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St. Cloud State Teachers College

BULLETIN

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**A Summary Report of Library Service in Graded Elementary and
Secondary Schools in Rural Towns in Benton, Sherburne, and
Stearns Counties, Minnesota**
by Florence Dodd*

At the outset it is stressed that the place of library service in the educational philosophy which has been evolving during the past century should be kept in mind as a background for understanding the purpose and value of the study made. After 1900 there was a shifting of emphasis in the school from subject matter, often represented by a single textbook, to the child and what vitally concerned him. In other words, the child became the center about whom the school subjects were to be organized. This educational theory profoundly affected the library service offered in schools. As the school curriculum expanded and newer methods of teaching were adopted more extensive reading was required. The school library found it had more responsibility for service since it had to supply and make available for use many materials to help enrich the curriculum.

At the same time more young people attended secondary schools because, due to the advance of the machine age, there were fewer opportunities for youth in industry. One effect of the economic depression of the 1930's was larger enrollments in the secondary schools of the nation. The problem of how to meet the needs of the increased number of pupils became a highly important one. It became necessary to examine educational objectives and to make changes in the curriculum with emphasis on satisfying the needs of the pupils having various capacities and interests. Educational opportunities for both urban and rural youth became a matter of grave concern. The needs of in-school and out-of-school young people were studied. It was found that rural youth was educationally more handicapped than urban youth. Since nearly half of all children enrolled in our elementary and secondary schools in the United States live in rural areas the problem of equalizing educational opportunities for urban and rural youth is an important one.

Since library service is essential in carrying out an effective program of teaching, the importance of the school library in rural as well as urban communities is apparent. Studies made to ascertain actual conditions of library service have revealed the needs of the school libraries and the necessity for their improvement, and the need for trained personnel, especially in high school libraries. Trained personnel, however, cannot give the most effective library service except as principals, teachers, and librarians

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have common objectives of elementary and secondary education and appreciate the place of the library in achieving such objectives. Full cooperation of these school administration, principal, teachers, and librarian is needed to bring about effective library service.

Since it is especially important that there be close cooperation between the librarian and the teachers for the effective functioning of a school library, there is real responsibility on the part of teacher-training institutions to make their students more conscious of library conditions in the communities to which they will go as teachers. The writer, in her work with student teachers at the St. Cloud State Teachers College, has often felt the need of more adequate knowledge of what library services are available in the smaller schools to which these students will go as teachers. It was felt that more extensive knowledge of actual library conditions in such schools might have a bearing on the curriculum now offered student teachers, and would also enable the faculty members to answer more adequately the frequent inquiries made by graduates of the College for improving library conditions they encounter.

Thus, because of the relationship between courses of instruction in books and libraries and library service in schools, it was felt that there is need to have more knowledge of library service in schools in rural towns in Minnesota to which graduates of the St. Cloud State Teachers may go as teachers. Therefore this study was undertaken. It was decided to confine the study to the three counties, Benton, Sherburne, and Stearns, which are largely serviced by the St. Cloud State Teachers College.

Through visits and questionnaires data about actual conditions of library service were collected from fourteen graded elementary and secondary school systems in rural towns in the above mentioned counties. Some information was also obtained from the Minnesota Department of Education, and from the Library Division of that Department. Findings were compared with standards of the North Central Association of Colleges and Secondary Schools, and of the Minnesota Department of Education. In addition, findings for areas not included in the above standards were included in the study in an effort to present a well rounded picture of actual conditions of library service in the selected school systems. The school systems were grouped for study according to administrative units included in the graded elementary and secondary schools of the towns. It was found that one school library served each school system.

In the following chapters comparison with standards was discussed, as well as findings not included in the standards. Wherever possible, tables

were used to present findings. Material was presented under the following chapter headings:

General information about the towns and their graded elementary and secondary schools.

Provision for school libraries and for their administration, in relation to North Central Association and Minnesota Standards.

Library resources in the school systems.

Organization of library materials, and administration and use of libraries.

Services of agencies outside the school systems available to the school libraries.

Summary and conclusions.

Appendix.

List of sources.

The summary and conclusions below are quoted from the essay.

