



Rural and County School Libraries

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Part I: Educational Trends in All School Libraries

MORE THAN A QUARTER of a century ago, speaking at an institute at the Graduate Library School at the University of Chicago, W. F. Ogburn reminded his listeners that "The library is a part of society as a whole and does not in any sense exist in a vacuum, nor does it pursue its own course isolated from the happenings around it."¹ This is peculiarly true of the school library. The school library has no existence—no reason for existence—except as it serves the school in which it is located. It has no board of trustees, no independent tax income. Its broad principles and policies are those of its school; its clientele is the faculty and student body; its professional staff is considered part of the instructional or administrative staff of the school; its budget comes from funds allocated to the school.

Since the society in which the school library exists can be defined so specifically, it would seem to be a simple matter to predict its role for the next twenty years. In 1936, when Ogburn made his statement, it would have been, but not so today. There is no segment of our total society which is now under such close scrutiny, which has so many critics, which is being studied any more carefully than elementary and secondary public education. The *Readers' Guide to Periodical Literature*,² March, 1955–February, 1956, lists 5 articles under the subject *Secondary Education* and 11 under *Aims*; the March, 1959–February, 1960, volume lists 18 articles on *Secondary Education* and 32 on *Aims and Objectives*. The widespread, vocal interest seems to have begun with the first Russian Sputnik in 1957, although undoubtedly it has a sounder basis in our very real concern for the explosion of knowledge and the increasing school population.

To try to anticipate school library needs for the year 1980 is to

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prophesy trends in education for these years, and a scanning of current literature concerning education makes these needs anybody's guess. The one point upon which all writers and speakers seem to agree is that, barring total destruction, we will have schools. J. B. Conant says, "I am convinced that American secondary education can be made satisfactory without any radical changes in the basic pattern."³ J. L. Trump says, "Changes are especially urgent . . . The task calls for a realignment of educational priorities and a re-examination of school functions and needs."⁴ While there is little agreement about the pattern of the school of the future, there is almost complete unanimity of opinion about three factors which will influence education.

First, there is the basic philosophy of a free society, concerned with the worth of the individual and his opportunity to develop his full potential: "The danger is that we may forget the individual behind a façade of huge and impersonal institutions. The risk is that we will glorify science and forget the scientists; magnify government and ignore the men and women who discharge its functions; pin our hopes on education, business or cultural institutions, and lose sight of the fact that these institutions are no more creative or purposeful than the individuals who endow them with creativity and purpose."⁵ Even the severest critics of our public schools seem to have no quarrel with this premise though some of them accuse the schools of confusing equality with excellence and of sacrificing the latter for the former.

A related responsibility of public education which is seldom spelled out in detail, although it is basic to our concept of both individual freedom and of our democratic society, recently was stated clearly by Sterling McMurrin,⁶ U.S. Commissioner of Education:

Traditionally, while we have recognized that the quality of our national life has depended on an intelligent and informed electorate, the aims and purposes of our educational program have been determined almost entirely by the interests of the individual as expressed in his vocational, cultural, or other purposes. It has been more or less assumed that the interests of our society taken as a total entity would take care of themselves. Indeed, it has not been common even to define what might be called the large educational needs of the Nation beyond the necessity of adequately satisfying the proper demands of the individual and local communities.

But now we are confronted by problems of a new order that place upon the educational establishment a social responsibility of new

Rural and County Libraries

dimensions and greater proportions and that must claim from us a maximum of effort for their solution. Internally and in our relations with the world we are involved in increasing social complexities that pertain especially to vast industrial expansion, the new technologies, and increased intercommunication of all kinds, and it is becoming increasingly clear that we face the risks of serious shortages, misplacements, and imbalances in the education and training of our people that may affect the stability of our economy and the quality of our culture.

Second, the explosion of knowledge makes it not incredible that the man of 40 in the year 2000 may spend a weekend on the moon, that deserts will be fertile lands irrigated by sea water, and that the strides in parapsychology may revolutionize our concept of time. The schools are already faced with the task of helping students develop inquiring minds and habits of independent study and to realize that, unless learning is a continuous process, knowledge and understanding are quickly outmoded.

