

A STUDY OF PROFESSIONAL LABORATORY EXPERIENCES
IN LIBRARY SCIENCE AT SELECTED TEACHER
EDUCATION INSTITUTIONS

A Thesis
Presented to
the Faculty of the Department of Education
Appalachian State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Mary Eunice Query
August 1953

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CHAPTER I

I. INTRODUCTION

The importance of the library in the modern school program has become an accepted fact today. Although there was some attempt even in the early part of the nineteenth century to establish libraries in schools, it has been primarily a twentieth century movement with most of the progress being made since 1920.¹ The first libraries were concerned principally with books with little or no correlation with school subjects or activities; the school library of today is concerned with services. Among the factors responsible for this growth and changed conception of library service have been: the surveys and reports of organizations such as the National Education Association and the American Library Association;² the influence of the Evaluative Criteria prepared by the Cooperative Study on Secondary Schools; the interest of regional accrediting associations;³ and

¹Committee on Post-War Planning of the American Library Association, School Libraries for Today and Tomorrow; Functions and Standards (Chicago: American Library Association, 1945), p. 4.

²Henry L. Cecil and Willard A. Heaps, School Library Service in the United States; an Interpretative Survey (New York: H. W. Wilson Company, 1940), pp. 61-68.

³Ruth Ersted, "Making Libraries Accessible to Youth," Youth, Communication and Libraries (Frances Henne and others, editors; Chicago: American Library Association, 1949), p. 111.

changes in teaching methods. Until the advent of the twentieth century, the textbook was the main source of information in schools; today's classes rely upon a multiplicity of books and other materials. School library service has paralleled the changes not only in teaching methods but has become in itself also an educational method.⁴ Today school libraries are considered an integral part of the total educational experience of the child. Newer methods of teaching, newer curricula, focusing of attention upon the total development of the individual child, minimizing of the use of textbooks, and requiring of many and varied materials for the enrichment of teaching as well as for meeting the needs and interests of the pupils have combined to project the library into a challenging position. The library in the modern school is considered the functional laboratory for every classroom and the librarian is considered not only a teacher himself but also the instructional assistant of all other members of the staff. The library is no longer the sole province of the librarian for it functions effectively to achieve its purposes only when the whole teaching staff understands and cooperates in its program. All work together in curriculum planning, teaching pupils to use the

⁴ Committee on Post-War Planning, op. cit., p. 7.

resources of libraries, in promoting and developing a broad reading program, and in the personal, educational, and vocational guidance of the child.

In 1941 the Joint Committee of the National Education Association and the American Library Association stated the following principles as applicable to all types of school libraries -- elementary, secondary, rural, urban:

The school library is an essential element in the school program; the basic purpose of the school library is identical with the basic purpose of the school itself.

School library service, being an essential part of the school program, is basically a responsibility of the board of education.

The distinctive purpose of the school library within the total complex of the work of the school is that of helping children and young people to develop abilities and habits of purposefully using books and libraries in attaining their goals of living.

The school library program should carry out the purposes of sharing in the whole school program and of encouraging the effective use of books and libraries by providing individual service to individual children through reading guidance, ample reading materials, and library experience.

Three essential factors without which a school library does not exist are: (1) the librarian, (2) the book collection, and (3) the library quarters.

A school library does not become effective without the informed and constructive participation of many persons within the school system in addition to the librarian and the pupils, including especially: (1) the superintendent of schools and the central administrative staff, (2) principals of school buildings, and (3) classroom teachers.

School libraries and the public library should work

together to provide a coordinated and complete library service to school children without unnecessary duplication of activities.

State leadership, operating under adequate state laws and regulations and working in cooperation with local groups, is essential in performing certain promotional, advisory, administrative, and coordinating services not otherwise available to local school libraries.⁵

There are many methods now in practice of supplying this library service to schools and many other methods suggested, but most of the authorities are agreed that the library "within the school right where the pupils are, and at the time when learning situations require it"⁶ is the most desirable form of service and that the development of school libraries should be encouraged.⁷ This belief is perhaps best expressed by the Committee on Post-War Planning:

The library most closely integrated with a school's educational program and best serving its needs is the one that develops from within the school.⁸

⁵Joint Committee of the National Education Association and the American Library Association, Schools and Public Libraries Working Together in School Library Service (Washington, D. C.: National Education Association of the United States, 1941), pp. 8-16.

⁶Lucile F. Fargo, The Library in the School (fourth edition; Chicago: American Library Association, 1947), p. 8.

⁷Joint Committee of the National Education Association and the American Library Association, op. cit., pp. 58-60.

⁸Committee on Post-War Planning, op. cit., p. 7.

Sattley⁹ expressed dissatisfaction with the operation of school libraries by public librarians and stated that the modern school needs a full-time librarian who can become a part of the school and integrate the library with the goals of the school.

These newer concepts of school library service have led to new ideas concerning the pre-service education of both teachers and school librarians, which demand training "designed to fit all members of the school staff for more meaningful use of library materials in educational situations."¹⁰ Until a few years ago school librarians were trained in a vacuum apart from the educational scene and had to adapt their professional training to the school situation in which they found themselves. Fortunately, the majority of these librarians have had the ability to achieve their aims and to make the library a "powerhouse" for the learning program. Duff¹¹ contended that librarians should not be left to discover the relationship between

⁹Helen R. Sattley, "Children Come First", Library Journal, 77:670-674, April 15, 1952.

¹⁰Louis R. Wilson, "Introduction: Purposes and Scope of the Yearbook", Forty-Second Yearbook of the National Society for the Study of Education, Part II. (Chicago: The Department of Education, the University of Chicago, 1943), pp. 6-7

¹¹John Carr Duff, "Librarian into Educator", Clearing House, 24:283-285, January, 1950.

library and classroom by trial and error but that this should be a part of their training. Many students of the subject seem to indicate that the logical place for the education of school librarians is in a teachers college where they may learn the philosophy, the objectives, the methods and practices of education; where they may observe sound teaching and other school procedures; and where they may receive vital experiences in working with teachers and children. It is indicated also that the training of the school librarian should include courses in child development, adolescent psychology, guidance, curriculum construction, and other necessary educational subjects, as well as courses giving broad academic background. In addition to the foregoing courses named professional courses in library science are needed. Since education of the school librarian is only one aspect of the broader subject of teacher education it is considered economical both in time and effort to offer the basic essentials of library work during the period of teacher training.¹²

¹²Thelma Eaton, "Educating the School Librarian", Educational Administration and Supervision, 33:449-59, December, 1947.

The newer programs in teacher education are designed to offer early contacts with children and participation in community activities prior to student teaching as well as during the student teaching period. If the training of school librarians is to be considered a phase of the preparation of those persons who staff our schools, then such experiences prior to the period of definite courses in the specialized field are necessary and valuable for prospective school librarians.

II. THE PROBLEM

From the time of its inception the Department of Library Science at Appalachian State Teachers College has attempted to provide meaningful laboratory experiences for its students in conformity with these recent, significant trends in education. There was at that time no outstanding program of such experiences in existence to serve as a guide. Consequently students and staff were forced to develop their own ideas and upon these a program was designed which has received continual evaluation and revision during the years. In setting up the present program Moore stated certain basic assumptions underlying the program for preparing school librarians, among them the following:

That school librarians need essentially the same basic

philosophy and preparation as teachers in the public schools.

That, in addition to a program of teacher preparation, the librarian needs specific preparation for library work.

That because of its fundamental purpose, the teachers college provides an understanding of the total school program.

That upon the teachers college falls the major responsibility for preparing teacher-librarians.

That adequate staff, facilities, and materials shall be provided by Appalachian State Teachers College to implement the program for preparing school librarians.¹³

The present study has proceeded with the addition of the following assumptions: (1) that the school librarian, as well as the teacher, needs the maturation process that comes with early and continuing contacts with children and teachers; and (2) that such laboratory experiences will help reveal and correct basic weaknesses and aid in developing confidence in the prospective librarian.

Statement of the problem. In the light of these assumptions, which reflect the philosophy underlying the preparation of school librarians at Appalachian State

¹³Louise Moore, "Proposed Program for Preparing School Librarians at Appalachian State Teachers College", (unpublished Master's thesis, George Peabody College for Teachers, Nashville, Tennessee, 1948), p. 3.

Teachers College, and in view of the fact that increasing numbers of teachers colleges are now offering programs in library science, it was deemed wise to undertake a survey of practices in such colleges. Also, in recent years some dissatisfaction has been expressed by students concerning some phases of the participating experiences. This gave added impetus to the desire on the part of the faculty to evaluate and to improve the offerings. With the encouragement and assistance of members of the Department of Education and of the Department of Library Science the survey was made. It was hoped that the results and findings of the survey might lead to an extension and improvement of the professional laboratory experiences afforded the students in library science at Appalachian State Teachers College. It was the purpose of this study, therefore, (1) to ascertain what professional laboratory experiences are being offered as a part of the training of future school librarians, (2) to discover the plan or organization under which they function, (3) to learn plans that other colleges were considering that might provide worthwhile suggestions for improvement, (4) to make recommendations concerning methods of incorporating these findings into the regular curriculum instruction at Appalachian State Teachers College.

Importance of the study. The changing philosophy concerning library service within the school has made the school library of primary importance in public education. This has led to phenomenal growth in the number of school libraries and an increasing demand for school librarians, which make it imperative that the young people preparing for these positions receive the most functional type of preparation possible. School librarians in service have repeatedly expressed the need for more practical work as part of their pre-service training. It has become both expedient and desirable, in the opinion of the investigator, to provide this training at the undergraduate level and within the teachers college.

Upon the shoulders of these young people rests also the responsibility of interpreting school library service, not only to administrators and their fellow teachers but to the general public as well. State and regional accrediting agencies throughout the country are emphasizing library service on the qualitative level and the librarian as the key figure in promoting this service. This emphasis has caused grave concern regarding the type of education being given to school librarians. The whole program of library education has been undergoing serious scrutiny during the past two decades with the spotlight being focused upon that

of the training of school librarians. The American Library Association early frowned upon the teachers college undertaking the training of school librarians because it was felt that not only would the preparation be inferior to that of the professional school but that the field would soon be flooded with more school librarians than were needed. Since such dire predictions have not come to pass, the American Library Association has conceded tentatively that the proper place for the preparation of school librarians is the teachers college and has asked the American Association of Colleges for Teacher Education to assume the responsibility for evaluating and accrediting the programs in teachers colleges. It is well, therefore, that the teachers colleges reexamine their entire library education programs to determine whether or not they meet not only the standards proposed but also the needs of school librarians as expressed by librarians themselves and by administrators. This study proposes to examine one small phase of the total program of education for school librarians in the hope that its findings may be used as a basis for improving such a program.