Actual conditions measured by the recommendations made by the standards revealed that the school libraries met well the standards as they relate to location, accessibility, and number of rooms provided, except for the provision of work rooms. However, judged by the Minnesota standard, the rooms appear to be inadequate in size, despite the fact that in all but four instances from five to ten per cent of the secondary school enrollment can be accommodated at one time. Only two libraries provide for ten per cent of the school enrollment, allowing 25 square feet per reader. It often seemed apparent that the libraries are a part of the study hall, or have a study hall atmosphere. Fairly good provision is made for equipment in the library rooms. Though the school systems meet the standards by having definite appropriations for library purposes, they do not, except in two instances, appropriate enough money for the purchase of books. The school systems make satisfactory provision for a person to have charge of the library according to the Minnesota standards. Regarding library resources, the standards of the Minnesota Department of Education that books be selected from state approved lists is met fairly well. Book selection is participated in by teacher-librarians, teachers, principals, and superintendents in more or less degree. Except for periodicals, non-book materials are not supplied in adequate amounts. With the exception of encyclopedias and dictionaries, few recommended reference books were found. Though the

findings reveal a good distribution of books in the Dewey Decimal classes, and in many instances a sufficient number of books per pupil according to the accepted standards, findings do not permit judgment on either quantitative or qualitative adequacy of the book collections, since no intensive study of the book collections was possible at this time. Though it was indicated that the recognized processes of organizing books and non-book materials were followed, it was not determined how thoroughly these processes were carried out.

While the school libraries were open for free and scheduled use throughout the school day, there was little evidence of service in reading guidance by the teacher-librarians. Some instruction in the use of books and libraries was given by the teachers.

Ten of the fourteen school systems use some form of book service in addition to the services of the school library. The relationship of the school libraries to the Library Division of the Minnesota Department of Education is maintained through annual reports which each school system makes, and also by visits of the State Supervisor of School Libraries made at intervals of more than two years.

As the study proceeded it was increasingly felt that adherence to quantitative standards does not necessarily result in effective library service. A need was felt for qualitative evaluation of the libraries, especially of their book collections. Though the books are distributed over all Dewey Decimal classes, when the books on the shelves were examined in some of the libraries, the need for qualitative evaluation became immediately apparent. Even a cursory examination disclosed that many titles were neither recent nor suitable.

To arrive at a conclusion about the effectiveness of library service in each school system the evaluative criteria contained in the **Cooperative Study of Secondary School Standards** might be used, or, as John Coulbourn in his **Administering the School Library** suggests, the persons who are close to the problems of their own schools might set up their own evaluative criteria. The importance of measuring library service in individual school systems has a definite relation to courses taught in teacher-training institutions. Do courses in education, especially in school administration, emphasize sufficiently the role of the school library in the education of children and young people? Unless emphasis is placed on the value of library service we cannot expect the school libraries to be strengthened nor their services to be vital in the schools. The Joint Committee of the American Association of Teachers Colleges and American Library Association in its **How shall we educate teachers and librarians for library service in the school?** states:

Today libraries are coming into the educational pattern to such an extent that knowledge of what they do and how they do it is imperative for teachers and school administrators. There is a whole literature of school-library functions, activities, and management with which prospective school librarians are presumed to be familiar. But the best school librarian in the world can accomplish little so long as teachers and administrators remain ignorant of that literature and of the ways in which the library fits into the educational scheme.

A study of the curricular content of courses offered future school administrators and teachers might well be made to discover what contribution they make to an understanding of the educational function of the school library.

The amount of time allotted to a teacher-librarian for library work also has an important bearing on the quality of service. The findings reveal that the teacher-librarian in all school systems studied except one devote only one or two periods a day to library work. If the practice of having libraries in smaller school units administered by teacher-librarians is continued, the teaching load of this faculty member should be lessened, so that she has more time for library work, notably for reading guidance. At the same time more use could be made of pupil assistants. Educators are seeking work experience for school boys and girls. Work in the school library can be made educationally beneficial.

Finally, to enable a small school library with limited funds to have more up-to-date books there needs to be a supplementary book service from a public library or from regional or county units, as rapidly as they are established.

**Suggestions for the Organization of a Program
of Sex Education in the Secondary Schools
through the Guidance Program**

by John T. Gunning*

I. THE PROBLEM AND DEFINITIONS

The problem of adolescence is largely a product of modern society. In a primitive culture only a short period of puberty exists and then the boy or girl is admitted to adult society and responsibility. The reasons for the emergence of this universal adolescence in our civilization are of both economic and idealistic natures. The labor of boys and girls is no longer needed; this, together with the American ideal of equal opportunity for all, have wrested years from the period of adulthood.

