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THE ALPHABET

VOLUME XI

SPRING, 1961

NUMBER 2



DEDICATION

To Mrs. Darlene Meki Norman for four years of devoted service as Editor this issue is gratefully dedicated.

NEW MEMBERS

Alpha Chapter

STUDENT MEMBERS: Judy Vernef Bell, Colfax, La.; Elise A. Bordelon, Mansura, La.; Linda Ann Buie, Bunkie, La.; Willie Ann Burch, Montgomery, La.; Linda Ann Corley, Natchitoches, La.; Lester Wayne Crooks, LeCompte, La.; Kathleen Marie Feltmann, New Orleans, La.; William T. Hilger, Lena, La.; Cynthia A. Knight, Alexandria, La.; Linda Eve Marie Mayet, Lockport, La.; Charles Pickett, O'Fallon, Ill.; M. Clarene Prewitt, West Monroe, La.; Mary Jeanette Purcell, Bossier City, La.; Shirley Elizabeth Randolph, Glenmora, La.; Patricia Ann Ross, Negreet, La.; Peggie Ann Walker, Bossier City, La.; Patsy Sue West, Lockport, La.; Mrs. Dorothy Cecile White, LeCompte, La.; John Bird Wood, Shreveport, La.

PROFESSIONAL MEMBERS: Mrs. Myrtle Parks, Natchitoches, La.

FIVE-YEAR ALUMNI MEMBERS: Mrs. Claire Greene, Natchitoches, La.; Mrs. Jacq Uhrbach, Natchitoches, La.

Beta Chapter

STUDENT MEMBERS: Sarah Joyce Filgo, Betty Neal, Carolyn Sebren, Ann Stockwell, Dale Waldrop, Mary Corinne White.

Gamma Chapter

STUDENT MEMBERS: Janice Bower, Lafayette, Ind.; Martha Brinton, Terre Haute, Ind.; Karen Dollahan, Mishawaka Ind.; Ann Groves, Sheridan, Ind.; Shirley Hill, Medora, Ind.; Mrs. Nancy Hiddle Hollis, Paris, Ill.; Mary Ann Kresler, Rensselaer, Ind.; Richalyn Larrabee, Lafayette, Ind.; Mary Lou Major, Bellaire, Ohio; Margaret Rose Malone, Newberry, Ind.;

Diana Sayring, Terre Haute, Ind.; Julia Shockley, Terre Haute, Ind.; Louann Sinclair, Greencastle, Ind.; John Skene, Shelburn, Ind.; Carolyn Speakman; Mary Thomas, Merome, Ind.

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PROFESSIONAL MEMBERS: Alice Caldwell, Murray, Ky.

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Eta Chapter

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Iota Chapter

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ALUMNI LIFE MEMBERS: Ruthe Rutherford, Havertown, Pa.

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STUDENT MEMBERS: Barbara Barr, Springhill, La.; Carolyn Caller, Arabi, La.; Peggy Swindell, Brooklyn, N.Y.; Evelyn E. Vairin, New Orleans, La.

Mu Chapter

STUDENT MEMBERS: Richard Brandolino, Joliet, Ill.; Nancy England, Dahinda, Ill.; Barbara Francis, Streator, Ill.; Sandra Gaddis, Armington, Ill.; Mariam Lanier, Normal, Ill.; Mrs. Phillis Martin Read, Normal, Ill.; Judy Rockwell, Bloomington, Ill.; Sharon Thomas, Manito, Ill.

PROFESSIONAL MEMBERS: Hazelle Anderson, Normal, Ill.; Julia Bewsey, Normal, Ill.; Bryant Jackson, Normal, Ill.; William Nye, Normal, Ill.; Taimi Ranta, Normal, Ill.

Nu Chapter

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Xi Chapter

STUDENT MEMBERS: Kattrerine Adams, Marshalltown, Ia.; Donna Jo Agar, Newton, Ia.; Judy Branscom, Fort Madison, Ia.; Altamae Briden, Fort Dodge, Ia.; Christine Buckingham, Batavia, Ia.; Marlene Dearborn, Rock Valley, Ia.; Alan DeGraw, Delmar, Ia.; Carol Lynn Drewry, Sac City, Ia.; Marlene Hartman, Rodman, Ia.; Elmeda Kehrl, Manchester, Ia.; Shirley Ann Kern, Collins, Ia.; Nancy Newhouse, Decorah, Ia.; Judith Ann Nielsen, Cedar Falls, Ia.; Joyce Petersen, Wilton Junction, Ia.; Sandy Silver, Burlington, Ia.; Mariana Steele, Algona, Ia.; Marcia Williamson, Sigourney, Ia.; Mary Lou Woehlk, Winthrop, Ia.