III. DEFINITIONS OF TERMS USED

Laboratory experiences. Professional laboratory experiences are all those contacts with children, youth, and adults (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.¹⁴

Practice work. Practice work and field work are terms used synonymously in this paper to indicate the type of practical experience in mastering library routines and procedures that usually precedes student teaching in the library.

Student teaching. "Observation, participation, and actual teaching done by a student preparing for teaching under the direction of a supervising teacher or general supervisor".¹⁵

Full-time student teaching. This term denotes that the student spends all of his time for a certain specified period engaged in student teaching. During this period he carries no other college courses.

¹⁴The Sub-committee of the Standards and Surveys Committee of the American Association of Teachers Colleges, School and Community Laboratory Experiences in Teacher Education (American Association of Teachers Colleges, 1948) p. 7.

¹⁵Carter V. Good, editor, Dictionary of Education Prepared under the Auspices of Phi Delta Kappa (New York: McGraw-Hill Book Company, Inc., 1945) p. 392.

Student teacher. One who is acquiring practical teaching experience and skill under the guidance of a critic teacher or other supervisor in a special laboratory or practice school of a teacher-training institution or in the classes of a public or private school; usually, an advanced student who has had no other teaching experience.¹⁶ This term is sometimes used synonymously with cadet teacher.

Critic teacher. A teacher who is a member of the staff of a laboratory school or affiliated school and who has as one of his major responsibilities the supervision of student teaching. (The term is gradually being replaced by other designations, especially supervising teacher)¹⁷

Supervising teacher. "An instructor who supervises the practice work of a student teacher, and frequently has some teaching responsibilities".¹⁸

The terms critic teacher and supervising teacher are used synonymously in this paper to denote the school librarian under whose direction the cadet does his student teaching.

Teachers college. "(1) A degree-granting college specializing in the preparation of teachers: (2) a college within a university that is responsible for the professional preparation of teachers".¹⁹

¹⁶Loc. cit.

¹⁷Ibid., p. 111.

¹⁸Ibid., p. 400.

¹⁹Ibid., p. 410.

Teacher-training institution, state. A general term used to designate any institution supported by the state in which the training of elementary- or secondary-school teachers takes place; includes state normal high schools, state normal schools, state teachers colleges, and state colleges and colleges or schools of education in state universities.²⁰

Laboratory school. A school of elementary or secondary grade, or both, that is under the direct control of, or closely affiliated with, a teacher-preparing institution, whose facilities may be used for such purposes as demonstration, experimentation, and practice teaching.²¹

School librarian. "A professionally trained librarian in charge of a school library".²²

Library science. "The knowledge and skill by which printed or written records are recognized, collected, organized, and utilized".²³

Library school. An agency which gives in a single academic year at least one coordinated professional curriculum in library science, for which credit for a full year of study is granted in accordance with the practice of the institution.²⁴

²⁰ Ibid., p. 411.

²¹ Ibid., p. 234.

²² A. L. A. Glossary of Library Terms with a Selection of Terms in Related Fields (Chicago: American Library Association, 1943), p. 120.

²³ Ibid., p. 82.

²⁴ Loc. cit.

Library training agency. This term is used in this paper to indicate any type of college -- professional library school or department in a teachers college -- which offers a curriculum in library science.

Library service. It is highly desirable that the library not be thought of as a mere collection of books; therefore, the term library service is used to denote the total possible contribution of the library to the educational life of the school.

IV. SCOPE OF THE STUDY

Although there are now more than four hundred institutions of higher education in the United States offering courses in library science on the undergraduate level,²⁵ only eighty were used in the survey. Sixty-five of these replied, although only fifty had filled out the questionnaires fully enough to make the information usable. Fifteen of the institutions helping stated either that the questions did not apply or that the college did not offer enough courses in library science to qualify. The investigator decided not to

²⁵Willard O. Mishoff "Education for Librarianship: the Current Pattern", Higher Education, 9:13-16, September 15, 1952.

use the replies from most of the professional library schools but to confine the study for the greater part to colleges similar in organization and purpose to Appalachian State Teachers College. The colleges chosen are members of the American Association of Colleges for Teacher Education or/and the Southern Association of Colleges and Secondary Schools and are publicly supported. Each of them offers at least fifteen semester hours of library science on the undergraduate level. Some have graduate, or fifth year, programs, also, but this study is limited to the undergraduate area, because it is there that the laboratory experiences usually occur.

V. LIMITATIONS OF THE STUDY

It is the opinion of the investigator that a lack of understanding on the part of the respondents of educational terms caused a confusion of ideas so that many of the answers cannot be considered valid. Terms used in the questionnaire perhaps were not explained clearly. The weakness of the questionnaire as an information-gathering instrument also provided a definite limitation. Although much attention has been given to standards for accrediting library training programs in general, there has been no formula devised for evaluating the part of the program designated in this paper as "laboratory experiences". Since this is a crucial period

in library education, there seemed to be some reluctance to answer the questions and in some instances there was a "defensive" tone noted by the investigator. Finally, the time (in May) at which the questionnaires were sent was not conducive to cooperation as they were received at the end of the college year, a very busy time for college staffs.

VI. METHOD OF INVESTIGATION

Sources of data. Data used in this study have been secured from (1) general professional literature in the fields of education and library science, (2) replies to questionnaires, (3) reports and announcements of professional associations and organizations, and (4) interviews with individuals at Appalachian State Teachers College.

Collection and treatment of data. The investigator began with a study of student evaluations (not analyzed in the present study), which revealed basic weaknesses and strengths in the program of professional laboratory experiences for students in library science at Appalachian State Teachers College and led to a decision to reorganize the program in keeping with modern educational trends. Conferences with faculty members, both in the departments of education and library science, with supervising teachers, and with laboratory school librarians and teachers confirmed the

decision to evaluate our own program and to survey practices in other colleges as a basis for planning such reorganization.

The American Library Directory²⁶ was used to secure the names of colleges offering library science on the undergraduate level. The yearly reports of the Southern Association of Colleges and Secondary Schools²⁷ and of the American Association of Teachers Colleges²⁸ were used to ascertain whether or not these colleges were members. American Universities and Colleges²⁹ was consulted to determine whether or not the colleges were publicly supported.

With the aid of advisers in the Departments of Education and Library Science the questionnaire was compiled and sent to eighty library training agencies. As noted in Table I, on the following page, replies were received from sixty-five colleges or 81.25% of those to whom the questionnaire was

²⁶American Library Directory, (19th edition; New York: R. R. Bowker Company, 1951), pp. 729-743.

²⁷Proceedings of the Fifty-Sixth Annual Meeting of the Southern Association of Colleges and Secondary Schools, 1951. pp. 9-12.

²⁸The American Association of Colleges for Teacher Education, A Department of the National Education Association, Fourth Yearbook, 1951. pp. 151-160.

²⁹American Universities and Colleges, (Sixth edition; Washington, D. C.: American Council on Education, 1952)

sent. No reply was received from fifteen colleges or 18.75% of the total. Three of the returned questionnaires were not usable, and twelve agencies stated in letters that they could not fill them out either because they did not give enough hours in library science to qualify or because the questions did not apply. Data from the fifty usable responses were compiled and analyzed.

TABLE I

RESPONSE TO QUESTIONNAIRE

Total number sent	80
Total number of responses	65
Per cent of responses	81.25
Total number usable	50
Per cent usable	62.5
Total number not answering	15
Per cent not answering	18.75

In order to gain a better understanding of the modern concept of laboratory experiences in teacher education a review of the literature in that field was made. Since there is no comparable literature in the field of library science, a study of the general development of education for school librarians was undertaken.

The chapters following present a review of the literature, an interpretation of the data, a summary of the findings, a statement of conclusions, and suggestions or recommendations for improvements in the program of professional laboratory experiences provided for students in library science at Appalachian State Teachers College.

VII. SUMMARY

The place and importance of the library within the school and as a part of the total educational program have become an accepted fact today. The school librarian, therefore, is a key teacher in any school system and his pre-service education is a matter of vital significance. Since he should be trained both as a teacher and as a librarian in order best to fulfill his functions, the teachers college seems the most logical place for his library education. Professional laboratory experiences form a most desirable phase of this training because the young, inexperienced school librarians needs

not only the maturation which ensues but also the confidence that a command of fundamentals provides.

It was not feasible to explore the entire field of library education today; hence it was decided to make a survey of practices in institutions more nearly resembling Appalachian State Teachers College. It was the express purpose of this study, then, (1) to ascertain what professional laboratory experiences are being offered as a part of the training of future school librarians, (2) to discover the plan or organization under which they function, (3) to learn plans that other colleges were considering that might provide worthwhile suggestions for improvement, and (4) to make recommendations concerning methods of incorporating these into the regular curriculum instruction at Appalachian State Teachers College.

CHAPTER II

REVIEW OF THE LITERATURE

Literature in relation to the development of education for school librarianship. It is not the purpose of this paper to trace in detail the development of education for school librarians nor to analyze the functions and services that should form the bases of such training, yet a brief review of the history of education for school librarians would provide the necessary background for a discussion of laboratory experiences as a part of that education. The present status of education of school librarians is of great importance to the future of the profession.

Since school libraries as such scarcely existed prior to the twentieth century, no attention was given to preparing persons for working in schools. The first libraries were mere branches or depositories of public libraries and were manned by personnel from those libraries. Those people received their training usually in the local library's own training school. This was largely of a mechanical and clerical nature, not professional, and was designed to fill the needs of a particular library.

During the second decade of the century a new concept of school libraries, prompted by newer methods of teaching

and more enlightened and progressive objectives of education, began to emerge, forcing attention upon the personnel who operated the school libraries. Some progressive school administrators promoted library service within their schools even before librarians themselves conceived the same type of service. Morton¹ stated that it was not until standards for school libraries and certification requirements for school librarians were developed that there was any marked demand for special preparation for school librarianship. Demands for school librarians grew so rapidly that the professional library schools could not meet the demands and teacher training institutions entered the picture. There was indicated some dissatisfaction concerning the curricula of the professional library schools because the curricula were too general. School administrators wanted librarians with a background in the field of education as well as in library science. Morton² and Moore³ cited the concern of C. C. Williamson, who made a

¹Florinell F. Morton, "Training for School Librarianship", Library Trends, 1:357-71, January, 1953.