The social taboos against any expression of sex have extended to such a point that the entire subject is surrounded by a mystery that is decidedly difficult to penetrate. This ignorance, together with the greatly increased freedom of movement for young people, has led to many unfortunate situations, unhappy lives, and mental and emotional disturbances which might have been avoided if proper education and guidance had been available.

An interpretation of guidance must necessarily be broad. Traxler's definition seems the most adequate. "Ideally conceived, guidance enables each individual to understand his abilities and interests, to develop them as well as possible, to relate them to life goals, and finally to reach a state of complete and matured self-guidance as a desirable citizen of a democratic social order. Guidance is thus vitally related to every aspect of the school, the curriculum, the method of instruction, the supervision of instruction, disciplinary procedures, attendance, problems of scheduling, the extracurriculum, the health and physical fitness program, and home and community relations."

Workers in the field of sex education have for too long approached the problem from either the religious or medical point of view. The social aspects were seldom made clear. The following definition has now been widely accepted and is very adequate for a program carried on by a school. "Sex education should be directed toward the best possible development of all physical, mental, and social aspects of life as it is in any way determined or influenced by all relations of the two sexes, and the resulting traditions and associations, especially those that affect the family as a natural institution and the basic unit of existing society, both primitive and civilized."

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II. ADOLESCENT GROWTH

Pre-adolescence and adolescence are periods of rapid growth. There is not an organ in the body that is not in some way altered between the beginning of adolescence and the end. The main concern in this problem is the influence of this growth upon the personalities and capacities of adolescent boys and girls.

During childhood the average girl is a bit shorter and lighter than the average boy, but during the period from about eleven to fourteen she is taller and heavier. These differences are not important except for the extremes for both groups. Not only is there a difference in rate of growth between the sexes, but there are large extremes within each group. Among a section of fifteen year old boys and girls there may well be a difference of eight inches in height between the shortest and tallest of each sex, and from thirty-five to forty pounds difference in weight between the lightest and heaviest. Variations in build may make these differences seem even greater.

Changes in circulatory, digestive, respiratory, neural, and glandular systems occur during adolescence. Overdoing, and lack of proper rest in this period because of seemingly abundant vitality is characteristic. Lack of knowledge of what constitutes well-balanced and nutritious meals, combined with tastes for odd-assorted foods, plus general over-eating, cause the adolescent a certain amount of digestive difficulty and minor skin eruptions. Medical attention is often needed for children suffering from glandular malfunctioning. In the Middle West, the thyroid is a constant trouble-maker for adolescent girls.

The maturation of the sex gland is the most important single development of the adolescent years. This can be determined with fair accuracy for girls, being essentially the time of the first menstrual period. Determination is more difficult for boys and must generally be estimated from the appearance of secondary sex characteristics. Climate has some affect on maturation age, being somewhat earlier for people living in tropical countries. At the time of the maturation of the essential reproduction organs, the so-called "secondary sexual characteristics" begin to appear. Hair grows in the armpits and around the genital region of both sexes. The hair growth on the face and the voice change that occurs are especially noticeable in boys. The rapid growth of the boys' sex organs, accompanied by occasional nocturnal emissions, may be sources of embarrassment and worry, as are the development of the breasts and widening of the hips of the girl.

The points of interest considering the age of maturity of boys and

girls are the wide variations within the sexes and between the sexes. This should be of special consideration to teachers in junior high schools and the earlier years of senior high schools.

III. NEED FOR SEX EDUCATION IN THE SECONDARY SCHOOLS

As boys and girls mature, their lives become more complex. The development of functional reproductive structures brings forth a whole new personal outlook as well as the awareness of approaching adult responsibilities.

The needs of individuals vary with any program of sex education. With regard to the sexes in general, it might be said that sexual development is quite obvious to the pubertal boy and presents to him a conscious need for sexual activity. It is doubtful if girls, on the other hand, are ever as conscious of natural sexual desires as are boys, but the influence of external stimuli will cause the awakening of these desires.

Children, although not sexless, are sexually motivated by curiosity. Bigelow believes there is little reason for regarding the sexual interests of some children before adolescence as a real awakening of the sexual instinct. Their inclinations are not due so much to development as to curiosity and environmental factors.