The third factor is the growth of the school population. In 1960, 42,627,000 pupils were enrolled in grades K-12 in the 50 states and the District of Columbia. Fifteen per cent, or 6,457,000 were enrolled in nonpublic schools, leaving 36,170,000 enrolled in public schools.⁷ The most conservative estimate of the Bureau of the Census is that in 1980 the school enrollment, K-12 will reach 66,290,000.⁸ If the percentage of private school pupils remains the same, this enrollment will be 9,943,500, and the public schools will have an enrollment of 57,346,500, an increase of 58.5 per cent.

While it is not within the scope of this paper to predict the pattern of the schools of the future, there are certain discernible trends which will have bearing if not direct influence upon the library in the school.

Television as a teaching tool is viewed with alarm by some and enthusiasm by others. Evanston Township High School with its closed circuit television for one school, Washington County, Maryland, with closed circuit television for one school system, the New York State Regents Educational Television Project over a commercial television station, and the still experimental Midwest program on Airborne Television Instruction are outstanding examples of extensive use of this medium. Washington County, Maryland, reports "a marked increase in the use of school libraries and cultural resources throughout the community"⁹ as a result of television instruction.

Teaching machines apparently are frightening to more people than is television, but it is reasonable to conjecture that as they become less expensive, they will be used more extensively for teaching skills, for review, and for independent study. W. M. Alexander says,

We now find ourselves on the horns of a very real dilemma involving mechanization in the school. . . . Surely American citizens and taxpayers must recognize that automation can do more than replace teachers—it can release them from drudgery and make possible a concentration of fine teaching ability on pupils' learning needs. . . . With her time spent in teaching activities only and with adequate facilities for understanding each pupil well, the classroom teachers should be able to turn Johnny loose on materials which challenge him at any time. He should also be able to make full use of the wonderful storehouse of information available in the modern school library and in the surrounding community. Perhaps here the individual should find his greatest challenge in school in an age in which fact-finding becomes steadily more important than fact-memorizing.¹⁰

Broadened use of tapes, recordings, filmstrips, and slides will be brought about by an increase in independent study and will affect not only the school library collection but also its services and physical plan.

Numerous experiments in class size are being conducted. Large group instruction carries with it the implication of small group instruction as well as independent study. For a school of 1,200, Trump says,

Several different kinds of spaces will be used for independent study. The largest will be the library reading room, furnished with enough tables and chairs to seat 60 students. Adjacent to the library will be a listening room and also a viewing room, each to seat 40 persons, and 10 conference rooms each big enough for five persons. Also in or near the library will be five soundproof booths for study with electronic devices and a 1200 square foot room for automatic instruction devices (teaching machines). A total of 300 study cubicles, each with 24 square feet of space, will be constructed near the library.¹¹

The content of the elementary school curriculum has expanded. It is encouraging to find this sentence in *Contemporary Issues in Elementary Education*: "The elementary school has a unique opportunity to influence the course of a child's further schooling and of his intellectual life in general. Here his knowledge and understanding of

Rural and County Libraries

himself and his world, his habits in the use of his intellect, his skill in language and numbers, his ability to seek out further learning, and his sense of the aesthetic receive their first formal impetus.”¹² One can only hope that this concept of elementary education will mark the end of all of the middle-class sibling teams in elementary readers with controlled vocabularies and without ideas. Whether it does or not, the concept has implications for the school library, because the same publication contains this paragraph: “An elementary school needs a library available to pupils individually, in groups, and in classes. It needs also a carefully chosen and catalogued supply of audio-visual and other instructional materials for classroom use. The library should be a place of discovery for the pupil where he learns to exercise his own judgment in the selection and use of a wide variety of reading materials, develops the habit of independent study, and broadens his own cultural horizons. It is an essential in a modern elementary school.”¹³

It is not in the elementary school alone that curriculum content is expanding. High schools with multi-track curricula, honors courses, and new courses, particularly in the sciences and foreign languages, are adding breadth and depth to secondary education and place a responsibility upon school librarians to improve the quality and scope of the library's collection. Community colleges as a growing part of the public school educational program are creating the same demands for more highly-developed library services.

Experiments in the use of teacher aides and of team teaching have been successful in freeing teachers for full-time professional work. A study conducted by the librarians in the schools in Frederick County, Maryland, in 1959 showed that one-third of their time was spent on nonprofessional tasks. The use of library aides, properly guided and directed, would have the same advantage for the librarian as for the teacher. In team teaching the librarian has the same responsibility for supplying materials to the team as to the individual teacher and, in addition, in many instances the librarian himself should be an actual teaching member of the team.