²Ibid., pp. 360-61.

³Louise Moore, "Proposed Program for Preparing School Librarians at Appalachian State Teachers College", (unpublished Master's thesis, George Peabody College for Teachers, Nashville, Tennessee, 1948), p. 36.

study of school libraries for the Carnegie Corporation in 1920-21, and of the American Library Association's Board of Education for Librarianship for specialized training for the school librarian. Scores of teacher training institutions endeavored to supply the need, causing grave distress among certain individuals and schools of thought. At the midwinter meeting of the American Library Association in 1938 Shores⁴ expressed the opinion that the actual need for school librarians was being overestimated and that training agencies were being created that would soon oversupply the market. He reiterated this belief in 1940⁵ and pointed out the danger of teachers colleges assuming library science programs without sufficient increase in budget and personnel. He also questioned the wisdom of adding library training to the already excessive requirements in education; he feared that the background in academic subjects would suffer. The depression with its oversupply of all school personnel seemed

⁴"The Responsibility of the Teachers College in the Preparation of Personnel for Library Service in the Public Schools: a Symposium", Library Journal, 64:265-68, April 1, 1939.

⁵Louis Shores, "Library-Trained Teachers", Phi Delta Kappan, 22:303-06, February 1940.

to bear out this alarm. This situation caused a reexamination of programs and an effort to establish them upon sounder objectives and analyzed needs.

The extensive and thorough study by Fargo⁶ was based upon an investigation of positions open to school librarians and a detailed analysis of the duties and functions of the school librarian. This report, which ended with a suggested curriculum in library science for the teacher-preparing agency, was an important and influential milestone in the history of education for school librarianship.

The report of the Joint Committee of the American Library Association and the American Association of Teachers Colleges⁷ was of great importance, also, in that it presented somewhat the same ideas as those presented by Fargo. Both directed attention to the relation between education for school librarianship and teacher education.

Moore⁸ quoted the recommendations made by Stone following his study of difficulties encountered by school

⁶Lucile F. Fargo, Preparation for School Library Work (New York: Columbia University Press, 1936)

⁷Joint Committee of the American Association of Teachers Colleges and the American Library Association, How Shall We Educate Teachers and Librarians in the Schools? (New York: Columbia University Press, 1936)

⁸Moore, op. cit., p. 38.

librarians, which were that library schools allow more time for courses relating to school library work and that school library training be given in special schools for school librarianship or that the professional library schools offer library work applicable to the public schools.

The Conference on Education for Librarianship in the South (1936) led to the appointment of a committee "to feel out the opinions" of librarians concerning their education.⁹ This committee reported that some dissatisfaction was expressed with library school instruction. School librarians said that they felt the need for actual experience under the supervision of a librarian. Administrators deplored the librarian's inability to relate the library to the needs of the school.

Witmer's¹⁰ study, although confined to Tennessee, had important implications which influenced thinking concerning preparation for school library work. She found that administrators felt that school librarians need better preparation for the social aspects of the community and school librarian-

⁹American Library Association, School Libraries Section, "Training of School Librarians", American Library Association Bulletin 30: 780-781, August, 1936.

¹⁰Eleanor M. Witmer, Library Personnel and Training Agencies in Tennessee (Chicago: American Library Association, 1941)

ship. It was contended that the requirements of the professional curricula of the library schools were so time-consuming and so confining that students were forced to live apart, so to speak, from other college students. She quoted librarians as desiring more practical instruction directed to the problems of the small schools, instructors who have had actual school library experience, and practice and observation of library methods. She specifically recommended that educational requirements regarding observation and practice teaching be changed to include supervised practical work in school libraries.¹¹ It was further recommended that the undergraduate curriculum be reorganized to produce in a four year period of training more effective school librarians.

Moore¹² quoted from the mimeographed report of the Conference of the School Libraries Section of the American Library Association in 1941 the recommendation that library education should provide many opportunities for students to see and to participate in the application of principles and techniques to specific situations.

¹¹ Ibid., p. 76.

¹² Moore, op. cit., p. 43.

From 1945 to 1948 the Southern Association of Colleges and Secondary Schools sponsored a series of five conferences to consider the problems concerned with the education of school librarians. The work of the conferences resulted in a suggested content for a basic curriculum for education of school librarians and a revision of standards for library education agencies.¹³ The work of these conferences has had far-reaching effect upon concepts of education for school librarians.

Another important development in the 1940's was the report by Wheeler,¹⁴ in which he paid little attention to school libraries but did acknowledge that they present a problem and that preparation must be made available at teachers colleges. A committee of the Association of American Library Schools¹⁵ conceded that preparation for school librarianship is a special problem and should be centered in

¹³ Summary of Third Southern Library Planning Conference on Training of School Librarians, November 13-19, 1946, Nashville, Tennessee.

¹⁴ Joseph L. Wheeler, Progress and Problems in Education for Librarianship (New York: Carnegie Corporation of New York, 1946)

¹⁵ Association of American Library Schools, Committee on Changing Patterns in Education for Librarianship, "Report" (June 29, 1947), p. 5 (Mimeographed)

teacher training agencies or carried by library schools as a separate field of specialization. The School Library Association of California¹⁶ made a study of library education in that state and found that school librarians felt that undue emphasis was being placed upon advanced courses in techniques and that the school librarian needed more practical work. It was considered that practice work is the most effective method for acquiring an understanding of problems encountered in school library work.

The 1950's have brought greater concentration upon preparation for school librarianship. During the 1940's school librarians became so critical of the type of education they had been receiving that their suggestions began to bear fruit. The Education Committee of the American Library Association Division of Libraries for Children and Young People has attempted to state the needs of library education based upon surveys of existing programs, current certification practices and other requirements, graduate courses, current types of in-service training, types of

¹⁶"No. California School Library Group Investigates Adequacy of Training", Library Journal, 73:296-297, February 15, 1948.

instruction for teachers in use of library materials, and the literature on education for librarianship with specific reference to education for librarians working with children and young people. In cooperation with this committee Ruth Ersted¹⁷ engaged in a study and wrote a master's thesis entitled The Education of School Librarians, in which she proposed a program and a curriculum for undergraduate work in library science. This was not used as a basis for the new standards¹⁸ approved by the Board of Education for Librarianship in 1952 and accepted by the American Association of Colleges for Teacher Education in the same year for experimental use in its inter-visitation program, but it was consulted. These standards were also influenced by the recommendations of a workshop on the professional education of school librarians held at the Graduate Library School of the University of Chicago, August 20-24, 1951. Among the

¹⁷ Ruth Ersted, "The Education of School Librarians" (unpublished Master's thesis, University of Chicago, 1950)

¹⁸ American Library Association, Board of Education for Librarianship, "Standards for Library Science Programs in Teacher Education Institutions", January 29, 1952, (Mimeographed)

recommendations reported¹⁹ was one adopted unanimously that professional library education for school librarians should be introduced at the undergraduate level in order that the training of the school librarian parallel in time the training of the teacher. The fact that a large majority of the persons attending the workshop were from library training agencies offering only undergraduate library science may have been responsible for that decision. This group outlined also a desirable curriculum for a basic program, one part being Practice Work in a School Library: "to provide experience under skilled supervision in school librarianship on a professional level in addition to adequate student teaching experiences". Morton summarized the standards approved by the Board of Education for Librarianship in this manner:

They recognize the necessity for educational, as well as library, training for the school librarian. They consider as appropriate the undergraduate placement of basic education for school librarianship and provide for both an upper and a lower limitation on such programs. They accept the concept of education for school librarianship which would require the same basic preparation for the part-time as for the full-time librarian, and they insist

¹⁹Margaret Hayes, "Workshop on the Professional Education of School Librarians; a Report", American Association of School Librarians Newsletter, September, 1951.

upon the articulation between undergraduate programs in library science and in the graduate library schools in the same area. Although no specific statement is made to that effect, the standard governing the curriculum implies that the education of a school librarian should prepare for service in both the elementary and secondary school.²⁰

As things now stand, the status of education for school librarianship and the role of the teachers college in that area are undecided, but these recent developments present a hopeful outlook.

Literature in regard to the type of education the school librarian should have. The investigator has found in professional literature many additional expressions that are worthy of notice, even though it cannot be determined conclusively that they influenced the development of a newer type of training. During the period of the 1940's, as indicated earlier, it was found that administrators and librarians became very vocal concerning the type of education a school librarian should have. Most of the articles read expressed personal opinions and did not represent the findings of groups, but they may be considered the "voice" of those most intimately concerned with the problem of school library education.

²⁰Morton, op. cit., p. 368.

In discussing the responsibility of the teachers college in the training of school librarians Harris²¹ stated that school librarians need an essentially different training from librarians in other fields; that they need a different training from the classroom teacher; that they need some of the training essential to both; and that the teachers college offers the ideal situation for practical school library experience in its training school libraries. She asserted that school librarianship is a profession in its own right and ought not to be treated as a sort of tolerated secondary interest. Hollis²² said that since so many school librarians are now coming to their positions without teaching experience it would behoove the library school to provide them with at least one course on the functions of the school and a brief internship as a teacher-librarian. He saw the good librarian as the supervisor and helping teacher par excellence. Shaffer²³ contended that

²¹Mabel Harris, "The Responsibility of the Teachers College in the Training of School Librarians," Library Journal, 63:259-261, April 1, 1938.

²²Ernest V. Hollis, "Education Needs the Librarian," Wilson Library Bulletin, 17:326-327, December, 1942.

²³Velma R. Shaffer, "Training School Librarians to Meet the Needs of the Future," High School Journal, 27:136-143, October, 1944.

isolation from teacher training is a serious defect and that opportunity to work with children is highly desirable. She suggested that both teacher and school librarians be trained together in school and community relationships:

Laboratory courses in school and community relationships, planned so that students may obtain first-hand experiences in working with community agencies pertaining to their special interests, will be needed by school librarians and teachers who are planning a program of instruction directed toward the improvement of living in a given area.²⁴

In discussing the revision of standards for training of school librarians McLure²⁵ stated that the school library must strengthen and improve the total educational program and that the school librarian must work intimately with teachers if the library is to serve as it should. For that reason it is logical to place the education and training of school librarians under the same administrative organization responsible for the education of all teachers. Eaton²⁶ agreed that training librarians is only one aspect of the larger

²⁴Ibid., p. 137.

