

Trivia and Other Parlor Games for Media Specialists [woolls2]

Blanche Woolls

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(reprinted courtesy of Libraries Unlimited from *School Library Media Annual*, c.1995)

Finding similarities from the past lead us into the present and, possibly, give us a view of the future. These facts appear as trivia, a game for media specialists, but they have a message as well because they trace our history showing, one more time, that we learn best when we enjoy the lesson.

When the Past was Present:: Name these persons, places,

1. Who was the first professionally trained school librarian in the U.S.?

Answer: Mary Kingsbury, Erasmus Hall High School, Brooklyn, 1900.

Citation: "Pratt Institute Library School," *Library Journal* 25 (June 1900): 298.

2. Who was the second professionally trained librarian in the U.S.?

Answer: Mary E. Hall, Girl's High School in Brooklyn, 1903.

Citation: Mary E. Hall, "The Development of the Modern High School Library," *Library Journal* 40 (September 1915): 627.

3. Library classrooms were first a part of the library "suite" in

1915 1935 1955 1975

Answer: 1915.

Citation: Mary E. Hall, "The Development of the Modern High School Library," *Library Journal* 40 (September 1915): 627.

4. How many persons have been assigned responsibility for school libraries in the U.S. Office (and then Department) of Education?

Answer: Only 3.

5. Which of the following three was not "officially" in the U.S. Office (and then Department) of Education?

Doris C. Holladay
Mary Helen Mahar
Milbrey Jones
Mary Peacock Douglas

Answer: Mary Peacock Douglas

Let's Play Jeopardy

Category: Dates and Persons in School Library History

1. The answer is: 1913

The question is: In what year did Edward D. Greenman write, "Of the 10,000 public high schools in the country at the present time, not more than 250 possess collections containing 3,000 volumes or over. The libraries are well managed, and are frequently under the supervision of a trained librarian. The students are given practical training in the use of the library, in cataloging, classification, and in the value of reference books"?

Citation: Edward D. Greenman, "The Development of Secondary School Libraries," *Library Journal* 38 (April 1913): 184, 186.

2. The answer is: C.C. Certain.

The question is: Who chaired the committee to write the first standards for high school libraries?

Citation: C.C. Certain, *Standard Library Organization and Equipment for Secondary Schools: New York State Library: Library School Bulletin 45* (Albany, NY: The University of the State of New York, 1920).

The Answer is: 1968.

The Question is: In what year did Doris Young Kuhn predict an underground school: air conditioned, well-lighted, with building units for 2,000 children ages four to twelve. A moving sidewalk takes students to the central instructional materials center, where they step off at a desk, give a card to a librarian, and move on to a comfortable reading area. In a few minutes, each student receives the book created for him or her.

A group of children enter a small viewing room. On the walls are projected pictures of a desert, the doomed ceiling presenting the vivid sky so realistically that one can almost feel the desert heat as one hears the snort of a camel and "moves" toward the opening of the pyramid. As the pictures changes, the students descend into the tomb. Later, they examine pots, jewelry, papyrus scrolls: facsimiles to be sure, but they face the question, How can we learn about the people who made these materials?

Citation: Doris Young Kuhn, "The School Librarian: Catalyst for Learning," *School Libraries* 17 (winter 1968): 9.

Matching Test

Match the author to the date and the quotation.

Quotation	Author	Date
1	Krashen	1930
2	AASL/AECT	1994
3	AASL	1975
4	Fargo	1988
5	AASL/AECT	1960

First Quote

"What is your Friday current events hour like?" queried the librarian of the civics teacher. "Like a reading class," is the prompt reply. "For a long time I thought the failure of high school pupils to grasp the significance of world happenings was due to stupidity and lack of experience. But I now know better. It is as much the result of poor reading. Many scan words mechanically with no comprehension of the thought; some have limited vocabularies and do not grasp even the newspaper phraseology of the *Literary Digest*; others have so circumscribed a reading experience that it is impossible for them to orient foreign news, social, or economic items. So the current events hour is a reading hour lesson in which we acquire a vocabulary, learn to extract the kernel of news from the encompassing shell of words, and develop a background for the understanding of our routine work in civics.

Author: Lucile Fargo

Date: 1930

Citation: Lucile F. Fargo, *The Library in the School* (Chicago: American Library Association, 1930), 83-84.

