

THE SCHOOL ADMINISTRATOR
LOOKS AT HIS LIBRARY

In In order to evaluate any activity constructively, one must have a clear understanding of its possibilities. The school administrator evaluates the school library in terms of what he knows about the function of libraries, and many superintendents receive their concepts from seeing the libraries which we school librarians operate. Among school administrators in the nation who have a comprehensive idea of the place of the library in the school program is Dr. John Coulbourn of Garden City, New York. In his book *Administering the School Library*, Dr. Coulbourn lists certain questions which he considers in an informal evaluation of school library service. It would seem worth while for each school librarian to examine her local situation in the light of a selection of these questions and to make adjustments to improve the service which her library gives.

1. Is the selection of library materials a co-operative undertaking of the entire school staff and the pupils?
2. Does the library provide reference and enrichment materials for all grade levels and for each subject in the curriculum.
3. Does it provide a sufficiently wide range of recreational reading that the varied interests of the pupils may find satisfaction?
4. Is it administered by a professionally trained and well-qualified librarian who has the vision of the increasingly important role the librarian will play in the modern progressive school?
5. Is there a definite, continuous program of "in-service" training outlined and followed by the librarian?
6. Is the library adequately staffed in order to furnish the services required by the school's educational program?
7. Is there ample financial support of the school library?
8. Is there an effective program for interpreting the school library and its services to the public, the staff, and to the pupils?

9. Is the library so administered that it gives effective, quick, and accurate service to pupils and teachers?
10. Do pupils have easy accessibility to the many types of library materials needed for their work?
11. Do pupils receive adequate instruction for independent library usage?
12. Are pupils taught the skills necessary for the efficient use of library tools such as indexes, bibliographies, general references, and catalogues?
13. Does the library offer opportunities for free-reading and browsing?
14. Does it offer sympathetic aid in the solution of pupils' extracurricular projects and interests?
15. Does it provide opportunities for displays, exhibits, and projects?
16. Does it enlarge the pupil's knowledge of magazines and periodicals?
17. Are there library activities planned to stimulate the reading habit and to improve personal reading standards?
18. Does it furnish adequate information concerning occupations and careers?
19. Does it aid in the program of teaching boys and girls how to study?
20. Does the librarian co-operate with the director of guidance in furnishing information for the pupil cumulative guidance records?

MARY PEACOCK DOUGLAS.