²⁵John R. McLure, "Problems in the Education and Training of School Librarians," Southern Association Quarterly, 10:133-139, February, 1946.

²⁶Thelma Eaton, "Educating the School Librarian," Educational Administration and Supervision, 33:449-459, December, 1947.

subject of training teachers. She added that some vocational routines and procedures must be taught because to the beginning librarian they may seem difficult unless he understands them thoroughly. More recently Miller and Melinat²⁷ discussed the necessity for the beginner to have something definite to "sharpen his teeth on". They held that a knowledge of techniques is essential:

A sound background in the techniques performed by non-professionals and student assistants in libraries gives the professional librarian the understanding of library operations which is essential, gives him self-confidence, and increases his professional competence.²⁸

In a later article Eaton²⁹ said that library schools could learn much from principals seeking librarians. She advanced the idea, not new by any means, that practice-teaching in a subject field is desirable for the school librarian so that he may get the teacher's point of view. In the opinion of the investigator that is a point of view that possibly should be considered concerning the undergraduate preparation of school librarians.

²⁷Wharton Miller and Carl H. Melinat, "Need We Be Ashamed?" Library Journal, 74:174-179, February 1, 1949.

²⁸Ibid., p. 178.

²⁹Thelma Eaton, "School Librarian: Attributes and Qualifications," Educational Administration and Supervision, 38:97-101, February, 1952.

Research studies in regard to the education of school librarians. Since special training for school librarians as such is a relatively new development in the field of library education in general, research in the field remains in the pioneer stage. In a careful review of library and educational literature the investigator found that very few studies have been made and none specifically in relation to laboratory experiences for the student preparing to become a school librarian. Most of the articles that have been written merely gave the author's opinions based on practical experience but not on actual research. Pertinent data are hard to find. As it was not possible to find any studies relating to the investigator's specific topic, several relating to the general education of school librarians were scrutinized in an effort to find material bearing on the subject.

The pioneer study by Fargo,³⁰ which led directly to the development of programs and standards based on objectives, analysis of functions and duties, and a study of the relationships between education for school librarianship and teacher education, omitted practice work from the suggested curriculum but discussed it favorably. She stated that the

³⁰Fargo, op. cit., p. 148.

type of field work in vogue at that time was being questioned and that the values of possible internships were being urged. She felt that school librarians stand more in need of practical experience and observation than other librarians do because each one usually starts as a lone worker who must depend upon himself. She agreed that conditions in the public schools cogently argue the values in preliminary supervised experience involving faculty contacts and group control and recognized that in educational circles the demand for experience under supervision preliminary to the actual job is almost universal.

Phillips³¹ found in a study of the non-technical preparation of high school librarians that the most highly favored educational courses for carry-over were, in order: guidance and personnel, visual education, practice teaching, educational psychology, methods of teaching, supervision and research methods. The more theoretical and less practical courses had little or no carry-over. He recommended that, as far as possible, these non-technical courses required of students preparing to become high school librarians be

³¹ Thomas Edward Phillips, "A Study of the Non-Technical Preparation of 100 Librarians in the Accredited High Schools of New Jersey" (unpublished Doctor's dissertation, Rutgers University, New Brunswick, New Jersey, 1943)

adapted to the practical problems which confront the librarian in performing his daily school program. Library schools and teacher training colleges should prepare the librarian for the instructional activities and services he is called upon to perform. Among other courses he should receive preparation in these areas: planning and teaching a course in library usage, participation in a guidance and personnel program; assisting in curriculum enrichment; training pupils for wholesome use of leisure time; aiding in a school's testing program; providing for teacher growth and personal advancement; providing for pupil health, safety and welfare service; establishing contact between a school and its community; and evaluating the services of the library. Implications that may be drawn from these findings and recommendations lend support to the theory that laboratory experiences with practical application of ideas learned in the classroom are highly desirable features in the preparation of school librarians.

In an effort to determine the factors that should be considered in planning an educational program that would prepare librarians for effective work in school libraries, Galbraith³² made a survey in 1947 of school library functions,

³²Ruth Budd Galbraith, "Evaluation and Teaching of School Library Functions" (unpublished Master's thesis, Columbia University, New York, 1947)

asking administrators to evaluate these functions in the light of their contribution to the life of the school. She asked library school directors also to report the extent and method of presentation of these school library functions in their library science curricula. She found that some of the administrators felt that the failure of school libraries to meet the specific needs of the school program was due, in part, to the inadequacy of professional education for school librarianship. Library education had been general in too many cases, operating evidently under the assumption that librarians trained in library science and education would make the necessary applications on their own initiative. This had not followed and prompted Galbraith to make these recommendations: (1) that school librarians must take the initiative in performing all functions inherent in school library service and assume responsibility for interpreting to school administrators the library's role in these functions. Library schools should take the responsibility for training in the interpretation as well as in the performance of these functions. (2) School librarians should be able to identify the needs of the school and adjust library functions and practices to these identified needs. Library schools should give adequate attention to the study, the processes, and the techniques by which the needs of the school can be

identified and they should give adequate attention to the adjustment of library practices to school needs. She earlier discussed findings concerning the difficulties of beginning librarians and suggested that, in consideration of the theory of transfer of training, library school courses should provide for guidance and/or experience in relating library functions to the identified needs of the school.

In cooperation with the Education Committee of the American Library Association Division of Libraries for Children and Young People Ersted³³ investigated the amount and kind of education needed by school librarians. She asked a carefully selected group of school librarians to indicate library course content and training that had proved most helpful in their work and also areas in which they felt that they needed more preparation. She asked them to indicate the kind and amount of experience that prospective school librarians should get in a practice course in their professional education. There was general agreement that this type of training was important and essential, provided it was done under the direction of a school librarian with superior qualifications. It was felt generally that this

³³Ersted, op. cit., pp. 152-153.

period should correspond to that required for teachers. The type of work desired in such a practice course included both routine procedures (ordering, processing, cataloging, classifying, filing, circulation, mending, weeding, and taking inventory) and activities dealing with service to students and teachers. These librarians recommended further that a check-list of activities be made by the supervisor and the appropriate representative from the library training agency. In her final recommendations Ersted urged that

a portion of the credit required by the state in practice teaching be used to provide the student with practical experience in a good school library under the supervision of a qualified and experienced school librarian. Although the stress in this practice work should be on library activities with teachers and students, provision should also be made for familiarizing the prospective school librarian with such library techniques as circulation procedures, filing catalog cards, repair of books, marking books, and inventory-taking. It is important that all practice work be planned jointly by the supervising school librarian and the instructor of the course in library objectives and functions. Great care should be taken to make the practice work meaningful for the student.³⁴

Literature in relation to professional laboratory experiences in the field of education. The investigator made no attempt to find research studies of laboratory experiences in teaching fields, but did much reading in the general literature on the subject. Many programs and practices have

³⁴Ersted, op. cit., p. 169.

been described, many views expressed by outstanding advocates of the idea. The publications of the American Association of Colleges for Teacher Education and the Association for Student Teaching, as well as the educational journals, reveal current practices and experiments. These professional laboratory experiences generally fall into two groups: those prior to student teaching and those of the student teaching period itself.

Toulouse³⁵ said that the training of teachers can be just as professional and at the same time just as practical as the training of physicians. He advocated the growth and development concept in teacher training, contending that the experiences necessary must be more than mere contacts; that there must be a meaningful progression of experiences, each based on contacts that have gone before. This bore out his earlier statement with Matthews³⁶ that there is maturation in teacher preparation as there is in reading readiness and that

³⁵Robert B. Toulouse, "Providing Essential Experiences in Teacher Training", Educational Administration and Supervision, 37:436-440, November 1951.

³⁶J. C. Matthews and R. B. Toulouse, "The Case for Early Contact with Children in Teacher Education", Peabody Journal of Education, 26:76-80, September, 1948.

it is best served through early contacts with children. These two writers described a Sophomore course at North Texas State Teachers College in which activities are designed to enable the student to understand more fully the application of the principles of education. The students decided the experiences they would like to have, and then a plan was worked out with the demonstration school teachers. One result has been an improved attitude toward teaching. Griffiths³⁷ has written also of the program in the same institution, emphasizing the voluntary aspect of the work and the opportunity to participate in the actual realities of teaching. She asked the students to give their opinions of the values received and was gratified with the results.

Flowers,³⁸ who is one of the authorities on professional laboratory experiences, said that in order to be meaningful such experiences should not be considered apart from the entire professional curriculum but should be an integral part of each of the four years of training. It is stated also that there is a definite need for laboratory experiences which

³⁷ Nellie L. Griffiths, "Some Pre-Student Teaching Experiences", Educational Administration and Supervision, 35:489-495, December, 1949.

³⁸ J. G. Flowers, "School and Community Laboratory Experiences in Teacher Education", Peabody Journal of Education, 26:67-69, September, 1948.

provide (1) the opportunity to implement the basic concepts and ideas discussed in class, (2) a field of activity which will help the student see his needs, and (3) an opportunity to study with the student his ability to function effectively when guiding in an actual teaching-learning situation. Butterweck³⁹ expressed the same idea and added that the student will have tested not only his knowledge in practice but will have acquired also desired professional skills and gained a satisfaction that will inspire him to extend those skills when he becomes a teacher. In both of the articles cited Andrews^{40, 41} listed types of desirable experiences, the standards for laboratory experiences, and gave additional suggestions: (1) participation in all types of community agencies and affairs, (2) post-student teaching observation and participation, and (3) a post-graduation internship program.

³⁹Joseph S. Butterweck, "A Laboratory Approach to Teacher Education", Educational Administration and Supervision, 36:275-283, May, 1950.

⁴⁰Leonard O. Andrews, "Experimental Programs of Laboratory Experiences in Teacher Education", Journal of Teacher Education, 1:259-267, December, 1950.

⁴¹Leonard O. Andrews, "Facilities for Professional Laboratory Experiences", Education, 72:315-324, January, 1952.

Both Sharpe⁴² and McGrath⁴³ advocated full-time, off-campus student teaching as the best experience in the teacher training program. Sharpe emphasized cooperation in planning and supervision. McGrath suggested keeping the laboratory school free for observation, research, demonstration, pre-student teaching participating experiences with children, setting standards for trainees, remedial student teaching, and experimentation. He listed twenty new trends, among them off-campus student teaching, the seminar for discussion, one hundred hours of participating experiences with youth prior to student teaching, full-time student teaching, preliminary practice teaching in some course, better directives of information, remedial work and corrective experiences, follow-up supervision and in-service training, and an evaluation system.

