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CHARACTERISTICS OF CHRISTIAN HIGH SCHOOL LIBRARIES

by
Wayne Earl Johnson

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
April, 2001

Approved by

Date Approved ___May 1, 2001___

ABSTRACT

Wayne Earl Johnson
Characteristics of Christian High School Libraries
A.D. 2001
Thesis Advisor: Dr. Marilyn L. Shontz
Program in School and Public Librarianship

For Christian high school libraries the study identified Christian aspects of their

philosophy and goals, Internet use and selection policies, criteria for choosing librarians,

and materials and services available. The sample was all the high school libraries with a

librarian in a school with an enrollment of 300 or more students as of December, 1999.

All the schools were members of the Association of Christian Schools International for the

1999-2000 school year. Four hundred thirty-three questionnaires were mailed to the high

school librarians. One hundred sixty-eight usable questionnaires were returned. The study

concluded that Christian high school librarians recognized Jesus Christ to be at the heart

of the work of the Christian library; Christian librarians held a high standard for the

Christian materials they select; they recognized the value of non-Christian materials but

realized that these materials must be winnowed to obtain that value; nearly all the schools

hired only librarians who professed faith in Jesus Christ as Savior and who affirmed the

Bible as God's inerrant, infallible, and inspired Word; librarians assisted student

researchers to find appropriate Bible teaching; and a majority of libraries had biblically

defensible selection policies. The study also presented statistics about Internet access

control and about Christian materials in the libraries.

MINI-ABSTRACT

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For Christian high school libraries the study identified Christian aspects of their

philosophy, policies, staffing, materials, and services. Christian high school librarians

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Christian materials and winnowed non-Christian materials. Most schools hired only

evangelical librarians.

Acknowledgments

The author thanks his wife for the encouragement, support, and help she was while he did the work of this study. The author also thanks Dr. Marilyn Shontz of Rowan University for her help, encouragement, and advice in the preparation of this thesis.

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CHAPTER I

STATEMENT OF THE PROBLEM

Significance

Because of their specific religious foundation, Christian high school libraries are different from other private and public school libraries. Christian school libraries stock a rich collection of all kinds of Christian materials, and Christian school librarians guide students in their understanding of a Christian worldview. The number of students in Christian schools has grown from over 110,000 in 1964 (Cooper, 1999) to well over 1,000,000 in 2000 (Association of Christian Schools International, 2000). The libraries and the schools of which they are a part stand in the 200-year-old conservative evangelical Protestant tradition of American education. "Throughout the [20th] century, parents have provided their children with a private education to preserve the values they feared would be lost in public schools" (Archer, 1999). Though earlier 20th century conservative evangelicals have been said to lack intellectual stature, they are latterly attempting a comeback (Wolfe, 2000).

Purpose of the Study

This study investigated and documented characteristics of Christian high school libraries in the United States. It identified the Christian aspects of their school library philosophy and goals; their Internet use and selection policies; their criteria for choosing library staff; and the types of Christian materials and services available through their libraries. The research questions to be addressed included:

1. What is the school's philosophy of a Christian library?

2. What aspects of Christian belief guide in the school's selection of a librarian?

3. What specifically Christian services does the librarian provide?

4. What aspects of Christian belief are included in the library's selection and Internet use policies?

5. What specifically Christian materials are available through the library?

6. What proportion of the books and periodicals subscriptions available in the library are specifically Christian?

Definition of Terms

The study focused on the high school libraries whose schools maintain membership in the largest of the national Christian school associations, the Association of Christian Schools International (ACSI at <http://www.acsi.org>). The libraries consisted of a collection of books, periodicals, papers, or audiovisual materials suitable to the students at the school and available for their use on a regular basis. The high school libraries included those serving any students in the ninth, tenth, eleventh, or twelfth grades. A librarian was anyone employed by a Christian school to organize or maintain a library and deliver library services directly to students and teachers in any of the 9th through 12th grades. Library materials were the items that compose the collection of a library, such as books, periodicals, reports, studies, pamphlets, papers, computer diskettes, CD-ROMs, posters, pictures, maps, filmstrips, videocassette or audiocassette tapes, transparencies, or other audiovisual aids. Library services were the activities by which a librarian mediates materials, instruction, or guidance to the patrons of the library. Christian services or

materials use or espouse biblical doctrine to inform their theological, ethical, or epistemological position.