It seems that parents in general refrain from providing even enough information to solve some of the curiosity aroused by the constant and insistent "don'ts" and "mustn'ts" accompanying every seemingly harmless and insignificant sexual act. The first inclination of curiosity is often met with a sharp rebuff that is sure to send the child to other sources of information.

The sources of sex information are parents, the school and age-mates. Studies show fifty to seventy per cent of the total information comes from age-mates with parents supplying fifteen to forty per cent.

No discussion is necessary concerning the accuracy and character of the information received from age-mates. If parents are unable to carry on this phase of a child's education, it necessarily falls to some other agency to take over. The school is the only institution that can cope with the problem.

Education concerning sex is necessary at the secondary school age, not only because of the natural curiosity of individuals, but because development has made the need for this knowledge felt physically. Some sort of knowledge is going to be acquired from some source. If students could be helped at this time, a great deal of fear and general emotional tension could be relieved.

IV. THE PROBLEMS OF SEX EDUCATION

The major problems of sex education are set up in much the same manner by most authors. Bigelow's statement of the problems is a good example.

- A. Those problems relating to the good that can come of sex.
 - 1. Wholesome and scientific attitudes toward sex.
 - 2. Happy, healthy marriage and parenthood.
- B. Those problems relating to uncontrolled sex.
 - 1. Personal sex-hygiene.
 - 2. Social and venereal diseases.
 - 3. The social evil: prostitution.
 - 4. Illegitimacy.
 - 5. Sexual morality.
 - 6. Sexual vulgarity.
 - 7. Marriage.
 - 8. Eugenics.

Discussion of each of these items is important, some not so much for the knowledge itself, but for the need of correcting inaccurate and lurid descriptions from a variety of sources.

These approaches are inadequate. The difficulty seems to be the failure of seeing the inclusion of this aspect of education in the general aims of education. All the controversies seem to arise from the desire to treat each phase or problem of sex education as something new and separate. If each teacher would treat his subject fully, and each child had an adult from whom he could seek counsel, there would be no need of a "program" of sex education. The only problem involved in making this approach is helping teachers understand what they are to do. It is doubtful if any public approval would even be necessary, because the whole program could be handled so easily and smoothly that no one would ever be aware that it had not been there all the time.

The three important aspects to consider in the organization and carrying through of any program of sex education are the following:

- A. Physical
 - 1. Development of health and strength.
 - 2. Desirable physical outlets for excess energy.
 - 3. Understanding and good usage of personal hygiene.
- B. Mental
 - 1. Understanding biological aspects of sex.
 - 2. Understanding of sociological aspects of sex.
 - 3. Analysis of problems of marriage.

4. Understanding of what constitutes desirable behavior through knowledge and observance of the best in morals and culture.

C. Social

1. Development of the aspects of social acceptability in each individual.
2. Development of understanding, respect, and desirable relationships between the sexes.

V. ORGANIZATION OF A SEX EDUCATION PROGRAM

The director of the school guidance program should be the best qualified person on the school staff to assist the teachers in building up an integrated program of sex education. Besides helping the classroom teachers formulate their plans, he must also work with the various group advisors in planning conferences with individual students. The various sponsors of extracurricular activities, including home-room teachers, play an important role in sex education through the development of the school attitudes and relationships between the sexes. Nearly every teacher in every subject-matter field, by a thorough development of the topics, can contribute to sex education.

The following may be considered guiding principles in the organization of a program of sex education:

1. A program of physical education to develop the health and well-being of each individual. A program of this sort would promote cleanliness and hygiene.
2. Social problems, including venereal diseases, prostitution, and illegitimacy, should be treated both from the point of view of society and from that of the scientist.
3. The problems and aspects of marriage should be analyzed from the viewpoint of both sociology and homemaking.
4. The entire school program should include only what is best in morals and culture.
5. Attention given throughout the school program to provide recognition and develop social acceptability for each individual.
6. Opportunities under school supervision for informal social contacts between the sexes.
7. All matters pertaining to sex should be treated very frankly whenever the question arises in any subject field.
8. Each individual student should be well known by a staff member who is a qualified counselor. Frequent informal conferences should be encouraged.
9. Desirable books and pamphlets that discuss the physical and social relationships of the sexes should be made available.

Reading in these should be encouraged.