If we are to reconcile the education of the school librarian with that of the teacher and to provide proper training in the dual role, it is felt that provision for laboratory experiences must be made. It would seem that they are just as important for the librarian as for the

⁴²D. M. Sharpe, "The Indiana State Teachers College Plan of Full-Time Student Teaching on the Secondary Level", Teachers College Journal, 21:116-117, May, 1950.

⁴³G. D. McGrath, "The Picture of Student Teaching Is Changing Fast and for the Better", Nations Schools, 47:48-51, June, 1951.

teacher and should be just as carefully planned.

Summary

Several ideas were found to predominate in the professional literature in the fields of library science and education in regard to the education of school librarians. Preparation of school librarians should provide the understanding that the library is an integral part of the school system and that the librarian is a teacher. Librarians in service have been demanding more practical experiences in actual situations as part of that training; these experiences should come at all levels. The teachers college has been conceded to be the proper place for that training.

CHAPTER III

ANALYSIS AND INTERPRETATION OF THE DATA

The purpose of this chapter is to present the findings from an analysis of the data contained in questionnaires returned from library training agencies in regard to laboratory experiences provided for students in library science. Although sixty-five of the eighty to whom questionnaires were sent responded, only fifty of these were used in the final study.

Data in regard to general background information.

Since the statement in the questionnaire¹ was not clearly made concerning enrollment (whether or not the number should include only those students preparing for school librarianship; whether it should include only students of the regular session or summer school and extension students, also), the numbers given in Table II, page 48, are neither valid nor conclusive. In view of general conditions throughout the country, however, the investigator has assumed that the exceedingly high figures represent the total enrollment of library science students, including all sessions and all fields. Only six schools, or 12% of those replying, have

¹ See Appendix A.

high enrollments. Forty-four schools, or 88% of the total number, have enrollments numbering fewer than 100. This might be interpreted as an alarming state of affairs for the increasing demand for school librarians can never be met if this situation continues. It seems that there is a challenge here for the schools to do more recruiting.

TABLE II

STUDENTS ENROLLED IN LIBRARY SCIENCE COURSES AT SELECTED
TEACHER EDUCATION INSTITUTIONS, 1951-1952

Enrollment	Number of institutions	Per cent
1-19	10	20
20-39	18	36
40-59	7	14
60-79	8	16
80-99	1	2
100-119	0	0
120-139	0	0
140-159	1	2
160-179	1	2
Above 200	2	4
Not given	2	4

There may be close correlation between the findings revealed in Tables III and IV, page 52. Whether or not the type of administrative organization or the teaching staff have any bearing on the kind or the quality of laboratory experiences cannot be determined by this investigation.

However, it is gratifying to the investigator to note that twenty-nine of the schools, or 58% of those replying, have recognized, separate departments of library science.

Special library science instructors, whose full responsibility is the teaching of classes, are in the majority, but in many instances college librarians have divided duties. Examination of Table IV, page 52, reveals too great a division of duties and responsibilities since personnel in twenty-nine institutions, or 58% of the total number reporting, have another duty in addition to teaching their classes in library science. Such situations have been deplored, yet have been pleaded for as matters of expediency as late as 1952.² Henne³ deplored it; Moore⁴ stated that the trend is

²Roscoe L. West, "School Librarian Education", Fifth Yearbook (American Association of Colleges for Teacher Education, 1952), pp. 162-163.

³Frances E. Henne, "Training School Librarians: Educational News and Editorial Comment," Elementary School Journal, 50:367-368, March, 1950.

⁴Louise Moore, "Proposed Plan for Preparing School Librarians at Appalachian State Teachers College", (unpublished Master's thesis, George Peabody College for Teachers, Nashville, Tennessee, 1948), p. 41.

away from the teaching being done by members of the college library staff; and the tentative standards⁵ evolved by the American Library Association and the American Association of Colleges for Teacher Education frown upon it. The fact that more than 20% of the classes in library science are taught by members of the college library staff is a situation that invites further study. This situation seems to justify to some extent the reservations and doubts expressed by many concerning the desirability and advisability of library science being offered in teachers colleges because all too often college librarians who know little of school libraries and who have their own full load administer the program or teach the classes.

Close coordination with departments of education is reflected in the fact that library science is under the jurisdiction of that department in seven institutions.

As explained in the procedures more than three professional library schools responded, but three, even though they are state-supported teachers colleges, do not have any program for school librarians and so could not fill out the

⁵ American Library Association, Board of Education for Librarianship, "Standards for Library Science Programs in Teacher Education Institutions", (Chicago, Illinois, January 29, 1952. (Mimeographed)

questionnaire. Another had just initiated its program and had no data to supply. The remaining three do have specialized programs for school librarians and were included. The opinion of the investigator that the professional library schools are not in sympathy with specialized training for school librarianship was bolstered by this finding and by the expressed opinion of Morton.⁶

The other type of organization listed as directing the program of library education was the Department of Language and Literature, named by two institutions.

It was noted that certain courses were taught in specific institutions by teachers other than those given in the checklist. These courses were: Children's literature, taught in various colleges by faculty members of the English or education staffs; and Audio-Visual Education by members of the departments of education. An examination of the college catalogues reveals that in such cases the student may receive credit for English, Education, or Library Science, according to his need.

⁶Florinell F. Morton, "Training for School Librarianship", Library Trends, 1:357-371, January, 1953.

TABLE III
TYPES OF ADMINISTRATIVE ORGANIZATION

Type	Number	Per cent
Separate Library Science Department	29	58
Under College Library	9	18
Part of Department of Education	7	14
Separate Library School	3	6
Other	2	4

TABLE IV
TEACHING PERSONNEL OR STAFF

Composition of staff	Number reporting	Per cent
1. Members of College Library Staff	10	20
2. Laboratory School Librarians	3	6
3. Library Science Teachers	21	42
4. Combination of 1 and 2	7	14
5. Combination of 2 and 3	4	8
6. Combination of 1 and 3	3	6
7. Combination of 1, 2, and 3	2	4

Since the number of hours constituting a major or minor differs from institution to institution, the findings in Table V, page 54, may have little significance except as future standards are invoked. The definite trend, as shown by 90% of those schools reporting, is for students to major or minor in a subject field in addition to library science. This may be explained in part by the requirements and demands in some states for teacher-librarians rather than for full-time school librarians. The seeming discrepancy in the figures concerning the numbers majoring or minoring in additional fields may be explained by the fact that in many schools students minor in more than one field. In most states, also, school librarians have to certify as teachers.

Subjects other than those in the checklist that were combined with library science were: journalism, business education (2), home economics (2), speech (3), physical education and health (2), art (4), chemistry (2), biology, physics, mathematics (3), music, and science (2). The figures in parentheses indicate the number of times each subject was reported.

TABLE V
LIBRARY SCIENCE OFFERINGS ON THE UNDERGRADUATE LEVEL

Constitute a major or minor	Number reporting	Per cent	Major or minor in additional fields		Additional subject fields listed	Number
			Answers	Per cent		
Major	11	22	Yes	45	Social studies	32
Minor	22	44	No	1	English	44
Both	13	26	No answer	4	Elementary education	24
Neither	1	2			Secondary education	28
Not indicated	3	6			Others	25

Data in regard to student teaching. The demands of school librarians, apparent in a perusal of the literature in the field, that prospective school librarians be given an opportunity to apply what they learn in actual situations should be on the way to being satisfied as 68% of the schools reported that some student teaching is done in a school library (Table VI, page 57). On the other hand, such a high percentage as eighteen not providing any student teaching at all in a school library seems hardly justifiable. The investigator is of the opinion that many of the respondents did not understand what was connoted by the term "student teaching in a school library". One respondent, a college librarian who has charge of library science instruction in his college, stated flatly that he had never heard of such a thing. Other answers given were to the effect that practice work was provided in both school and college libraries. Practice work, as understood by the investigator and her associates, differs from student teaching in that it does not allow the student to assume full professional responsibility for the management of the library at any time, whereas in student teaching he does assume such responsibility.

The opinion on the part of many library educators, as well as school administrators, that the prospective school librarian needs some student teaching in the classroom in order to understand better the problems of the classroom

teacher is supported by the fact that 78% of the schools replying reported student teaching in both the school library and a subject field. Again the fact that many of the graduates may have to fill teacher-librarian positions may have influenced this decision.

Although there has seemed to be a trend in recent years toward full-time student teaching, this is not evident in the findings in this survey as only fifteen schools, or 30% of the total, indicate that the student teaching is full-time.

Several schools gave a choice as to the period in which student teaching might be done, but the majority limited it to some part of the senior year. Other choices given were that it was optional after education requirements were met, and that it was a part of graduate work.

Supervision and evaluation are two of the most important aspects of the problem of student teaching. The experience is worth little, in the opinion of the investigator, unless it is under the direction and supervision of a competent person who is not only sympathetic with the purposes of the experience but also genuinely interested in the personal and professional development of the student in his charge. The person who would seem to be ideally suited is the school librarian whose philosophy and objectives of library service are in harmony with the philosophy and objectives of educa-

TABLE VI

STUDENT TEACHING

Is student teaching done in a school library?	Areas in which student teaching is done		On what time basis is student teaching done		At what period is student teaching done			
	No. of answers	Per cent	No. of answers	Per cent	Period done	No. of answers	Per cent	
Yes	34	68	L. S. alone 4	8	Full-time 15	30	Last part senior year 35	70
No	9	18	Both fields 39	78	Part-time 30	60	First part senior year 34	68
Sometimes	2	4	Major sub- ject 4	8	Not indi- cated 5	10	Last part junior year 5	10
Others	5	10	Not indi- cated 3	6			First part junior year 1	2
							Other 2	4

tion. College instructors need to keep in close touch, also, with the student in order to ascertain the weaknesses of the instructional and guidance programs and in order to help him follow up with experiences designed to correct omissions in his training or to strengthen weaknesses.

In 46% of the schools reporting (Table VII, page 60) the critic teacher, or school librarian, was responsible for supervising and directing the activities of the student teacher; in 32% of the cases the responsibility fell upon the library science teacher. The direction of this experience is a cooperative venture on the part of the school librarian and the library science instructor in six institutions. Just how this joint supervision was handled was not indicated.

Other persons listed as engaged in the supervision of the student teacher were: an elementary principal, a college librarian, and a subject teacher. The two instances in which there was no supervision were not explained.