PROFESSIONAL MEMBERS: Mrs. Carol Horton, Cedar Falls, Ia.; Mrs. Alyce-Lou Isenberger, Cedar

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Vice-President, Angela Kammlah (Pi)

Treasurer, Stephen Johnson (Mu)
Executive Secretary, Eunice H. Speer (Mu)

Councilmen: District No. 1, Jimmie Lou Lyons (Beta); No. 2, Harry R. Courtright (Phi); No. 3, Maureen Weiner (Tau); No. 4, Bonnie O'Rourke (Upsilon); No. 5, Linda Lucas (Iota).

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THE NATIONAL CONVENTION

The fifth national convention of Alpha Beta Alpha was held at Millersville State College, in Millersville, Pennsylvania April 28-29, 1961. The theme for the convention was "Building for the Future". Registration and an informal reception were held in Lyte Auditorium. The first general session was presided over by Patricia Moore, President of Alpha Beta Alpha. The official delegate and alternate from each chapter were recognized. Miss Eunice H. Speer then gave the Executive Secretary's report. After this session, members were given a tour of the Millersville campus, library, and laboratory school library.

The second general session was a luncheon in Lyle Hall Dining Room with Angela Kammlah presiding. The guest speaker was Mrs. Carolyn W. Field of the Free Library of Philadelphia, Pennsylvania who spoke on "The Door in the Wall" based on Marguerite de Angeli's book of the same title. Her speech was based on the idea that every wall must have a door so that people can get through. Life too is like this and it is the responsibility of librarians ("salesmen selling the finest thing in the world—knowledge") to help people find their door in the wall through books. Mrs. Field suggested that a librarian can help people become acquainted with books through story hours, TV programs, book fairs, family services, talks by authors and illustrators, cooperation with other librarians, and above all through a very thorough knowledge of his book collection. She closed by giving her philosophy: "If at the right moment you present to a child just the right food for his eagerness, each when the appropriate faculty is unfolded and then keep him curious and eager through childhood, nothing better can happen to a child."

In the afternoon, three topics of interest to the chapters were discussed in circles of information, namely "Projects to Sponsor," "Improving Our Program," and "Gaining Financial and Membership Strength." Members of the various chapters gave ideas and described projects they had worked on.

At the third general session, the banquet on Friday evening, the Rev. Daniel Nowers, Pastor of the Millersville, Methodist Church, gave the invocation; Dr. D. L. Biemesderfer, Presi-

dent of Millersville State College, graciously welcomed the guests to the campus; a most appropriate response was made by Stephen Johnson, Treasurer of Alpha Beta Alpha. Miss Speer introduced those seated at the speakers table. Patricia Moore presented the String Ensemble from Millersville College which provided music for the evening. Dr. Eugene P. Watson, Past Executive Secretary of Alpha Beta Alpha, gave the address of the evening "Reaching for the Stars" which dealt with the topic of the undergraduate program in library science. Modern librarianship is only 75 years old. The first important step in library education was in 1876 when the first graduate library science school was established by Melvil Dewey at Columbia. Before this period, training was of the apprenticeship type. The curriculum was chiefly practical with little theory involved. Dr. Watson then sketched the development of the library science program and also discussed the problem of undergraduates in library science not being considered professional librarians until after they have received their Master's degree. He urged undergraduates to work for the name of professional and to reach for the stars.

In appreciation for his service to Alpha Beta Alpha, Dr. Watson was presented with a plaque and a check. The president of Alpha Chapter gave a short history of the planning involved in preparing for the gift.

Saturday morning, a breakfast for chapter sponsors was held in Lyle Hall Dining Room. After an informal meeting of delegates, the fourth general session was held. The chief business was a panel which discussed the ideas and projects mentioned in the circles of information. Some of the money making ideas were: rummage sales, book fairs, bake sales, spaghetti suppers, and sale of jewelry. Ideas for gaining members included: teas for prospective members, picnics, parties, booklets telling about ABA, and talks to interested high school students. Scholarships and awards to outstanding library science students were discussed as possible projects for ABA to sponsor. Local chapter programs could be improved by having a theme for the year, and providing variety in programs to include speakers, panels, book discussions, and visits to other libraries.