Exploding population and knowledge and the already discernible educational trends will have a drastic and dramatic effect upon school administration. An article in *School Life*, January 1961, describes these changes in detail.¹⁴ Selected from the article are nine changes in school administration which have direct implications for school library programs:

MAE GRAHAM

(1) Education will be extended both upward and downward. There will be more kindergartens. In 1955-56, 5 per cent of the total enrollment in public elementary schools was in the kindergarten, an increase of 1.8 per cent since 1944.¹⁵ The number of publicly controlled junior colleges was approximately 200,000 in 1952 and 350,000 in 1959.¹⁶

(2) School days may lengthen to eight hours for intermediate and secondary grades and the school year to 200 days. Summer sessions will be extended and their programs expanded.

(3) The number of school districts will go below 20,000 (the estimated number is now 42,000).

(4) The organization structure of the intermediate unit will be altered to make it more effective.

(5) Many small high schools that unnecessarily operate as separate units will be consolidated.

(6) There will be more supervisory services, more efforts to improve instruction, more emphasis upon instructional materials.

(7) Advances in curriculum development and instructional materials and methods will necessitate the use of specialists and more flexible schedules from grade 1 through 12.

(8) Increased emphasis upon quality education and upon programs for identifying and developing talent will cause local schools to change expenditure patterns to meet new requirements.

(9) Federal support for public education will increase—both general support and support for special programs. If federal aid for schools becomes a reality, it is reasonable to think that it will have the same impact upon school libraries that a similar program has had upon guidance and counseling. In 1958, there were 69 professional staff persons employed at the state level in the guidance field; in 1960, there were 144. In the same period, 47 states indicated that counselors have been added to the staff of local schools; one state had an increase of 23 per cent in full-time guidance counselors and another 65 per cent.¹⁷

By 1980, the school library will have had a chance to prove itself. Informed and imaginative educators already are assigning to it an importance which it has never had before. The Council of Chief State School Officers in its recent policy statement on school library services has defined it as "an integrated materials instructional center, including books, periodicals, audio-visual equipment and materials" and an integral part of the instructional program.¹⁸

Rural and County Libraries

The American Library Association recognizes the school library as one of the basic requirements for quality education, where the many materials needed by teachers and students can be supplied efficiently and economically and whose program contributes to the overall education of youth and to the improvement of the instructional program of the school.¹⁹

If the school library profession is to fulfill these purposes, the individual school librarian must be enthusiastic, vigorous, flexible, intelligent, and imaginative. Leadership at national, state, and school system levels must be positive, dynamic, and informed. Positive action must be taken to provide the school librarian the education needed to assist him in meeting his dual responsibilities to the professions of teaching and librarianship.

Part II: Educational Trends in Rural and County School Libraries

Basically, rural schools differ from urban schools in two respects: size and location. The rural school is often small, or if it is not, it is a consolidated school which cannot be located near the homes of all pupils. The automobile, rural electrification, radio and television, and the extension of public library service to rural areas are factors which help to account for the lack of difference there is today between the rural child and his city cousin. Traditionally, the American people want equal educational opportunities for all children, rural or urban.

The problem of the rural school, therefore, is not the provision of a different kind of education for a different kind of child, but one of how to provide the same quality education for the same child when the difference is that the school itself is either small or relatively isolated.

There are two common patterns of public school organization that affect rural schools: the system-wide one and the small independent school district.

Any discussion of the needs of rural school libraries in 1980 must be based upon (1) a knowledge of what rural schools are today; (2) a prediction of what they will be in 1980; and (3) an understanding of how the school as it is presently constituted or will change, affects library needs.

Changes in patterns of organization will affect personnel needs for school libraries of the future rural school more drastically than will population changes. For these reasons this paper is divided into three

parts: (A) Schools in Rural Areas; i.e., the rural school in the small administrative unit; (B) County-wide School Systems; i.e., the rural schools in one county under one board of education. There are many patterns of organization of the intermediate units, but the reason for their existence is always basically the same: to extend equal services to all schools, regardless of size. Because the principle is the same, only the county-wide unit is discussed in this paper. The third part, (C) Rural School Libraries, 1980, is a section which combines the predicted needs for both groups.

A. Schools in Rural Areas

As part of the *Biennial Survey of Education in the United States, 1954-56* the U.S. Office of Education made its first statistical survey of education in rural areas. There is no other one source with as detailed, well-documented, and pertinent information on the status of rural schools. The survey, therefore, is used here for definition of rural areas and description of the schools in those areas.