In keeping with modern practices and principles of education the students themselves were allowed to evaluate their experiences in 88% of the cases reported. It is not surprising to find that a majority use individual conferences as the method of evaluation. Many combined this method with the group conference and/or the checklist. Other methods

cited were written reports, critic meetings, a rating scale, a research paper, and written evaluative statements and suggestions to the critic teacher. The students for the most part agreed with librarians in service that these experiences are of considerable value. In thirty-six responses, or 72%, they were rated as of great or fair value.

The estimates of the amount of time consumed by supervisors in aiding students in making their evaluations were not included in Table VII. There was such divergence in the manner in which time was estimated that it was impossible to tabulate it. The estimates ranged from such indefinite comments as "varies with different students" and "continuous" to short weekly conferences and to the maximum statement of five hours weekly. The general trend of the thirty-eight responses was in favor of the short weekly conference. Others disclaimed responsibility by stating that this was done by the college supervisor of student teaching or by the member of the education department in charge of student teaching. In the majority of cases it is evident that students have the assistance of a mature and responsible adult in evaluating their experiences.

Probably an important deficiency may be detected in the questionnaire by the omission of a question to determine the manner in which the supervisors made their evaluations of the students.

TABLE VII

SUPERVISION AND EVALUATION OF STUDENT TEACHING

Student teaching supervised by			Students given opportunity to evaluate			How evaluation done			How students rate		
Name	Number	Per cent	Answer	Number	Per cent	Method	Number	Per cent	Answer	Number	Per cent
Library science teacher	16	32	Yes	44	88	Individual conferences	40	80	Great value	32	64
			No	0	0				Fair value	4	8
Critic teacher	23	46	No answer	6	12	Group conferences	26	52	Little value	0	0
Both	6	12				Checklist	19	38	Do not know	5	10
Other	3	6				Other	7	14	No answer	9	18
No supervision	2	4									

The checklist of types of experiences used in Table VIII, page 63, was made up from those provided at Appalachian State Teachers College. Library routines were for the most part purposely omitted, emphasizing rather the professional activities. The responses show that these are generally the experiences provided in student teaching, with the usual library activities heading the list. Activities bringing the library and the classroom together -- such as reading guidance, helping teachers prepare units of work, observing in the classroom, assisting teachers in conducting and supervising free reading periods, book talks -- are provided in more than 50% of all colleges reporting. If participation has any carry-over, then the investigator would infer that the graduates of these colleges would be able to find their proper place within the school and within the instructional framework.

Some of the lower ranking activities -- directing and supervising the work of pupil assistants, making use of community resources, directing club work -- were among those that beginning librarians have felt were neglected during their pre-service training. This, then, is an area that would seem to call for greater attention and emphasis.

Activities that were added freely to the checklist were largely of the routine type: housekeeping; reading shelves; keeping statistics; taking inventory; mending;

preparing books for the bindery; preparing materials for the vertical file; making bulletin boards; working with vertical file and documents; checking invoices; notifying faculty of new books; filing correspondence, orders, invoices; clipping articles and pictures. Some, however, are evidence of the high professional consideration given the experience of student teaching; e. g., working with one child in reading, helping administer the audio-visual program, developing special individual projects, planning and setting up special exhibits, helping other student teachers prepare and teach units involving library materials, acting as coordinator of various materials borrowed from the university library and other sources, planning radio programs, helping devise a test for determining reading interests, making reading lists for special types of readers, professional reading, helping with librarians' conference, observing in a public library and working with bookmobile service in schools.

All of the activities in the above paragraph were listed only once. If they had been included in the checklist, they might have been checked more often. The investigator has assumed that many respondents did not think of them.

It is interesting to note that on the checklist not any single activity was checked by all fifty schools, but seven were checked by three-fourths of them and sixteen were

TABLE VIII

TYPES OF LABORATORY EXPERIENCES PROVIDED DURING STUDENT TEACHING

Type of experience	Number reporting	Per cent
Cataloging and classification with and without printed cards	43	86
Reference work with pupils	42	84
Selecting books and materials	41	82
Preparing orders for materials	40	80
Room management	40	80
Reading guidance	38	76
Helping prepare for special occasions	37	74
Helping teachers prepare units of work and bibliographies	33	66
Teaching lessons in library usage	32	64
Observing in classrooms	32	64
Planning and directing publicity	32	64
Assisting teachers in conducting and supervising free reading periods	32	64
Attending professional meetings	29	58
Book talks and book reviewing	28	56
Story-telling	28	56
Directing and supervising the work of pupil assistants	26	52
Studying pupil records	23	46
Making reports: monthly, annual	22	44
Making use of community resources	22	44
Directing club work	18	36
Making case studies	16	32
Assisting the librarian in planning and conducting faculty meetings	11	22

checked by more than half. The inference might be drawn here that the practices are fairly uniform throughout the colleges.

Data in regard to post-student teaching experiences.

In reviewing professional literature one of the greatest weaknesses of the entire student teaching program that was commented upon again and again is the lack of a planned follow-up of the student's experiences. Even though the student was allowed to help evaluate himself and his experiences, little was done to assist him in overcoming weaknesses that were apparent. The findings listed in Table IX, page 65, reaffirm this conclusion, with thirty-six schools reporting that student-teaching is the culmination of laboratory experiences and that no post-student teaching experiences are provided. Two institutions gave qualified answers, stating that it depends on the need of the individual student and on the time that student-teaching is done.

Only eight schools offered post-student teaching experiences. Those providing them stated that they were designed for strengthening the student. No checklist was given so that all of the activities listed in Table X, page 66, were given freely by the individual schools. The majority of these activities comprise the same type of experiences already noted under student teaching. The investigator concluded

that the students needed additional practice in these areas. Some of them were more encouraging, such as follow-up class discussions, visits to other schools and types of libraries, substitute teaching, and working with teachers to integrate the library into the regular instructional program.

TABLE IX
STUDENT TEACHING FOLLOW-UP

Is student teaching the culmination of experiences or are others provided			Are post-student teaching experiences designed to strengthen apparent weakness		
Answer	Number	Per cent	Answer	Number	Per cent
Culmination	36	72	Yes	14	28
Post-student teaching experiences	8	16	No	3	6
Qualified answers	2	4	Sometimes	1	2
No answer	4	8	No answer	32	64

TABLE X
TYPES OF POST STUDENT-TEACHING EXPERIENCES PROVIDED

<u>Type of experience</u>	<u>Number of times listed</u>
Substitute teaching	2
Observation	3
Conferences	2
Trips to all types of libraries	3
Volunteer work in vacations	1
Class discussion of library experiences	1
A course in education, Problems of Teachers	1
Work through units in administration course	1
Additional library practice or field work	2
Project in discarding and weeding a library and an information file	1
Brief experience with all operational techniques of library operation	1
Work with teachers to integrate library into regular instructional program	1
Bookmobile trips, story hours, preparation of displays, bibliographies, conferences, enter- taining high school students on trip to campus	1

Data in regard to laboratory experiences prior to student teaching. Professional laboratory experiences prior to student teaching are in keeping with standards set up by the American Association of Colleges for Teacher Education,⁷ which state that they should be provided at all levels of the college career and integrated with regular classroom courses. It may be noted in Table XI, page 68, that only one school reported a separate course as the entire source of such experiences, whereas thirty-seven colleges integrated altogether or in part. In a few cases, three and eleven respectively, freshmen and sophomores have an opportunity to participate, but most of the opportunities are delayed until the junior and senior years. This postponement may be a matter of great concern to all of the schools. Earlier participation might prove an excellent instrument of recruiting, particularly since many formal classes in library science are delayed also until the later years. Other types of experiences noted were: work in a college library, observation, and part of a practicum.

⁷John G. Flowers, "Recommended Standards Governing Professional Laboratory Experiences and Student Teaching," First Yearbook, (American Association of Colleges for Teacher Education, 1948), pp. 88-98.

TABLE XI

LABORATORY EXPERIENCES PRIOR TO STUDENT TEACHING

How are these experiences provided			When do they occur			Do students help plan			How is planning done		
Answer	Number	Per cent	Answer	Number	Per cent	Answer	Number	Per cent	Answer	Number	Per cent
Part of regular course	31	62	Freshman	3	6	Yes	30	60	Individual conference	10	20
Separate course	1	2	Sophomore	11	22	No	9	18	Group conference	9	18
Both	6	12	Junior	34	68	No answer	11	22	Class discussion	9	18
Other	5	10	Senior	30	60				Others	6	12
No answer	7	14							No answers	16	32

Thirty of the schools allowed students to assist with the planning of their activities; nine did not allow it; and eleven gave no answer. Where planning is done, the methods that were used generally were the individual conference, the group conference, and class discussion. Others mentioned were: planning visits to libraries, followed by visit and evaluation; storytelling, with each member making his own arrangements; cataloging books and materials in class; planning through a club; interviews; and checklists.

A finding most surprising to the investigator (Table XII, page 71) was the report that in half of the instances library science teachers direct these pre-student teaching experiences. Since so many indicated that they occurred as part of a regular class, it might be assumed that they were done in the classroom rather than in a school library. If this is true, the purpose of such experiences is defeated, and the maturing results desired are unrealized. It is hoped that this is a faulty assumption. A confusion of ideas, traceable to the faulty construction of the questionnaire, may be responsible for the way in which the answers were given. It is believed by the investigator that many respondents conceived of student teaching as practice work in the school library, whereas she interpreted such activities as belonging in the category of pre-student teaching experiences.

A majority of the students (in 68% of the schools) had the opportunity to evaluate these experiences, and it is significant that they did not evaluate them as highly as did the student teachers. It may be easier for the school librarian to exploit students in this type of work and to use them to get unpleasant jobs done. Routines and clerical work are not as stimulating as the more professional activities in which the student engages as a student teacher. It is in the area of pre-student teaching experiences that the greatest criticism and dissatisfaction have been voiced by students in library science at Appalachian State Teachers College. The findings support the presumption that this part of the program should be reexamined, reevaluated, and planned carefully with the full cooperation of the students.

As in the case of time consumed in evaluations of student teaching experiences the estimates in this area could not be tabulated. The answers were more indefinite and harder to classify, even though most of the supervision was presumably done by library science instructors. The smallest amount of time noted was one-half hour per student; the largest, twelve hours.