The fifth general session was the

Saturday luncheon with Stephen Johnson presiding. Chairmen of Kappa chapter committees who worked on the convention were introduced. The speaker for the luncheon was Dr. John F. Harvey. His speech is recorded elsewhere in this issue.

The sixth and last session was a business meeting Saturday afternoon with President Patricia Moore presiding. Three chapter delegates who were without credentials were seated.

One important item of business concerned the ALPHABET. Since Gamma Chapter is unable to continue printing the ALPHABET, the President asked delegates to investigate possibilities for printing the ALPHABET on their campuses. The Executive Council was empowered to investigate Gamma's recommendations concerning the ALPHABET and to make necessary improvements in its publication.

The Convention approved Dr. Watson's suggestion that an Alpha Beta Alpha recruiting award in the form of a citation and a check be given through ALA. The Executive Council was given power to make necessary arrangements.

National was instructed to prepare and distribute to chapters a model pledge manual. Chapters who have manuals should send them as sample copy to National. Dr. Watson suggested that an opening and closing ritual for chapter meetings might be included in the pledge manual.

Psi Chapter of Cape Girardeau made a bid for the 1963 Alpha Beta Alpha Convention. The Delegates voted to accept Psi's bid.

Regional meetings were again suggested as a possible means of sharing chapter experiences between conventions. Gamma Chapter was asked to begin work on the first regional Alpha Beta Alpha meeting to be held in 1961/62.

Other business concerned the continuing contest for a Fraternity song (winner to receive \$10); decision to work to have the word "professional" used to designate graduates of undergraduate library science programs; need for exploring possibility of getting a foundation to underwrite the Fraternity; and the possible need for a minimum installation fee for new Chapters.

The registration report showed that 19 chapters were represented by a total of 120 members.

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MY LIFE AMONG THE SCHOOL LIBRARIANS

Address delivered at the 1960-61 National Convention of Alpha Beta Alpha in Millersville, Pennsylvania, by John F. Harvey, Dean of the Graduate School of Library Science and Director of Libraries, Drexel Institute, Philadelphia.

"I assume that many of you plan to be school librarians and that you will be interested in hearing about my visits to some of them. You see, every Friday I visit libraries. These may be public or special libraries, college or school libraries. Sometimes I visit publishers, book binderies, book stores, or library schools. This has been going on regularly for eight years.

Why do I visit these libraries? During this period I have been head of either a fourth year or fifth year library education program. This is one way of learning more about librarianship. Furthermore, it is good public relations for the institution with which I am connected. Thirdly, I have tried to recruit library school students. Also, I am interested in meeting librarians and getting acquainted with their libraries. Since I do placement work, this information is often helpful. Finally, when planning programs requiring speakers, it helps to know local librarians.

In all, I have visited more than 950 libraries, most of which were within 200 miles of Pittsburgh, in the southeast corner of Kansas, or within 100 miles of Philadelphia. Two hundred sixty of these were school libraries in the ten states of Illinois, Kansas, Oklahoma, Missouri, and Arkansas in the Midwest; and New Jersey, Pennsylvania, Delaware, Maryland, and New York in the East. I visited 180 high school, 35 junior high school, and 45 elementary school libraries.

Some high school libraries served also as public libraries or as public library branches, some served junior colleges, and many served junior high schools. One of them, the Bryn Athyn Library in Pennsylvania served not only the high school, junior high school and elementary school, but also the college and graduate school, and in addition served as the public library for its community!

I have been in tiny libraries housed in unused closets and in the headquarters of large city library systems with hundreds of libraries; I have been

in some of the nation's oldest school libraries dating back into the 18th century; I have visited military academies where keeping one's shoes polished was more important than using the library. Some schools were undergoing great transformations, which were reflected in their libraries.

Whether or not I have seen a fair sample of the American School libraries is a moot question; I have seen only about six tenths of one per cent of them.

You should understand that I regard myself as an outsider, since I have never worked in a school library. My visits, announced in advance by letter to the librarian, have usually lasted no more than an hour, so my impressions were often rather superficial. My information dates from the time of my visit, and certain conditions may have changed in the intervening years.