After an extensive study of available sociological facts bearing upon the environment of rural schools and a study of school accounting and reporting, "it was decided to base this first National survey of rural education upon county sources and draw upon state files and local district sources only where necessary."²⁰ Two criteria led to the choice of counties considered to be rural: (1) 60 per cent or more of the total number of inhabitants of each county had to live in rural communities (fewer than 2,500 in incorporated towns or unincorporated civil divisions and fewer than 50,000 in urban fringe areas); and (2) 50 per cent or more of this rural population had to live on farms if less than 85 per cent were reported as rural.²¹

All counties composed of a single county-wide school district were eliminated from the study, because a separate but coordinated survey of their schools was to be made and published as a separate report.²² These are the counties included in the second part of this paper.

Table I shows the total number of counties in the Continental United States and by regions the number and percentage of counties defined as rural.

Table II is a summary of selected statistics in areas which directly affect school library service. Schools are small; expenditures for instruction (which include library materials) are lower than for the rest of the state; salaries for instructional personnel (which includes school librarians) average over \$1000 per year less than for the non-

Rural and County Libraries

TABLE I

Total Number of Counties in the United States and Number and Per Cent of This Total Selected for Rural County Survey, by Region: 1955-56

	Total No. Counties in Region	Counties Selected as Rural— Number and Per Cent of Total	
		Number	Per Cent of Total
Continental U. S.	3070	1,199	39.1
Northeast	217	25	11.5
North Central	1055	609	57.7
South	1387	419	30.2
West	411	146	35.5

SOURCE: U. S. Office of Education; *Statistics of Local School Systems, 1955-56, Rural Counties*. Washington, D. C., U. S. Government Printing Office, 1959, pp. 10-11.

rural areas of the states. One significant fact not included in the Table is the number of "other instructional staff," which includes school librarians. To serve the more than 4 million pupils in 39,938 schools, there were only 1,955 persons employed as librarians, psychologists, guidance personnel, etc., and clerks for instruction.²³ While statistics are not available to show what percentage of this number is school librarians, it is a safe assumption that many—or even most—of these employees are not; even if all of them were, it would mean only one librarian to every 2,165 pupils, which is more than 1,000 more pupils per school librarian than the national average of one librarian to every 1,147 pupils,²⁴ in school districts with enrollments of 150 or more.

"There was a decrease of almost 17,000 in the number of independent school districts between 1952 and 1957. Most of the decrease may be attributed to the reorganization and consolidation of districts with an enrollment of fewer than 50 pupils."²⁵ Nevertheless, smallness remains an essential characteristic of the school in the rural areas. Table II again calls attention to this fact with the number of one room schools in operation in 1956.

Educators generally regard these small schools as unable to provide adequate educational opportunities. A survey made in Montana makes specific recommendations for larger school districts. Montana, which is included in the Office of Education's survey of rural schools, has 33.9 per cent of its schools classified as rural. In 1958, the Montana Taxation-Education Study Commission arranged for

TABLE II
Enrollment, Size of Schools, Expenditures Per Pupil for Instruction, Average Salaries, Number of One Room Schools in 38 Selected States and Their Rural Counties: 1955-56

	Total Enrollment ¹ Public Day Schools		Average Enrollment ¹ Per School		③ Pupil Expenditures ¹ for Instruction			Salaries ¹		No. One-Teacher ² Schools
	Entire State	Rural Counties	Entire State	Rural Counties	Entire State	Rural Counties	Entire State	Rural Counties		
38 States	26,527,250	4,233,143 15.9%	228.4	105.7	\$199	\$160	\$4,155	\$3,137	32,702	
North East (6 States)	5,346,017	100,821 1.9%	345.7	153	\$235	\$192	\$4,719	\$3,689	1,720	
North Central (12 States)	8,793,768	1,809,520 20.6%	164.7	71.6	\$206	\$185	\$4,151	\$3,193	23,099	
South (10 States)	7,750,040	2,025,262 26.1%	228.3	177.7	\$142	\$126	\$3,316	\$2,899	5,699	
West (10 States)	4,637,425	287,540 6.2%	348.0	109.9	\$236	\$224	\$4,748	\$3,863	2,184	

Sources: ¹ As for Table I, pp. 14, 38, 58, 52.
² U. S. Office of Education: *Statistics of State School Systems, 1955-56: Organization, Staff, Pupils, and Finances*. Washington, D. C., U. S. Government Printing Office, 1959, p. 38.