TABLE XII

SUPERVISION AND EVALUATION OF PRE-STUDENT TEACHING LABORATORY EXPERIENCES

Under whose direction is supervision done			Do students have opportunity to evaluate			How is evaluating done			How do students rate experiences		
Answer	Number	Per cent	Answer	Number	Per cent	Answer	Number	Per cent	Answer	Number	Per cent
Laboratory school librarian	4	8	Yes	34	68	Checklist	3	6	Great value	24	48
Library science teacher	25	50	No	4	8	Individual conference	21	42	Fair value	9	18
Both	10	20	No answer	12	24	Group discussion	24	48	Little value	1	2
Other	3	6				Other	1	2	No answer	16	32

Since students at Appalachian State Teachers College have suggested specifically that they be given a mastery of library routines first, the experiences used as a checklist for Table XIII, page 74, were largely of a routine, clerical, or mechanical type. Individual needs of students are taken into consideration and those who have worked as pupil assistants in high school and have already mastered the library routines are merely introduced to the different procedures in the laboratory school library and are then led to assume responsibility for more professional activities. It may be assumed that a similar situation exists in the other colleges cooperating in the study. Examination of Table XIII reveals that routine tasks are checked more often with the more professional activities checked less frequently. More attention is given to most of these activities when they are provided as a part of a separate course than when they are integrated with other courses. Almost without exception more schools provided activities in a separate course than in relation to regular classroom instruction. There seems some discrepancy here since so few schools reported (Table XI, page 68) separate courses. The frequency ranking was almost the same whether the activity was included as part of a regular course or was carried on separately.

Additional activities reported included: work in the

college library, ordering Wilson cards, evaluating the book collection, weeding and discarding (2), recommending books for purchase, classroom observation with emphasis on teaching methods and management, working in library of library of science department, selecting books, reading shelves, going on a bookmobile run with county librarian.

TABLE XIII
TYPES OF LABORATORY EXPERIENCES PROVIDED PRIOR TO
STUDENT TEACHING

Type of experience	Number reporting as part of course	Per cent	Number separate	Per cent
Typing catalog cards	30	60	37	74
Field trips, visits to other schools	30	60	36	72
Typing book orders	29	58	35	70
Simple mending	29	58	36	72
Processing new books, non-book materials	28	56	37	74
Filing shelf-list and catalog cards	27	54	36	72
Assisting with publicity	22	44	28	56
Making book talks, reviews	22	44	28	56
Story-telling	21	42	21	42
Assisting with making bibliographies	20	40	25	50
Circulation routines	20	40	30	60
Assisting with inventory	18	36	24	48
Teaching lessons in library usage	16	32	13	26
Bindery routines	15	30	20	40
Keeping records: circulation, reading, attendance	14	28	21	42
Assisting with simple reference	13	26	20	40
Offering reading suggestions	12	24	15	30
Typing business cards, letters	11	22	15	30
Assisting pupils in using library tools	9	18	14	28
Notifying teachers of new books, materials	5	10	7	14
Work projects with other schools (such as organizing and setting up)	4	8	6	12
Supervising pupil assistants at routine tasks	3	6	5	10

Suggestions in regard to improving programs of participation in laboratory experiences. However valuable these suggestions (Table XIV, page 76) might prove to the individual schools, they are disappointing as a whole and have little to offer a school that has a fairly good program in existence. The best suggestions are those in relation to correlating the work of student teachers in library science with the work of student teachers in subject fields. It would be an admirable practice for both to work together and such procedure might lead to excellent and far-reaching results in the public schools. The need for more planning and visiting with off-campus critic teachers cannot be too greatly emphasized. The post-graduation program suggested is worthy of following up and putting into practice. Library science students serving the college, as reference assistants in the library and as teachers of library usage, would provide a real life situation that all the students could appreciate. If they are to participate fully and actively in the life of the school of which they are a part, this should offer an excellent opportunity for practice.

TABLE XIV

SUGGESTIONS BY INDIVIDUAL SCHOOLS FOR IMPROVING THEIR OWN
PROGRAMS OF LABORATORY EXPERIENCES

<u>Suggestion</u>	<u>Times mentioned</u>
Need larger staff and quarters	5
Integration of laboratory experiences with each course in library science	2
Need a laboratory school	2
Need more visitation of off-campus situations by library science teachers	2
Increase time of practice in actual libraries	2
Provision for a post-graduation program to visit librarians on the job and have them return to discuss their work in classes and emphasize techniques necessary to learn	2
Need for more planning between library science department and off-campus supervising teachers	2
Students in reference class to serve at Reference desk in college library	1
Library science students to assist in teaching library usage to college students	1
Creation of opportunities for book talks	1
More observation in school situations	1
Initiation of student teaching in the library	1
Practice in different types of school libraries	1
Open course in books and materials to all students in the college	1
Correlation of work of student teachers in library science with work of other student teachers	1
Correlation of laboratory experiences with student teachers in subject fields	1
Need for more practice but student teaching not allowed in minor field	1
Improvement of facilities in school libraries	2
Possibility of discontinuing library science	1

Summary

In this chapter the first findings presented are those in regard to general background information about the participating colleges. The majority have small enrollments in library science but do have distinct library science departments in which the teaching is done by library science teachers. In most cases the students major or minor in another subject field in addition to library science.

The majority of colleges provide some student teaching in a school library, although in most cases it is done in another subject field as well. The experiences in student teaching are many and varied, are primarily of a professional nature, and are rated highly by the students.

The greatest weakness revealed is in the lack of follow-up or post-student teaching experiences.

The data concerning experiences prior to student teaching were hard to interpret because of an evident confusion of terms and ideas. However, the schools do provide them, even on the freshmen level, but they are more of the library routine type and are not rated as highly by students as are the student teaching activities.

All of the different types of activities are directed and supervised by competent and qualified individuals on the staff either of the college or of the laboratory and off-campus schools.

Suggestions for improving programs were generally disappointing but a few good ideas were gleaned from those submitted.

The general over-all picture of professional laboratory experiences as a part of the pre-service training of school librarians is encouraging.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem. Because of the necessity for providing the best possible education for library service in the modern school this study was undertaken with the following purposes in mind: (1) to ascertain what professional laboratory experiences are being offered as a part of the training of school librarians, (2) to discover the plan or organization under which they function, (3) to learn plans that other colleges were considering that might provide worthwhile suggestions for improvement, and (4) to make recommendations concerning methods of incorporating these findings into the regular curriculum at Appalachian State Teachers College.

The changing philosophy concerning library service in schools, newer teaching methods involving the use of many and varied materials, the rather new concept of the school librarian as a key teacher in the school, and the increasing demands for school librarians make any study of their training of some value. Young and inexperienced librarians are thrown immediately upon their own resources in most schools and must exhibit a command of their work as well as interpret library service to the members of the faculty. Librarians in service

have advocated more practical pre-service experiences. These two facts make a reexamination of the program of professional laboratory experiences desirable. Not the least factor in importance is that new standards are being used experimentally by the American Association of Colleges for Teacher Education in evaluating programs of library education in teacher education institutions.

Although there are now more than 400 institutions of higher education offering programs in library science, the relatively small number of fifty was used in this study. Those selected more nearly resemble Appalachian State Teachers College in purpose and organization. Other limitations of the study were the apparent lack of understanding of educational terms used, the time at which the questionnaires were sent to the colleges, and the weakness of the questionnaire as a fact-finding instrument.

Before the study proper was initiated, a careful analysis was made of student evaluations of the program at Appalachian State Teachers College. The investigator discussed these findings and conclusions with fellow faculty members and decided to make a survey, the findings of which might be used as a basis for improving the program. With the help of these fellow faculty members the questionnaire was compiled and sent to eighty colleges, selected from their inclusion in

membership lists of various professional organizations. Professional literature in the fields of library science and education was surveyed carefully in an effort to find material bearing on the particular problem.

Review of the literature. Review of the literature revealed that not much attention was given to the subject of education for school librarians prior to 1920. That year marked the turning point of interest in the field of school library service. Criticisms were leveled at the professional library schools by librarians in service and by public school administrators, causing several investigations to be launched concerning the type of library education available, and the type needed. Several other factors entered into the picture: the increasing demand for trained school librarians, the professional requirements of the regional associations and the various states, and the increasing number of teachers colleges that were offering courses in library science in an effort to meet the demand. It seemed natural that the first studies should be based on an analysis of school library functions and activities, on what school administrators demanded of their librarians, and upon what the librarians in service felt were the basic training needs.

The Southern Association of Colleges and Secondary Schools led the nation in a concentrated effort to find a

solution to the problems so apparent in the situation. A series of five conferences culminated in more qualitative requirements for high school libraries and more progressive standards for library training agencies.

The middle of the century has brought a period of further scrutiny of the education of school librarians. The Education Committee of the Division of Libraries for Children and Young People of the American Library Association did a thorough study of the type of education needed for school librarians. A workshop on the professional education of school librarians was held at the Graduate Library School of the University of Chicago in the summer of 1951. Both of these significant investigations had their influence upon the evolving of tentative standards by the Board of Education for Librarianship of the American Library Association. The standards are being used experimentally at the present time by the American Association of Colleges for Teacher Education in their inter-visitation program. These standards may cause a revolution in the undergraduate training of school librarians. The future of education for school librarians looks hopeful.

The principal theme noted in educational literature was that laboratory experiences should be an integral part of all four years of the college career of those students

preparing to become teachers.

Analysis and interpretation of the data. The average number of students enrolled in library science in the various colleges was alarmingly low. In administration the trend seemed to be in the direction of separate library science departments with the teachers of the courses being regular library science instructors whose sole responsibility is that of teaching. In the majority of cases students in library science major or minor in an additional subject field, the most popular combinations being with English, social studies, elementary education, and secondary education. Student teaching, involving a variety of experiences, was provided in both fields in most of the cases. These were supervised carefully and rated highly by the students themselves. Very few post-student teaching experiences were reported. The experiences prior to student teaching followed a rather general pattern with emphasis on the routine type of practice, which did not meet with satisfaction on the part of the students. A few suggestions for improving the participating experiences were given freely by the cooperating institutions.

Conclusions

The conclusions and implications presented in this section were drawn from the literature reviewed as well as from the findings of the survey. The investigator recognizes the dangers and the limitations of this method but feels that the conclusions and implications stated below are justifiable.

1. The school librarian should be trained both as a teacher and as a librarian. He should understand the role of the library in the modern school and should know the philosophy and objectives of education as well as those of library service.

2. The library within the school is the most desirable form of library service to the school.

3. The logical place for the training of school librarians is in the teacher education institution.

4. This training should be incorporated within the regular four-year college curriculum in order that library education parallel in time that of the teacher.