The features of the programs as set forth are:

1. The natural and easy presentation eliminates any possible embarrassment or opportunity for anything but a serious attitude.
2. The sexual aspect is treated along with other material. It is seen then, not as something distinct, but as a part of a total picture.
3. Every teacher doing his part eliminates any undue effort or responsibility of any one. No teacher should be labeled a "sex teacher."
4. No special organization or publicity is necessary. The program can be effectively carried out without interference.

The weak points lie entirely in the abilities and attitudes of the staff, and the help and supervision accorded them. It is probable that some teachers will need a good deal of help in carrying on their part of such a program. The confidence of pupils in their counselors is another large factor in the total effectiveness. Only schools with excellent teachers who know their boys and girls and are primarily concerned with their welfare can carry out a program of this sort with any high degree of success.

VI. SUMMARY

1. Sex education should be a function of the secondary schools.
2. The director of guidance could integrate the program throughout the school.
3. The phases of sex education would fall under the following aspects: physical, mental, and social.
4. A program of sex education would be provided by each teacher's treating his subject fully, keeping the needs of the pupils always in mind.
5. Items relating to sex should not be regarded separately, but treated as parts of total pictures, all situations being handled easily and frankly.
6. All teachers in a school would have a share in the program: classroom teachers, group counselors, sponsors of extracurricular activities.

SUGGESTED BIBLIOGRAPHY FOR HIGH SCHOOL PUPILS

For Junior High School Pupils

Torell, Ellen, **Plant and Animal Children-How They Grow**, Boston: Heath and Company, 1912. 230 pp. 96 cents.

Scientifically yet interestingly written as a nature-study reader, and generously illustrated.

Hood, M. G., **For Girls and the Mothers of Girls**. New York: Bobbs-Merrill, 1914. 151 pp. \$1.75.

The facts of life presented in a simple and direct, yet dignified way.

Armstrong, D. B. and E. B., **Sex in Life**. New York: American Social Hygiene Association, 1916. 16 pp. 10 cents.

A pamphlet written for both boy and girl, and well adapted for its purpose.

For High School Pupils

Ellis, Havelock, **Little Essays of Love and Virtue**. New York: Doran, 1922. 187 pp. \$1.50.

An attempt to interpret the meaning of sex in life.

Galloway, T. W., **Love and Marriage**. New York: Funk and Wagnalls, 1924. 78 pp. 30 cents.

One of the National Health Series.

Moore, H. H., **Keeping in Condition**. New York: The Macmillan Company, 1919. 137 pp. \$1.20.

Sex hygiene discussed as a part of a well-rounded program of conditioning and physical training for boys.

Neumann, Henry, **Modern Youth and Marriage**. New York: D. Appleton and Company, 1928. 146 pp. \$1.50.

Royden, A. Maude, **Sex and Common Sense**. New York: Putnam, 1922. 211 pp. \$2.50.

A truly common-sense handling of the question of sex in life.

Snow, William F., **Health for Man and Boy, Women and Their Health, and Marriage and Parenthood**. Three pamphlets. Hygiene Association, 50 W. 50th Street, New York, 1934.

Snow, William F., **Venereal Diseases; Their Medical Nursing and Community Aspects.** New York: Funk and Wagnalls, 1924, 74 pp. 30 cents.

A discussion in simple terms of the cause, the spread, the cure, and the prevention of each of the venereal diseases.

Von Sneidern and Sundquist, **Sex Hygiene.** New York: Holt, 1926. 114 pp. \$1.75.

The structure, functioning and hygiene of the sex organs.

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Sex education from primary grades through the secondary school. Well written, with excellent suggestion and plans for treatment at different grade levels.
5. Cole, Luella, **Psychology of Adolescence** 1942. New York: Farrar and Rinehart, Inc., 1936. pp. 1-17.
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6. Gruenberg, Benjamin C., **High Schools and Sex Education** 1940. Washington, D. C., United States Government Printing Office, 1940. 109 pp. For sale by Superintendent of Documents, Washington, D. C. Price, 20 cents.
Sex education as related to the subjects in the high school curriculum. Offers a suggested reading list for teachers and school officials, and students. Suggests an outline of a course for teachers of sex education in secondary schools.
7. Kirkendall, Lester A., "Building a Program of Sex Education for the Secondary School." **Journal of Social Hygiene**, 26 (October, 1940): pp. 305-311.
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Background of the guidance movement.