Rural and County Libraries

TABLE III
 Selected Statistical Data of 743 County-Wide School Systems: 1955-56
 Groups III-VI Considered Rural

	Group I Population 100,000 & Over	Group II Population 25,000-99,000	Group III Population 10,000-24,999	Group IV Population 5,000-9,999	Group V Population 2,500-4,999	Group VI Population Under 2,500
No. Counties (29 states).....	26	159	309	165	52	32
Per Cent Population Urban.....	76.6	39.2	13.7	8.2	8.9	0.0
Per Cent Population Rural Farm.....	4.6	27.8	46.8	48.2	37.8	34.8
Total Enrollment.....	1,136,961	1,657,963	1,280,392	320,534	48,569	11,065
Av. No. Schools Per County.....	85.5	43.1	25.1	11.5	6.9	4.3
Av. Enrollment Per School.....	512	242	165	170	135	80
Av. Teacher Salary.....	\$4,098	\$3,417	\$3,153	\$3,092	\$3,525	\$3,608
Per-Pupil Expenditure—						
Instruction.....	\$179	\$145	\$138	\$143	\$195	\$254

SOURCE: U. S. Office of Education: *Statistics of Local School Systems, 1955-56*, County Units. Washington, D. C., U. S. Government Printing Office, 1959, pp. 3-23, passim.

a comprehensive study of selected public school problems. Two recommendations call for larger units and have implications for school libraries: ²⁶ (1) the state should require all school districts to operate schools from grades 1 through 12; (2) the state should revise upwards its definition of desirable minimum sizes for schools—(a) an elementary school of satisfactory *minimum* size should provide at least one teacher per grade (about seven teachers in a six grade school); (b) a high school of satisfactory *minimum* size should provide at least three sections of each grade taught . . . a total of ten academic teachers plus two vocational teachers for an enrollment of about 250-275.

With the trend toward consolidation of school districts or abolition of very small ones and of one room schools, it is certain that some such basic pattern will be the accepted one long before 1980.

B. County-Wide School Systems

"A county unit school system is one whose boundaries are coterminous or approximately coterminous with those of a civil county."²⁷ In 1956, there were 743 such units in 29 states, more than 89 per cent of all of them in the South. In 6 of these states 100 per cent of the counties are county-unit systems. In 1955-56, 14 per cent of the total public elementary and secondary day school enrollment in the United States was enrolled in these county-unit school systems.²⁸

Table III shows these 743 school systems by population of counties and gives selected characteristics of the schools. A cursory examination reveals that the school systems are both urban and rural in character, and so are the individual schools. Since schools in county units are both urban and rural, their libraries are treated elsewhere in these papers. The purpose here is to try to show the advantage of the larger units of service.

The benefits of the county-wide system are administrative, instructional, and economic. Each unit has a single board of education to make policies and a single superintendent to carry them out. Policies apply equally to large or small, urban or rural schools. Supervision can be provided more easily and economically for all schools, even the small ones. The principal economic advantages are that there is a broader tax base on which to operate, and the purchasing of supplies and materials can be consolidated.

The school library program profits accordingly. Policies, standards, and practices for school library development for all of the schools in a system can be discussed with one superintendent and board of edu-

Rural and County Libraries

cation staff. In this way, the state school library supervisor has direct communication with all the school libraries in the state. Overall plans for regional and state-wide in-service programs can be made with the same group. Most important of all, channels for communication are clear and simple, and thereby simplify interpretation and promote understanding.

Per-pupil allocations for materials are the same county-wide; there is a present trend, however, to establish minimum library collections in each school even when doing so calls for expenditures far in excess of the average per-pupil amount. Montgomery County, Maryland, for example, has recently taken a step in this direction, as well as in providing travelling elementary school librarians and clerical aides to work in small elementary schools. There is no difference between the salaries of rural and urban personnel in the same county; all librarians and teachers are paid on the same basis, depending upon education and experience.

County-wide materials centers and professional and curriculum libraries serve students, teachers, and schools according to the various needs. Supplementary materials are provided; little-used materials are housed in one center for the use of anyone who needs them. Any special service provided, such as supervision, is available at all schools.