A Christian is a follower or disciple of Jesus and His teachings. That which is Christian is based on the teachings of the Bible and conforms to that teaching. A Protestant is "a member of any of several church denominations denying the universal authority of the Pope and affirming the Reformation principles of justification by faith alone, the priesthood of all believers, and the primacy of the Bible as the only source of revealed truth" (*Merriam-Webster's Collegiate Dictionary*, 1994, p. 938). The basic belief of Christian schools is ". . . the authority and centrality of (1) Jesus Christ and (2) the Bible as the final revelation of God . . . These schools are also known as Christian day schools, Christian academies, or fundamentalist church schools" (Smith, 1993, p. 16).

Assumptions and Limitations

The study assumed that Christian high schools with an enrollment of 300 or more students may have supervised libraries, while those with an enrollment of less than 300 students may not. The study also assumed that Christian high school libraries serve similar but not identical purposes as other public and private school libraries. It is further assumed that these differences can be found by examining the existence of Christian beliefs in materials, policies, and personnel. The study was limited to a sample of Christian high schools in the United States.

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CHAPTER II

REVIEW OF THE LITERATURE

Studies of Christian high school libraries appear to be nonexistent. Most studies of the broader topic of Christian education make only slight reference to Christian high school libraries.

A Model of a Christian School

Decker (1982, p. 11) sought to "determin[e] that core of attributes which successful Christian schools have in common" and used the core to develop a proposed model of a K-12 Christian school. She derived her data from a literature search, visitation of non-public schools, interviews with educational authorities, and an instrument designed to evaluate the proposed model. The instrument with 14 statements was submitted to a jury panel of three prominent educators, whose responses were included in the dissertation.

The philosophy of the model school specifies a Bible-based and God-centered curriculum. The instruction should ". . . [seek] to meet both spiritual and mental needs of the students" (p. 169). It ". . . stresses education for Christian living . . . [and] the Lordship of Christ" (p. 242).

The model Christian school described by Decker hires a fully certified teaching staff, which is selected by the administrator or his designee (p. 171). However, the model advances no other qualifications for professional or other staff.

Decker's model of a Christian school included a library of books and audio-visual material funded by the school. There was no mention of a librarian or guidelines for the operation of the library. Of the seven schools Decker visited, she reported four "large" libraries, one with a media center, and two "limited" (presumably in size). However, one of the "limited" libraries had a Title IV paid librarian and volunteers at the elementary level.

Decker's dissertation drew on a variety of sources of information to demonstrate the general characteristics of conservative Christian schools in the United States. She did not elaborate on the characteristics of the Christian school library.

An Evaluation of Two Christian Schools

Smith (1993) studied two urban Northern California K-12 Christian schools. The study documented the perceptions of the administrators, teachers, and alumni respectively of the two schools regarding the schools' (a) transmission of Christian beliefs and values, (b) academic preparation, (c) preparation, effectiveness, and care shown by the teachers, (d) availability and condition of school facilities, and (e) the sense of community and support for the schools. Questionnaires generated a 68.3% response rate. Data analyses were conducted on subscale totals and item counts. Differences in the perceptions were found to be statistically significant for six items. One of these items concerned the perceptions of the administrators and the alumni regarding facility limitations, including library materials ($p = .011$). On a scale of 5 = good, 3 = OK, 1 = needs improvement, each administrator thought the library materials in his school were good. A substantial minority of both faculty (31.6%) and alumni (39.7%) of School A thought the library

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materials needed improvement. Twenty percent of School B's faculty and only 3.33% of School B's alumni thought their library's materials needed improvement. About 10% of School A's faculty and alumni thought their library's materials were good. In School B, 30% of the faculty and 12.1% of the alumni thought the library was good. To summarize, an average of 52% of both schools' faculty and alumni thought their libraries were acceptable; about 16% of both schools' faculties and alumni thought their libraries were good; about 24% of both school's faculties and alumni thought their libraries' materials needed improvement. Since the administrators thought more highly of the facilities than either the faculties or the alumni, Smith concluded that those closest to the facilities, the teachers and students, had a greater awareness of the limitations of the facilities than did the administrators. Smith also concluded that the alumni's perceptions of the schools' facilities, whether accurate or not, will affect their attitude about the school.