Enrollment averaged 1,100 for the high schools, 1,000 for the junior high schools, and 600 for the elementary schools. An elementary school with 4,400 students had the largest enrollment. The smallest elementary school had only 90 students, the smallest junior high school had 150 students, and the smallest senior high school had only 35 students.

After visiting a library I always fill out an evaluation card for it. This card has eight categories: physical facilities, the librarian, the other staff, book collections, budget, card catalog, circulation and use, and the quality of service. In addition, I collect information on enrollment, size of the book collection, the budget, number of periodicals, and size of staff. The remainder of the paper will summarize my conclusions about each of these categories.

Physical Facilities

There was great variety among the school libraries in this category. About 70 were rated excellent, while 35 were rated poor. In general, the physical facilities of the junior high and elementary school libraries were better than those of the high schools. All too often when new facilities were constructed, the librarian had not been consulted in their planning. Workrooms and offices were sometimes available, but in some cases were unusable.

I have seen school libraries with no quarters at all, since they were located out in the hall. I have seen attractive school libraries — both old and new.

Many unusual physical features were encountered. In one school library all the books were arranged on the shelves by title. In several libraries television sets were used for educational programs. The Greenville, Delaware Elementary School Library had an author's room with illustrations and personal messages from well-known children's book authors. In two schools all the books were in bookcases with glass doors. In the mind of one librarian, her reading room was arbitrarily divided into two parts and students had to check in at her desk to get permission to pass from one side of the room to the other.

One important library in a region may influence other libraries in that area. For instance, several of the libraries in northeast Oklahoma were apparently modeled after the old Miami High School Library.

Some of the smallest libraries had closed stacks, sometimes even with locked cases; and some of the largest had open stacks.

Girard College and Friends Select School, both in Pennsylvania, and Lawrenceville School in New Jersey had separate library buildings. The latter library resembles a gentlemen's club and has recently built an attractive new wing.

The Librarian

The factor which rated highest was the quality of the librarian. Many were actually not superior librarians, but in mediocre situations they seemed to be the strongest part of the picture.

Although many librarians had had little library science instruction, some had two advanced degrees. Whereas one library had five, the average number of professionals was one per library. The average number of clerks was zero, although one library had six.

The new standards suggest that the librarian have the status of a department head in the large secondary school; many of the librarians in these schools had this status.

School librarians, by the nature of their jobs, were "small time operators." Often they supervised only part-time student assistants and had little need for administrative ability of a high order. They were not people who thought in large terms. They were running one-man libraries. Their plans were small, their ambitions small.

School librarians tended to be warm and friendly and most of them liked

children and young adults. This was one reason they were school librarians.

By the nature of their jobs, which keep them very busy, they had little time to dream, supervise, give instruction in library use, or visit with faculty members in order to make them feel responsible for building up and using the book collections in their own fields. Many school librarians were full-time study hall keepers who could not step out the door except between class periods. Often they were primarily book selectors, catalogers, and study hall keepers. School librarians were likely to be local persons raised in the area where they were working. Often their general education was rather poor. Many had been taught librarianship on a very practical basis and had been made into skilled technicians, not professional administrators.

They had too little contact with the curriculum. Logically the librarian should have been chairman of the school curriculum committee and should have been working closely with faculty members in its development. These librarians should have made the library vital to the curriculum, but many were not sufficiently ambitious to do this. Many of their libraries were serving as little more than sources for supplementary recreational reading and for book reports. The curriculum was not built around the library, but stood outside it. Faculty members ignored the library. Librarians were too much concerned with details and not enough concerned with the larger picture. Most of them were poor politicians.

Some school librarians were given very strong backing by their superintendents and principals. This is invaluable for school libraries. Other school librarians were given tasks to perform which had no relation to school librarianship. Several were custodians, caring for thousands of textbooks.

Many had little or no time for the job: one had no free hours for the library, one could spend only one hour a day in the library, and another had a full time teaching schedule so that the library was open only one hour a day. The public and Catholic school systems of Philadelphia operated separate summer high schools attended by a total of 8,000 students, but only one of the schools had a librarian.

Nevertheless, in spite of disadvantages some of these librarians did an excellent job in recruiting, as well as in providing library service for the school,

Keeping a pot of coffee ready at all times during the day so that faculty members would drop in and chat was one school librarian's secret for success. Her student assistants did most of the work and were so enthusiastic that they advertised the library service to the student body and brought in many customers each day.