A look at school library supervision at both the state and county level is interesting. Of the 38 states used in the Office of Education's survey of rural schools, 20 states, or 52 per cent, have state school library supervisors; of the 29 states used in the survey of county-wide systems, 20 of them, or 69 per cent, have state school supervisors; and of the 15 states with 10 or more county-wide systems 11 of them, or 73 per cent, have state supervision for school libraries.²⁹

The American Association of School Librarians³⁰ lists 281 school library supervisors in cities, towns, and counties. Forty-six of these, or approximately 16 per cent are in the 743 county-wide school systems. The other 235 are in the other 40,720 school districts with enrollments of over 150. These figures mean that approximately 6 per cent of the county-wide systems have school library supervisors, while only 0.057 per cent of all the other districts have. It means that for the 36 million pupils enrolled in all the public schools in 1960, there was one supervisor for every 114 thousand pupils, and one for approximately each 26 thousand pupils in the rural county-wide systems.

In counties with local school library supervision, there are immedi-

MAE GRAHAM

ate advantages to the local school library: (1) The quality of materials is improved, not by imposed lists, but through the supervisor's organization of in-service education in the selection of materials to meet local needs. In addition, the supervisor provides opportunities to examine materials at convenient central locations. (2) Central purchasing of materials results in substantially increased discounts. (3) Central processing frees the local librarian to work more intensively with students and teachers. (4) Library quarters are more functional when there is a local supervisor to work with the county buildings' officer and the architects. (5) Morale of school librarians—an intangible quality to evaluate with precision, but nevertheless easy to recognize—is higher. The sense of a common purpose, the opportunities provided for working and learning together as well as for individual growth, and the guidance of qualified leadership account for this improvement in morale.

Table IV shows that the estimated enrollment in rural schools in 1980 will be 11 million. Either many more small schools, unable to provide adequate educational programs, will have to be built or some form of consolidation into large units will have to be effected. In 1956 there were 743 county-wide school systems in the United States compared with the 605 in 1942.³¹ Educators predict this trend will continue and at a more rapid rate. Whether the pattern is the county-wide unit or some other form of a large intermediate unit, no single change in school administration could be more effective in the development of the school library program throughout the nation.

TABLE IV

Total Public School Enrollment in U.S. and in Rural Areas: 1956, and Estimated Enrollments: 1980

Continental U. S., 1956 ¹	31,162,483
Rural Counties, 1956 ²	4,233,143
County-wide Systems—rural, 1956 ³	1,660,560
Total—rural.....	5,893,703
Per Cent rural.....	18.9%
Estimated Total Enrollment, 1980 ⁴	57,000,000

SOURCES: ¹ U. S. Office of Education, *Statistics of State School Systems, 1955-56: Organization, Staff, Pupils, and Finances*, p. 9.

² U. S. Office of Education, *Statistics of Local School Systems, 1955-56, Rural Counties*, p. 14.

³ U. S. Office of Education, *Statistics on Local School Systems, 1955-56, County Units*, p. 23.

⁴ U. S. Bureau of the Census: *Illustrative Projections to 1980 of School and College Enrollments in the United States*. Washington, D. C., The Bureau, 1961. (Current Population Reports, Series P-25, No. 232), p. 7.

Rural and County Libraries

C. Rural School Libraries—1980

Playing with figures is a dangerous but engaging pastime. Application of the current American Library Association's standards for school library service to the 1980 rural public school population of 11 million shows staggering needs. Even if the trend toward larger units of school organization continues with such rapidity that by 1980 no school would be smaller than 300, a minimum of 30,000 school librarians and 110 million books would be needed in the rural schools.⁸² The proportion of one state school library supervisor for each of the 44 states with rural school population and one for each of the 1,942 counties calls for another 1,986 school library supervisors. Even this figure is not realistic in consideration of the development of adequate school library service. In 1961, seven of the states with rural population have more than one state school library supervisor; on the other hand, such large and populous states as Texas and California have only one each. Twenty-five hundred to 3000 school library supervisors will be needed by 1980 to develop the kind of library program envisioned by the 1960 Standards. In 1959 there were only 29,404 school librarians⁸³ in the United States, and in 1961 only 319 school library supervisors.^{29, 30} The trend toward longer school days, extended school terms, and new services from the school library may make the present standards for personnel inadequate.