Smith's study was limited to two Northern California schools, so the results cannot be generalized directly to other Christian schools. Nevertheless, many of his findings can be recognized in other situations. As Smith recommended, the study is useful to replicate in other situations as a way to evaluate a school's success in meeting its objectives. Alumni are a uniquely valuable source of information, to say nothing of influence. The study also highlighted the role that facilities, including libraries, play in the total picture of a school's impact on its students.

Smith brought out the role that a school's philosophy plays in delivering academic instruction. Christian teachers see (or should see) all truth, whether empirical or spiritual or mathematical, as authored by God; "'God made all truth and there is no division

between physical truth and religious truth' (Herndon, 1983, p. 59)"(Smith, p. 35). It is this view of truth that informs the work of the Christian school (p. 35).

A Study of a State's Private Schools

Part of the purpose of Fowle's *A Study of Nonpublic Education in North Carolina* was to provide information pertaining to curricular trends and certification of personnel in North Carolina's private schools during the years 1966-1971 (Fowle, 1972, p. iii). The Division of Non-Public Schools of North Carolina provided data for discussion of these topics (p. iv). Chapter III, "Curricular Trends", discussed subjects taught, counselor services, and libraries. Fowle emphasized the importance of the library as an "integral and essential part of any school, . . . often called 'the heart of the school'" and "the foundation of the secondary school" (p. 51). He pointed out that in 1970-71, 71 of these private schools did not have central libraries (p. 53). The number of private schools in North Carolina had grown from 143 schools in 1966-67 to 229 schools in 1970-71 (p. 31), for an increase of nearly 63%. Fowle acknowledged the recent founding of many of the schools as a logical cause of the lack of libraries, but he did not thereby excuse them. He went on to the heart of the matter:

> Educators may stress their concern over the importance of libraries; practitioners among the nonpublic schools apparently are pressed to resolve other matters. The establishment of central libraries, just as in the public school movement, has not been an item of top priority. In theory the library may be the foundation of the instructional program, but there are nonpublic schools which continue to operate

without one. In the struggle to accumulate operating funds, the nonpublic schools have often ignored library facilities (p. 53).

Fowle next pointed out that most of the nonpublic school libraries were small; only nine had over 5,000 volumes in 1970-71. On the other hand, he added, the smaller private school libraries do not need as many books as the larger public schools; nor is quantity the only indicator of quality.

The fourth chapter of Fowle's dissertation on North Carolina public schools, "Certification and Qualifications", discussed the problem of the private schools' use of noncertified personnel (p. 55). It embraced teachers and administrators but did not mention librarians, certified or otherwise.

Fowle concluded his analysis of North Carolina's private school libraries by saying they were a crucial area demanding resolution and that "the shortage of central libraries cannot be rationalized" (p. 120). He concluded that libraries are essential features of schools, and that secondary schools can hardly be successful without them. He concluded that a goal of all private schools should be the establishment of a central library.

Fowle's study, though 38 years old, touched on a persistent feature of both public and Christian schools, namely the slighting of library services in favor of some other item of the school's budget.

Summary

Doctrine determines a Christian school's philosophy of instruction. The Christian educator sees all truth as coming from God. The Christian educator seeks to guide students in living out their faith.

A good central library is acknowledged in the literature to be a vital part of any school. Therefore, a Christian school may need to establish a central library or make an effort to improve the one it has. No report, however, suggests the necessity of a librarian.

Some research on Christian schools generally is available, but little has been written particularly about Christian school libraries, either their Christian characteristics or those characteristics in common with all school libraries. Results of the research in hand will help fill this gap.

CHAPTER III

METHODOLOGY

Overall Design and Justification

This study described the Christian characteristics of conservative Protestant high

school libraries in the United States. A survey was chosen as the most convenient method

of eliciting data from a large population: the evangelical Christian schools having high

school libraries with a librarian.

