up the philosophy of the materials centered library. On the other hand, in several of the well established high school libraries in this group, they had been servicing multi-media resources for years and were recently expanding these nonbook materials and taking advantage of the new teaching devices now on the market and designed for school use. All of these schools had master card catalogs for the location of all materials or were in the process of completing this. In such card catalogs a different color card or color banded card was used for each media. There were also location cards in the card catalog for the subject headings used in the vertical file. Shelf list cards showed the location of school owned resources that were located permanently in the class rooms or laboratories.

Every effort was being made in these schools to provide the best known educational opportunities. The libraries were laboratories for research and study where the students worked alone or in groups under the guidance of teachers and librarians. The library sponsored programs included library instruction, classroom visits by the library staff to give book talks, to listen to reports on class projects, or to teach library skills. Some of these libraries also served as experimental centers to try out and test new ideas in school library programs and services, and they participated in teacher train-

ing and library internship programs.

The majority of these schools are found in suburban areas, in resort towns, and in college and university centers, while some were located in industrial cities. Many of these schools have additional resources supplied to them by a District instructional materials center or by a university's educational resources center. In some of the universities the educational resources center is a part of the library, in others it is under the administration of an audio-visual department or division, while in others there may be a combination of services and resources serviced by both the library and a film distribution and audio-visual production center for the university. Regardless of the administrative pattern, the demonstration school library, which is a part of the university, has access to the many facilities and resources provided for the university as a whole.

The District instructional materials center that serves a school system provides resources and services to supplement those provided by each school in the district or system. In a school system there may be one or more administrative headquarters buildings depending on the size of the system. At such centers will be found the offices of the administrative and consultant or supervisory staff including the school library consultant, and/or the audio-visual consultant. Studios for educational television and for radio programs are usually located at such centers if closed circuit programs are provided for the school system. A professional library, a center for the production of films, tapes, and recordings for use in the schools of the system, a film library and distribution center, a textbook collection (rental or free), a materials center for nonbook materials, and provision for centralized purchasing and processing of library resources are characteristic features of such a center.

The nonbook resources that are provided at such a District center will vary. In some systems all nonbook materials such as films, filmstrips, recordings, models, realia, and museum objects are housed at the District centers and are sent upon request on a daily or a weekly

schedule to classroom teachers. Requests for materials may be sent through a teacher designated as the liaison person for a school, or requests may be centralized through the school library. A more recent trend that is developing in most systems is to decentralize many of the nonbook materials and to locate them in each school library in the system. These nonbook materials will include filmstrips, slides, tape and disc recordings, transparencies, and realia. Only the expensive and less seldom used materials will be kept at the District center. The District center assumes responsibility for testing new equipment, for servicing repairs of old equipment, for inventory procedures, for in-service training in the use of new media of instruction, for initiating and implementing research programs to utilize newer media, and for the production of teaching materials and of promotional materials needed by teachers and by the school system as a whole.

Many school systems are providing for centralized processing of library materials. Since this is a recent trend, the cataloging services may vary. Only books for elementary school libraries may be cataloged at the center if the elementary school libraries are newly established and if there is not a full time school librarian available for each school. Only books and nonbook materials for new school libraries may be centrally cataloged and processed. Books only, or nonbook materials only, may be processed at some District centers while in other school systems all types of materials for all of the schools in the District are centrally cataloged and processed. Some of the larger school systems are working out plans for the data processing of all school library resources for the entire system. These schools plan to produce book catalogs for all instructional materials owned by a school system and serviced by a school library and by the District instructional materials center. The services provided by the District center relieve the school librarian in the individual school to work more closely with pupils and teachers in utilizing more effectively the many resources of the library whether they are of a book or nonbook type of material. It

also frees the school librarian to perform the other professional services of a modern school library.

Increased professional and clerical staff for the school library, and the central processing of all library materials makes it possible for some of the school librarians to work more closely with the public librarians in the community. Cooperative plans for the strengthening of the services programs of each type of library is shaping up in several states. Extended hours for the school library to include evening, Saturday, and summer programs is one of the recent trends. Cooperative projects involving the needs of the culturally disadvantaged children and adults in a community is another. Specially designed programs for the gifted child, for the handicapped child, for the hospitalized child, for the retarded child all involve cooperative planning and all require library resources of the school, the public, the special, and the university library. By working together librarians and educators are adding new dimensions to the traditional programs of library service. Money from the Federal government will soon make possible some of the plans and dreams that have been created. But many communities already have provided funds for quality schools and libraries for their children and for the adults. They are providing the creative leadership needed in the world today.

Finally, it should be stated that along with newer developments in the school library field have been the developments in the field of library education. Research, and experimental projects under the guidance of faculties at the college and university level have stimulated newer trends in teaching, and have prepared teachers and school librarians for intelligent use of the newer media of instruction. Institutes, workshops, and clinics have been planned and offered on many of the campuses of the library schools throughout the country to stimulate, reeducate, and encourage school librarians to develop new solutions to old problems in the library field.

There are many problems yet to be solved. These are still the stumbling blocks of a closed

School Libraries in the U. S. Meet the Challenges of Today

mind, the lack of adequate budgets to provide for needed resources, the lack of sufficient professional and clerical staffs to expand the programs of services, and the lack of administrative support to develop a meaningful teaching and library program. But there are many schools that have developed dynamic programs of quality education in spite of the many lacks. When administrators, teachers, and librarians work together for a common cause of providing the best possible education for all of the children and youth of a community they are usually supported by the citizens of that community and they do have good school programs serviced by functional libraries. Progress has taken place, school libraries have met the

challenges of today's schools, and there is every indication that they will continue to provide leadership in the days and years to come.

- 1) American Association of School Librarians. *Standards for School Library Programs*. Chicago: American Library Association, 1960. 132 p.
- 2) National Study of Secondary School Evaluation. *Evaluative Criteria, 1960 Edition*. Washington, 1960. p. 257.
- 3) Mahar, Mary Helen, ed. *The School Library as a Materials Center*. Washington: U. S. Department of Health, Education, and Welfare. Office of Education, 1963. (U. S. Office of Education, Circular No. 708) pp. 12-18.