

LIBRARIES IN ACCREDITED HIGH SCHOOLS OF VIRGINIA, 1930-31

THE annual report for the library was requested from the principals of 401 accredited four-year high schools. More or less complete reports were received from 388 high schools, or ninety-six per cent. of the total number. A library report was not received from thirteen schools, because four were consolidated, five burned, three dropped from the accredited list and one did not have a library.

There were 335 library rooms of 200 different sizes in 388 high schools. The size of the rooms ranged from four by twelve feet to fifty by sixty feet. The auditorium, office, or a classroom was used for the school library when a special library room was not available in fifty-three schools. The library was always accessible in fifty per cent. of the schools. There were 933 tables or an average of only two tables and seventeen chairs to each school. Two hundred and eighty-three library rooms were provided with open shelves, the books were kept in cases in seventy-seven rooms and reports failed to show kind of shelves used in twenty-eight rooms. Loan desks were used in 148 libraries. There were 195 magazine racks, 255 bulletin boards, and 250 catalog cases in the libraries of these 388 schools.

Sixty per cent. of the libraries received 421 daily newspapers. Forty per cent. of the school libraries did not receive any daily newspaper. The number of subscriptions to a daily newspaper ranged from one to fifteen with two as an average. Eighty-five per cent. of the school libraries received 2,221 periodicals. Fifteen per cent. of the school libraries did not receive any periodicals. The number of subscriptions to periodicals ranged from one to sixty with seven as an average. Sixteen per cent. of the libraries did not own a standard unabridged dictionary. The total number of

books was 345,576 or an average of 890 in each library. These books were classified in percentages as follows: Reference fifteen; science and practical arts ten; standard literature fifty-two; history, biography, geography, and travel nineteen; physical and health education two; and guidance two. The books were classified in 302 libraries; accessioned in 258; labeled or marked in 350. Books were lent to people living in the community by 163 libraries.

The libraries were in charge of thirty-three full-time and 303 teacher-librarians, an average of three periods daily for each high school. A six weeks' course in library science has been completed by 104 librarians. One thousand one hundred and twelve students assisted with the library work. This is an average of three student assistants for each library. Student assistants were selected from each class in ninety-one high schools.

School boards appropriated fifty cents per high school student per year for books, periodicals, etc., exclusive of salaries in 142 libraries or thirty-seven per cent. of the high schools. The total amount spent for books for the high school departments was \$38,348.80, which is an average of \$98.84 for each library.

Twelve lessons in the use of the library were given in seventy high schools to 4,014 students.

Some of the greatest needs indicated by the above data are:

1. Library rooms fitted up with satisfactory equipment which are always accessible to the student in all accredited high schools.

2. A standard unabridged dictionary of recent date in all libraries, a foreign language dictionary when the language is taught in the school, and a larger number of books in science, practical arts, history, biography, geography and travel, physical and health education, current literature and guidance.

3. Better trained librarians employed

under contracts which require close supervision of student assistants and more time to be spent in library work.

4. A definite annual appropriation for high school libraries in the local budget of each school division and a state school library fund large enough to grant all local requests for state aid.

5. A required course of at least twelve lessons in the use of the library to be taught in the first year of all high schools.

6. Better organization and administration is needed in many of the libraries.

C. W. DICKINSON, JR.

CURRICULUM REVISION

The development of plans for a complete state-wide curriculum revision program in the elementary and high schools of the state marks a new era in the history of public education in Virginia. The fact that the public schools of the state are to have a course of study more in keeping with modern needs is of tremendous importance, but perhaps this is not the most important aspect of this program. The wide-spread professional stimulation and growth of classroom teachers, supervisors, superintendents, college administrators and professors resulting from a serious study during the next three years of curriculum problems with all implications involved gives promise of the finest outcomes for public education in Virginia. The fact that every teacher in the state will face the challenge of finding more positive justification for much that is now being done in the classroom is perhaps the crux of the program. *This program as tentatively set up provides opportunity for 100% teacher participation.*

Many differences of opinion may exist as to the aims of education, but most of us can agree that fundamentally one of the larger aims is to help the individual to help himself grow aright; to form more worthy purposes and to achieve those purposes

more efficiently. Much of this growth process takes place in the classroom and what is taught and how this is taught are of primary importance if the aims of education are to be achieved. The curriculum deals with this process. The classroom teacher by reason of her daily contact with the child is to have an important function in this revision program.

General Plan of Revision Program

The general plan for executing the Revision Program of the public schools of Virginia will continue for three years. The first year will be devoted to preparation through reading and study; the second year to curriculum production; the third year will be devoted to the completion of production and to trial and testing of materials before the curriculum produced is put into general use in the schools.

One of the larger problems confronting those charged with the direction of this Revision Program is the means whereby superintendents, principals, supervisors, and teachers may have the opportunity for studying the available materials on the various approaches to the curriculum together with the theories and practices regarding curriculum construction. In order to provide the opportunity for preparation for the task ahead curriculum study groups are now being organized throughout the state.

Late in the spring of 1932 a meeting composed of the members of the executive committee, subject matter chairman, advisory chairman, and many production committee members and lay citizens will be called. At this meeting plans for immediate curriculum construction will be launched.

SIDNEY B. HALL

CAUSTICALLY SPEAKING!

Spelling Teacher—John, use "cauterize" in a sentence.

John—I knew she was mine the moment I caught her eyes.