Second Quote

The studies reviewed . . . show that when free reading and direct, or traditional, instruction are compared directly in method comparison studies, free reading nearly always proves to be superior on tests of reading comprehension, vocabulary, writing, and grammar.

Author: Stephen Krashen

Date: 1994

Citation: Stephen D. Krashen, *The Power of Reading: Insights from the Research*. (Englewood, CO: Libraries Unlimited, 1993), 19.

Third Quote

The pupil's growth in reading ability and interest is a joint responsibility of the teachers, the librarians, and the parents.

The individualized reading program, starting in kindergarten and continuing through each successive grade level, stimulates and motivates the development of good reading habits. The program rests upon and makes extensive use of a rich and variety school library collection that meets the interests and abilities of every student.

Author: AASL

Date: 1960

Citation: The American Association of School Librarians, *Standards for School Library Programs* (Chicago: American Library Association, 1960), 15.

Fourth Quote

Library media specialists must seize the opportunity offered by the renewed concern with literacy to exercise both leadership and support in their schools.

Author: AASL/AECT

Date: 1988

Citation: The American Association of School Librarians and Association for Educational Communications and Technology, *Information Power: Guidelines for School Library Media Programs* (Chicago: American Library Association, 1988), 9.

Fifth Quote

The school media program occupies a unique position in helping students achieve satisfying and rewarding experiences in reading, listening, and viewing and to advance in the use of these literacies.

Author: AASL/AECT

Date: 1975

Citation: The American Association of School Librarians and Association for Educational Communications and Technology, *Media Programs: District and School* (Chicago: American Library Association, 1975), 15.

Name That State

The following contain descriptions of school libraries in 1876. Name their state.

1. School libraries in [this state] owe their origin to the earnestness and eloquence of their advocate, Horace Mann, through whose influence a law was enacted, in 1837, allowing school districts to raise and expend \$30 for one year and \$10 each succeeding year to begin and support a library; the school committee to select the books.

Answer: Massachusetts (p. 42)

2. The school law of 1837 empowered the voters of each district to raise by tax a sum not exceeding \$10 annually for the purchase and increase of district libraries.

Answer: Michigan (p. 42)

3. [This state] was the pioneer in founding school libraries. In 1827, Governor DeWitt Clinton, in his message to the legislature, recommended their formation; but it was not til 1835 that the friends of free schools saw their hopes realized in the passage of a law which permitted the voters in any school district to levy a tax of \$20 to begin a library, and a tax of \$10 each succeeding year to provide for its increase.

Answer: New York (p. 39)

4. By an act of the territorial legislature, passed in 1840, school districts were authorized to impose a tax of \$10 a year for the purchase and increase of school libraries.

Answer: Iowa (p. 46)

5. An act passed in 1841 authorized taxation, not exceeding \$20 in any one year, for the purchase and increase of a library in any school district in the state.

Answer: Indiana (p. 46)

6. By an act dated March 19, 1844, school districts were authorized to expend not exceeding 5 percent of the district school appropriation each year in the purchase of books for school libraries, and two districts might unite their funds for this purpose.

Answer: Maine (pp. 49-50)

7. The constitution of [this state], adopted in 1848, provided for the formation of school libraries in the same section which enacted that common schools should be established. The first school law authorized the town superintendent to deduct 10 percent from the school fund and with it buy books for the several districts.

Answer: Wisconsin (p. 52)

8. School libraries may be formed under the law of 1864, by subscription or otherwise, and it is the duty of the school directors to receive and care for the same; but they are prohibited from purchasing from the school fund any books except those of a strictly professional character, for the use and instruction of teachers. No book, unless approved by them, can be placed on the shelves of the school library.

Answer: Pennsylvania (p. 55)

9. While [this state] was yet a Territory, a law was enacted authorizing electors of school districts to levy a tax for the purchase and increase of school libraries. The school law of 1854 charged school directors with the duty of appointing a suitable person for librarian when the district had procured a library.

Answer: Oregon (p. 54)

10. Section 43 of the general school law provides: "For the purpose of . . . procuring furniture, fuel, libraries, and apparatus, . . . the directors of each district shall be authorized to levy a tax annually. The directors may also use for the purchase of libraries and apparatus any surplus funds after all necessary school expenses are paid."

Answer: Illinois (p. 54)

Citation: Department of the Interior, Bureau of Education, *Public Libraries in the United States of America: Their History, Condition, and Management: Special Report* (Washington: Government Printing Office, 1876).-----