Librarians have other interests. One was a physical education instructor, another was a chemistry instructor, and three served also as school principals.

Schools have reported the existence of book budgets and part-time librarians when, in fact, none existed.

Other Library Staff

One of the weakest aspects of the school libraries was the staff, other than the librarian. The new school library standards call for one full-time clerk for every 500 students enrolled; few schools met this criteria. Only 15 libraries were rated excellent, whereas one hundred fifty were rated either fair or poor. The vast majority had only student assistants.

Often there were too many student assistants, sometimes as many as 100. Students who worked no more than one hour a week got very little experience. However, others worked ten or twelve hours per week and became extremely valuable. Many were bright and attractive students whose interest in librarianship as a career should have been encouraged. Occasionally competition existed for student assistantships, and only honor roll students were accepted.

In some school libraries student assistants did a great variety of tasks, even to telling stories and running the circulation desk.

The Central High School Library in Trenton, New Jersey, had no student assistants, while the Westtown School Library in Pennsylvania not only had them, but also paid them!

Book Collections

Size — Book collections were among the poorest aspects of these libraries. Only thirty-two schools had book collections rated excellent; thirty were rated poor. In general, they were not large enough.

There was an average of three to five books per student in these school libraries whose book collections averaged 3,000 volumes in elementary schools, 3,200 in junior high schools, and 6,000 or 7,000 in high schools. The book collections ranged in size from 1,000 to 6,000 books for the elementary

schools, from 300 to 8,000 books for junior high schools, and from 500 to 90,000 books for the high school libraries! The library with 90,000 books was that of Girard College.

The new school library standards suggest a minimum of ten well-selected books per student. A superior collection requires at least 20 books per student; this means 6,000 volumes for the typical elementary school, and 10,000 to 11,000 for junior and senior high schools. No elementary and no junior high school library had reached ten books per student. High school libraries more frequently met this criterion. The Ellis School for Girls in Newton Square, Pennsylvania, had 32 books per student.

Budget — The book budget is a key to the support given by the school administration to the school library and to the interest of the faculty in it. It is also an indication of the vision, ambition and aggressiveness of the librarian. About fifty schools were rated excellent on budget; thirty were rated poor.

For elementary and high schools the average annual budget for materials was almost \$2 per student. For junior high schools it was only \$1.25. The range was from nothing to the expenditure of \$24 per student at St. Andrew's School Library in Middletown, Delaware. Probably ten to fifteen per cent spent fifty cents or less per student. When I visited them, most of the public school libraries in Philadelphia, Baltimore, New York, and Tulsa were spending about this figure. At the other extreme, at least half a dozen libraries were already spending more than \$5 per student. And a few fortunate libraries had unlimited book budgets! The Germantown High School, Central High School, and the Girard College Libraries all in Philadelphia, had their own endowment funds for books.

Content — Frequently in school libraries fiction dominated the collection, sometimes comprising half of the books. Or to state it another way, sometimes the fiction collections were almost adequate, while the non-fiction collection was poor. Although a large fiction collection is desirable, the good school with a strong faculty depends heavily on non-fiction reading materials for curricular work.

A lack of sufficiently challenging material, both fiction and non-fiction, for **gifted students**, was frequently evi-

dent. Many gifted secondary school students read on an adult level, and needed college level books. To some extent this was even true in elementary schools.

At the other extreme, libraries were often poorly prepared to care for the student with reading difficulties. A few of the Philadelphia high schools served retarded students almost exclusively; book collections were being adjusted accordingly.

Collections of **professional materials** for the faculty were usually poor or non-existent. The new standards call for 200 to 1,000 book titles and 25 to 50 professional magazine titles, and I saw almost no libraries which met these standards.

Periodicals were often used a great deal, and most school libraries did not have enough of them. The average number in high schools was 50, in junior high schools about 35, and in elementary schools often there were none at all, but some had as many as 25 titles. One high school library received 150 periodical titles. School library standards suggest at least 50 titles for an elementary school, 70 titles for a junior high school, and at least 120 titles for a senior high school. Periodicals add so much to a library's usefulness that all libraries should have had the titles indexed in either the **Abridged** or the **Unabridged Readers Guide** and should have provided one of these indexes as a key to their periodical contents. Of course, many school libraries had neither index. Secondary schools which had a student body interested in college preparatory work usually owned the **Unabridged Readers Guide** and provided back volumes of periodicals. Magazines were heavily used for curricular and for recreational purposes. Storage space for back issues was often hard to find.