5. Enrollments in library education curricula are not great enough to meet the increasing demands for school librarians. This emphasizes the need for a stronger recruiting effort.

6. There is a trend toward administration of school

library education by recognized departments of library science with the teaching being done by library science instructors.

7. A more professional attitude toward, and a higher esteem for, practice work and student teaching in a school library may be detected.

8. Graduates of the newer programs of school library education should be able to find their proper place in the school because of increasing emphasis on integration of their classroom courses with practical problems in actual situations.

9. Full-time student teaching is regarded generally now as most desirable but it is not the usual practice in library training agencies.

10. Professional laboratory experiences are important in the development and maturation of prospective school librarians and are valued highly by them. They were found to inspire confidence and to reveal weaknesses.

11. In the light of standards governing professional laboratory experiences there is not enough emphasis upon them in the early years of the college career. More such experiences should be planned for the freshman and sophomore years.

12. There needs to be more integration between regular academic courses in library science and the practical experiences desired. Applications should be made at the time techniques are learned and ideas are explored.

13. The pre-student teaching experiences are concerned too often with library routines or technical processes.

14. The types of experiences named above are given rather uniformly throughout the cooperating schools.

15. Democratic methods were apparent in allowing students to help plan their activities and to evaluate their experiences, although such evaluations were not followed through.

16. A definite weakness in the program of post-student teaching experiences is indicated.

17. The study and its results suggest a need for more cooperation in planning and evaluation among the general supervisors of student teaching, the college instructor, and the critic teacher.

Recommendations

In view of the findings of the study and of the implications drawn from them, the following recommendations are offered for consideration by the Department of Library Science at Appalachian State Teachers College:

1. That more directed observation in the classroom be incorporated into the student teaching experience. Clear directives should be devised; students, critic teachers, and supervisors of student teaching, should be supplied with copies of the same.

2. That student teaching in the library be elevated to a more professional status, leaving a command of the library routines and technical processes for the course in practice work.

3. That observation in all types of libraries be included in the field work in the sophomore year of the academic course. There should be both greater supervision of this work by members of the library science staff and more conferences with students.

4. It is recommended specifically that this whole course (field work) be reevaluated and reorganized with the criticism and help of the students.

5. That another member be added to the library science staff to work as coordinator with the college faculty, the laboratory school faculties, and the community in order to open the way for more extensive laboratory experiences. Some suggestions that may be followed are: that library science students offer assistance to the following: the college reference librarian, orientation and English teachers in teaching library usage, college teachers in preparing bibliographies of essential reference books in their fields, and student teachers in the various fields in their use of library materials and facilities.

6. That pre-student teaching laboratory experiences be planned in cooperation with the department of education in

order to prevent overloading the student.

7. That off-campus supervising teachers be brought to the campus for a pre-planning conference with library science instructor, laboratory school librarians, and the students who are to be under their supervision. That these off-campus supervising teachers be selected more carefully and that their philosophy and objectives be determined.

8. That one library science faculty member, preferably the teacher of the basic organization course, be responsible for the general supervision of laboratory experiences.

9. That a revised checklist, with a space for both student and teacher to evaluate the experiences, be devised for the field workers.

10. That a better method of evaluating student teaching be devised cooperatively by library science instructors, critic teachers, and the supervisor of student teaching.

11. That a follow-up study be made of the graduates of the past five years in order to get a better basis for revising the program.

12. That a cooperative and definite plan for library science students to work with student teachers in other fields be devised. Copies should be given to all critic teachers and to college subject and methods teachers.

13. That situations in the schools of the county as

well as in the campus schools continue to be utilized as laboratories for the technical courses.

14. That the matter of preparation for two subject fields and student teaching in both fields be investigated.

15. That a definite, planned program of recruitment be instituted, possibly as a laboratory experience.

16. That all laboratory experiences prior to student teaching be planned with the students and be, in so far as possible, the direct outgrowth of class activities.

17. That a definite program of follow-up or post-student teaching experiences be planned.

18. That some investigation be made of Education A, B, and C (freshman orientation) to discover the possibilities of incorporating some laboratory experiences in a school library.

19. That instructors in library science do more visiting and observing in schools, both off- and on campus. This should be done in cooperation with the director of student teaching.

20. That seminars be held for students prior to their student teaching, as well as while it is in progress. Former graduates and active student teachers may serve as consultants at these seminars.

21. That the supervising critic teachers be encouraged to allow the student teacher more opportunity to direct club activities, to work with pupil assistants, to participate in professional and community activities, to make greater use of community resources, and to do more professional and general reading.

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OLD DEERFIELD BOND

APPENDIX

COTTON CONTENTS

APPENDIX A

QUESTIONNAIRE USED IN THE SURVEY

"Professional laboratory experiences are all those contacts with children, youth, and adults (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process."

1. Name of College _____
2. Number of students enrolled in library science courses 1951-1952 _____

Please check in the blank spaces preceding items those that are applicable to your situation.

3. Type of administrative organization which applies to the library science courses:
____ Separate library science department
____ Part of the department of education
____ Other (please name) _____
4. By whom are the library science classes taught? _____
Members of the college library staff _____ Laboratory
school librarians _____ Library science teachers _____
Others (please name) _____
5. Do the offerings in library science on the under-graduate level constitute a major or a minor? _____ Major _____ Minor
6. Do the students major or minor in additional subject fields? _____ Yes _____ No
7. If yes, what are the fields usually combined with library science? _____ Social Studies _____ English _____ Elementary Education _____ Secondary Education _____ Others (please name) _____
8. Do students preparing to become school librarians do their student teaching in a school library? _____ Yes _____ No
9. Do students do their student teaching in library science alone or in both fields? _____ Library science alone _____
In both fields

10. Is student teaching done on a full-time scale or part-time? ☐ Full-time ☐ Part-time (indicate number of hours)
11. At what period is student teaching done? ☐ Last part of senior year ☐ Early in senior ☐ Last part of junior year ☐ Early in junior year ☐ Other (please explain)
12. Student teaching in the library is supervised by ☐ Member of the library science teaching staff ☐ Critic teacher (librarian) ☐ Other (name)
13. Are students given the opportunity to evaluate their student teaching experiences? ☐ Yes ☐ No
14. If yes, how is this done? ☐ Checklist ☐ Individual conferences ☐ Group discussion ☐ Other (please explain)
15. Estimate the amount of time consumed in aiding students in their evaluations _____
16. How do students rate these experiences? ☐ Of great value ☐ Of fair value ☐ Of little value ☐ Do not know
17. Is student teaching the culmination of laboratory experiences, or are post-student teaching experiences provided? ☐ Culmination ☐ Post-student teaching experiences
18. Please list some of the post-student teaching experiences provided:
19. Are these designed to help the student strengthen himself in certain areas in which he appeared lacking or weak? ☐ Yes ☐ No
20. Please check the types of laboratory experiences provided during student teaching:

<input type="checkbox"/> Selecting books and materials	<input type="checkbox"/> Book talks and reviews
<input type="checkbox"/> Preparing orders for materials	<input type="checkbox"/> Story-telling
<input type="checkbox"/> Cataloging and classification, with and without printed cards	<input type="checkbox"/> Assisting teachers in conducting and supervising free reading periods
<input type="checkbox"/> Reference work with pupils	<input type="checkbox"/> Reading guidance
<input type="checkbox"/> Room management	<input type="checkbox"/> Helping teachers prepare units of work and bibliographies
<input type="checkbox"/> Directing club work	<input type="checkbox"/> Studying pupil records
<input type="checkbox"/> Teaching lessons in library usage	
<input type="checkbox"/> Directing and supervising the work of pupil assistants	

_____ Observing in classrooms	_____ Making case studies
_____ Planning and directing publicity	_____ Making use of com- munity resources
_____ Making reports: monthly, annual	_____ Attending profession- al meetings
_____ Assisting the librarian in planning and conduct- ing faculty meeting	_____ Helping prepare for special occasions

Please list others:

21. Are laboratory experiences prior to student teaching a part of regular library science courses, separate, or both? _____ A part of regular courses _____
Separate courses _____ Both _____
22. Who supervises and directs these experiences prior to student teaching? _____ Librarian in the laboratory school _____ College instructor _____ Both _____
23. In what year or years do these laboratory experiences (other than student teaching) come? _____ Freshman _____ Sophomore _____ Junior _____ Senior _____
24. Are students given the opportunity to help plan these experiences? _____ Yes _____ No _____
25. If yes, how is this planning done? _____
26. Are students given the opportunity to evaluate these experiences preceding student teaching? _____ Yes _____ No _____
27. If yes, how is this done? _____ Checklist _____ Individual conferences _____ Group discussion _____ Other _____
28. Estimate the time consumed in these evaluations. _____
29. How do students rate these experiences? _____ Of great value _____ Of fair value _____ Of little value _____ Do not know _____
30. Please check the types of laboratory experiences provided prior to student teaching:

_____ Circulation routines	_____ Assisting with simple reference
_____ Processing new books, non-book materials	_____ Supervising pupil assistants at routine tasks
_____ Typing book orders	_____ Assisting pupils in using library tools
_____ Typing catalog cards	
_____ Typing business cards, letters	
_____ Filing shelf-list and catalog cards	

- | | |
|--|--|
| <input type="checkbox"/> Assisting with publicity | <input type="checkbox"/> Offering reading suggestions |
| <input type="checkbox"/> Assisting with making bibliographies | <input type="checkbox"/> Notifying teachers of new books and materials |
| <input type="checkbox"/> Keeping records: circulation, reading, attendance | <input type="checkbox"/> Story-telling |
| <input type="checkbox"/> Simple mending | <input type="checkbox"/> Making book talks, reviews |
| <input type="checkbox"/> Assisting with inventory | <input type="checkbox"/> Teaching lessons in library usage |
| <input type="checkbox"/> Bindery routines | <input type="checkbox"/> Field trips, visits to other schools |
| | <input type="checkbox"/> Work projects in other schools |

Please list others:

31. Please star any of the above activities that are provided as a part of a regular library science course.
32. If possible, please enclose copies of any instruction sheets, evaluation sheets, results of surveys or studies, and any other mimeographed material used in your program of laboratory experiences during student teaching and prior to student teaching.
33. What are you anticipating doing, or what would you like to do, to improve your own program of participation by library science students in laboratory experiences?

PLEASE RETURN QUESTIONNAIRE BY May 15, 1952, to Miss Eunice Query, 204 Pine Street, Boone, N. C.