The increased variety and quantity of materials implied in discernible educational trends cannot be estimated statistically, though they probably mean that by 1980 the present ratio of \$6 to \$12 per pupil for books and audio-visual materials⁸² will be insufficient. Even if the ratio stays the same, between 66 million and 132 million dollars would be needed for library materials if rural schools of 1980 were to meet 1960 standards.

The anticipated decrease in the number of school districts and in the number of small schools and the increase in the development of effective intermediate units are administrative changes which offer encouragement and possible solutions to the rural school library problems of 1980. Centralized purchasing and processing will be possible for large areas; instructional materials centers will supply seldom-used and supplementary materials to smaller schools; supervision which reaches all of the schools through larger administrative units will result in improved programs. In the Montana study, the following recommendation pertinent to school library development in this highly rural state is made:

As larger units of school organization are developed it should be possible—without too much increase in the amount of money now expended for library books—to develop within each county a fine central library which should be expanded into a central materials bureau. Delivery service for books should be provided to every school in the county at regular intervals. Certain isolated schools will need to be given larger collections at less frequent intervals, but circulation of books among several schools within the course of a year will mean many more available books for a school and much greater use of books already purchased. All elementary schools with twelve or more teachers should, as quickly as feasible, be provided with a central library . . . When financially feasible at least half-time librarian service should be provided for schools of this size . . . Units with eighteen or more teachers should have a full-time librarian-materials coordinator.³⁴

*Standards for School Library Programs*³⁵ recommends a full-time librarian for schools with enrollments of 200, field librarians who spend part-time in smaller schools, maintenance of a centralized pool of printed and audio-visual materials, and central processing of materials. This service to the small schools could be provided through contractual arrangements between small school districts and legally established intermediate units, between small and large districts, or between small school districts and public, county, or regional library agencies.

The increased enrollment in the rural schools coupled with the need to meet even presently-accepted school library standards in professional personnel leads to the conclusion that educators, including those engaged in library education, must face facts realistically and with determination to take action in providing school librarians. Even the most obtuse optimist might doubt that by 1980 there will be 30,000 school librarians and 3,000 school library supervisors to serve about 19 per cent of the public school population. School librarians, therefore, seem to be faced with the dilemma of never having enough qualified personnel to meet existing needs or of taking a fresh look at the role of the school librarian.

An example of how redeployment of library personnel could benefit whole areas can be drawn from the ten most rural counties in Maryland, one of the states in which all schools are organized on the county unit basis, and one of the states included in the Office of Education's³⁶ study of county units. At present there are 24 high school librarians, one county school library supervisor, and no ele-

Rural and County Libraries

mentary school librarians in the ten counties. There are 22 elementary and high schools with an enrollment of 500 or more, only 2 of these with an enrollment of 1,000, a total of 179 schools, and 49,500 pupils. To meet present personnel standards, a minimum of 162 school librarians and 10 county school library supervisors would be needed. If, however, each county would decide to (1) employ a county school library supervisor for each 3,000 pupils or major fraction thereof; (2) place a full-time librarian in each school with an enrollment of 500 to 1,000 and 2 librarians in the schools with over 1,000; (3) place a half-time librarian in each school with an enrollment of 200-500 and use college graduates as assistants or aides in each of these schools; (4) place a librarian one day a week in each school smaller than 200; and (5) establish central processing of materials, school library service could be extended to all of the schools in each county by employing 86 school librarians and 17 school library supervisors.

In five of the counties there would be one supervisor, in three there would be two, and in two there would be three. There would be no advantage in such a drastically changed pattern unless there were equally drastic changes in the point of view of the school librarians. This change could be accomplished for the presently employed personnel through in-service education programs which might well be the responsibility of the State Department of Education. But the burden would fall upon the library schools, which would need to see future school librarians as administrators and materials experts whose chief responsibilities would lie in working with adult teachers in guiding and directing selection of materials, in providing in-service education for library aides and clerical assistants, and in organizing, administering, and using centralized services for ordering and processing materials. Teacher-education institutions would also need to take cognizance of the changed role of the school librarian; the teacher would have added responsibilities for the selection and use of materials with the individual pupil. In many cases, the librarian's only contact with the pupil would be through the teacher.

The example used here is not suggested as a pattern for school library organization. All of the facts, however, lead to the conclusion that unless dramatic changes are made in the role and education of the school librarian, many rural schools will have no school library service simply because there will be no personnel to provide it.

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