Many libraries needed **weeding** and would have been greatly improved if two thirds of the books had been thrown away. Undoubtedly some administrators were afraid of parent and accrediting agency reaction to bare shelves, but the shelves should have been filled with new, mended, or rebound books within the next year.

One library which I weeded began with 1,500 books and ended with 300. The principal recognized its value, and weeding was one of his first steps toward putting the library on its feet.

Often book losses were a problem and provided unwanted weeding. One

high school in Philadelphia lost five per cent of its book collection each year.

Card Catalog

The card catalog in school libraries was usually neither particularly good nor poor. Some libraries had no public card catalog; it is quite possible to get along without one in a small library. In many of the school libraries, the students obviously did not know how to and therefore did not use the card catalog. In some elementary libraries such as that at the Chatham Park School in Haverford Township, Pennsylvania, the students were given instruction on using the catalog and were quite successful in finding their own books.

A surprising number of libraries did original cataloging using neither Wilson nor Library of Congress printed cards. Their excuses were numerous: A) this was cheaper, or B) they were accustomed to doing it this way or C) it saved time. It is doubtful if any of these excuses were valid.

At the Junior High School Library in Chanute, Kansas, the catalog was composed of jackets of interesting books. For instance, under adventure stories were the jackets of several dozen interesting adventure books.

The Laboratory Elementary School Library at the State Teachers College in Towson, Maryland, had a first grade card catalog. At the Curtis Institute of Music, a school for superior musicians of high school age, the small library used the Library of Congress classification.

Use

What about the use of these libraries? Fortunately, this was a relatively happy picture since many of them were used heavily, and my overall evaluation showed use to rank second in quality. Among junior high and elementary school libraries, use ranked first; only one of them rated poor in use.

Many of the libraries equalled a circulation figure of one charge per student per week for the entire student body. In fact the Yardley Elementary School Library circulated $2\frac{1}{2}$ books per student per week. This indicated heavy reading and showed that the library, at least quantitatively speaking, was achieving part of its goals.

Some libraries had heavy total circulations. One listed 150,000 circulations for the year. Many school library circulation desks were as busy as most college or public library desks.

Of course, there were many school libraries which were not heavily used. The per student circulation in some libraries was little more than one charge per year. These libraries made no strong impact on the student body and remained out of the main current of student study and use.

In some of the junior high and elementary schools students were scheduled to visit the library regularly for one period each week throughout the year. Ordinarily they charged out a book and returned it when they visited again the next week.

The Faulk Road Elementary School in Wilmington was so busy that the librarian hoped to set up a branch library. In a high school in Oklahoma, however, the librarian sat in a cage behind a locked door in the study hall and passed out books from the store room; this library had no book budget.

Instruction. — One of my favorite questions is about instruction in library use. Is it given to students?

This question has tended to separate the sheep from the goats, the good libraries from the poor. A type of program of instruction in library use is important; where no provision is made for it, use often is poor. Some schools had none, some had instruction for new students, some gave instruction to all students; and some gave formal credit course work in it.

Service and Summary

Service. — The last factor evaluated was the general quality of service. This was a summary of all characteristics and was particularly designed to answer the question "Was the service excellent, good, fair, or poor?" In junior high schools my conclusions seem to have been on the negative side, while among elementary and senior high schools they were not strongly in either direction since only a few libraries scored excellent or poor.

Summary. — What types of libraries came out best in the final analysis? Which were most effective? This is difficult to decide and the data are inadequate. The average senior high school was larger and had a better budget than the other types of libraries. However, in relation to its task and its student body, it came out poorest. I have more fair and poor ratings for senior high schools than for either of the other two kinds. On the other hand, elementary school libraries came out best overall.

What about the difference between public, parochial, and private school libraries? The poorest of these three categories was the Catholic parish school libraries. There was much room for improvement in most of them. The private school libraries were superior to the public school libraries.

Probably the very best of the school libraries which I saw were a few independent private school libraries, such as those at the Lawrenceville School and Girard College. Many of the private school librarians were very fortunate to work with carefully selected student groups.

Which area had the better libraries, the Midwest or the East? As a generalization, I found the school libraries in the East to be superior to those in the Midwest.