The study identified:

1. What are the schools' philosophy of a Christian library.

2. What aspects of Christian belief guide in the schools' selection of a librarian.

3. What specifically Christian services the librarians provide.

4. How Christian belief affects the libraries' selection and Internet policies.

5. What specifically Christian materials are available through the libraries.

6. What proportion of the books and periodicals available in the libraries are

Christian.

Population and Sample

The population for the study was all the libraries staffed by librarians in all the

conservative Protestant high schools in the United States. The sample included all the

high school libraries staffed by librarians whose schools enrolled 300 or more students as

of December, 1999, and who were members of the Association of Christian Schools

International for the 1999-2000 school year.

Factors to Be Studied

The factors considered in each member of the sample were (a) the library's philosophy, (b) the aspects of Christian belief found in the school's criteria for selection of a librarian, (c) the aspects of Christian belief found in the library's selection and Internet use policies, and (d) the Christian materials or services available through the library.

Method of Data Collection

Christian high school libraries in the United States were surveyed by mailing a questionnaire addressed to the librarian of each of the selected high schools holding membership in the ACSI. The names and addresses of the schools were taken from the *ACSI 2000 Directory*. Enclosed with each questionnaire was a cover letter and a stamped, addressed return envelope. The cover letter is here reproduced as Appendix B. Four hundred thirty-three surveys were mailed on March 5, 2001, with two weeks allowed for response time.

Questionnaire Design

The questionnaire items asked the respondent to check those provided responses that applied to the respondent's library. Where appropriate, the opportunity was given for the respondent's own response or comments. The questionnaire is here reproduced in Appendix A.

The first 3 items on the questionnaire spoke to the first research question, establishing the school's library philosophy. The 4th through 6th items sought to answer the 2nd and 3rd research questions, about the selection and role of the librarian. Items 7 through 9 investigated the answer to research question 4, the library's selection and Internet policies. Items 10 through 12 and 15 and 16 of the questionnaire delineated the

Christian materials in the library, as sought in research question 5. Items 13, 14, and 17 established the proportion of Christian books and periodicals in the library, as specified in research question 6.

Reliability and Validity

Pretesting was accomplished through the kindness of the author's colleagues in his Current Issues in Libraries I class at Rowan University, Glassboro, N.J. as well as the librarians at Haddon Heights Baptist High School in Haddon Heights, N.J. and Pilgrim Academy in Egg Harbor City, N.J. The author's Rowan colleagues suggested different wording of the cover letter, the elimination of multiple "other" responses in the questionnaire, and the elimination of several book counts proposed in the original draft. All these suggestions came about.

Content of the instrument is ensured by authentic and accurate Christian concepts derived from basic Christian teachings.

CHAPTER IV

ANALYSIS OF DATA

Responses to the Questionnaire

On Monday, March 5, 2001, questionnaires were mailed to librarians of 433

Christian high schools in the United States. The post office returned four questionnaires it

could not deliver. The researcher received 168 usable responses and 6 unusable responses

by April 6, 2001. The unusable questionnaires came from one institution closing its high

school as of June, 2001; one school that uses the public library; one school "in transition"

and without a librarian; one school with library in storage and waiting to move into a new

building; one school whose library serves primarily grades K-8; and one school without a

library but looking for a librarian.

Rounded to the nearest whole number, as were all data reported throughout this

thesis, the total response rate for all the members of the sample was 40%; the usable

responses constituted 39% of the selected sample.

Procedures

The researcher recorded and tabulated the quantifiable questionnaire responses

using Microsoft Excel 5.0. Various other data were tabulated manually. Some of the

numerous glosses and marginal notes of the respondents are reported in this chapter. A

complete record of respondents' marginal notes and glosses, together with the

researcher's annotations, are found in Appendix C. For Question 14, the estimated

percent of library books written from the Christian point of view or on Christian themes, the "Other" responses given as ranges, like "30%-40%", were converted for tabulation purposes to the lower number; qualifiers such as "more than" were disregarded in tabulation.