Additional Topics

There are a number of topics which I wish to mention briefly before closing. These are school library problems about which I have reached some conclusions.

Cooperation. — One of the hottest topics in librarianship currently is school and public library cooperation. Undoubtedly, we need more cooperation, but I have seen little of it. The librarians have usually gone their own ways and have not gotten together to discuss their mutual problems, even though their clientele overlapped a great deal. I have often asked if the school librarian and public librarian cooperated in book ordering, but usually the answer was "no".

Reading Guidance. — Reading guidance is one of the most important activities of the school librarian. Only by guiding and advising the student in his reading and development can the librarian begin to achieve his potential effectiveness. At the Prairie Village Elementary School in Kansas, a great deal of reading guidance was given because the librarian knew the reading habits, interests, and weaknesses of all the students and had time to give them personal attention. However, most school librarians were too busy with their study halls and cataloging to worry about it.

In Tulsa's Lowell Elementary School, the library was in one of the largest rooms I saw, and it served also as the school cafeteria. Each student had one hour each day of free reading time there, and a record was kept of his reading. Reading guidance was given

throughout the day by the full-time librarian.

Four or Five Year Educational Program? — Many of these school librarians had had only four years of education instead of the customary five. Is four years enough? I am more concerned with the librarian's attitudes. When he looks upon his responsibilities as those of a professional and acts like one, instead of like a clerk or technician, he will probably be successful. A liberal arts education is important, but it is wasted on some people.

Generally it is true that the best school library positions go to graduates of the fifth year library schools, and most of the poorest ones are held by four year graduates. Most of the good four year graduates who wish successful careers get the fifth year. For everyone, five is preferable to four.

The Schools. — Of course, the essential problem of the inferior school library was not the library itself, but the school. Many of the inferior school libraries were quite small and were in small schools where little else was acceptable either. Some experts have said that no school with an enrollment of fewer than 300 students can be expected to support a decent library. I would probably place his number at nearer 1,000 students. But the important factor is the extent of the school's income. Until all schools reach certain minimum standards of size and support, we can expect to have some inferior school libraries.

The communities through their school board representatives have the ultimate responsibility for providing good school library service. So, constant pressure must be brought to make them realize their responsibilities. One must be a good politician to be a successful school librarian.

Audio-Visual Materials. — Some school librarians will have nothing to do with audio-visual facilities, while others are happy to supervise them. It makes no difference who has them as long as they are being handled successfully. The movement toward making the school library an educational materials center, however, suggests the importance of these materials in the school, and many libraries include them. Few school libraries have the physical facilities to serve properly as educational materials centers, however.

Progress. — In recent years we have seen a "stretching out" of school li-

brarianship, with a few far-seeing leaders moving progressively farther in front of the more conservative followers. To the leaders a book budget of \$10 per student is only satisfactory, while it is visionary to many of the followers.

School librarianship is a rapidly advancing field which has left many school administrators far behind. In many schools the librarian is a relatively young and progressive person well aware of new school library standards, whereas the principal and the superintendent come from another generation in which school libraries were much less important. For the new generation school librarian to persuade the older generation superintendent that school libraries are important is often difficult.

The idea of school libraries as curriculum materials centers may have this same kind of history, that of slow development with many school people finding this idea too progressive.

NEW MEMBERS

(Continued from Page Two)

Falls, Ia.; Arley Jonish, Cedar Falls, Ia.; Fred Ma, Cedar Falls, Ia.

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(Continued on Page Eight)

NATIONAL CONVENTION

(Continued from Page Two)

The warm hospitality of Kappa Chapter, the efficient work of those responsible for the Convention, the stimulating experience of meeting with students from all parts of the United States who are interested in librarianship as a career and the beauty of the Pennsylvania landscape will linger long in the memories of those Alpha Beta Alpha members fortunate enough to attend the Fifth National Alpha Beta Alpha Convention.

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(Continued from Page Seven)

ris, Allentown, Pa.; Susan Peczek, Bethlehem, Pa.; Felicia Polischak, Reading, Pa.; Sandra Schmeckenbecker, Wysox, Pa.; Edith Shafer, Cornwells Heights, Pa.; Grace Shope, Monument, Pa.; Myrtle Snavely, Alburtis, Pa.; Dawn Swoyer, Kutztown, Pa.; Elizabeth Westkott, Wyomissing, Pa.

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