Results

The Schools' Philosophy of the Library

The respondents to the questionnaire showed overwhelming agreement with its broad generalizations about the philosophy of the library. Eight-one percent believed Jesus Christ should have the preeminent place in the affairs of the library. The same percent said Christians must not be conformed to the world, though they must recognize their role in society. Eighty-nine percent of respondents said the students' school experience should be a preparation for a life of fellowship with God and service to man. Seventy-one percent held that God has revealed Himself in a general way in the universe and specifically in the Bible. Ninety-five percent of librarians surveyed believed the library should make available materials and services that meet the spiritual and inspirational needs of students.

Respondents made a total of 128 comments on the philosophy questions, either answering the survey questions about library philosophy or emending their choices or clarifying their responses. Eighteen percent of respondents mentioned the development of a Christian worldview, mostly as a character that the library should foster and encourage in the students. Seven librarians cited harmony with the school's or church's mission or philosophy statement as a guiding light for the library. Five librarians cited Scripture as

source of their philosophy. One wrote, "The library is a place to seek knowledge in the fear of the Lord", referring to Proverbs 1:7. Four others cited St. Paul's letter to the Philippians, "Finally brethren, whatsoever things are true. . . ." (4:8) as a philosophical guide for selection of materials.

Question 2 of the survey asked respondents to characterize what the Christian materials in their libraries should be. Ninety-two percent stated the material should be consistent with biblical truth. Eighty-six percent thought Christian materials should treat the name of Christ and the Bible reverently. Eighty-three percent thought the person and work of Christ should be presented accurately and completely. Several respondents detailed what they expected of Christian materials: they should shape moral understanding, encourage correct moral choices, draw a clear line between good and evil, bring the reader to a value-based conclusion, and strengthen one's Christian faith. Other comments included: Christian materials should "promote godly principles of living and thinking". Christian materials "foster spiritual growth and encourage the Christian life . . .". "The material should explain views that are not Christian from a Christian viewpoint." Only one respondent averred that differing Christian points of view need to be presented.

Two-thirds of the survey respondents recognized the truth to be found in non-Christian materials, agreeing that they need to divorce that truth from the distortions it may suffer from the interpretations of unbelievers. None of the respondents rejected non-Christian materials as invalid and useless, and only one respondent rejected them as dangerous or unsuitable for student use. Only six respondents used non-Christian materials without qualification. Forty-four respondents (26%) demurred from the choices

offered in Question 3 and expressed their own philosophy. Of these, 24 respondents (14%) indicated various broad, somewhat subjective guidelines, including "judgment", "caution of appropriateness", "understanding it may be contrary to the Word of God", "carefully selected", "good moral value, educative, humor, etc.", "useful or has excellence". Thirteen respondents (about 8%) indicated they use non-Christian material, including "classics", to train students to deal effectively with non-Christian points of view. One respondent had non-Christian material available only "for those that need it". One respondent wrote that the English department "selects well-written books and literature of all genres". Six respondents appeared to have a fairly high wall over which non-Christian materials must pass. In one case, the material must "not contradict Christian beliefs and [must edify] . . . or [inform] the reader". In two cases, the non-Christian material must not oppose the schools' mission statements. In another case, "Fiction must meet moral standards. Nonfiction must be true according to [the biblical] record . . . ." In the final case, "We use it if it does not go against God's Word [i.e., the Bible]".

The Schools' Selection of a Librarian

Of the 10 criteria for choosing a librarian listed in Question 4 of the survey, a profession of faith in Jesus Christ as personal Savior was the most frequently indicated (98%). Closely following this near-unanimity was belief that the Bible is God's inerrant, infallible, and inspired Word (96%). Ninety percent of respondents' schools required their librarians to subscribe to the school's statement of faith. Of the personal characteristics listed in Question 4, a strong Christian testimony was required by 86% of the schools; 78% looked for evidence of spiritual maturity; 86% expected librarians to have a desire

and concern for students' spiritual growth. Although only 36% of respondents indicated that their school requires them to be pro-life, six respondents go out of their way to imply or state that their employers assumed any applicant was pro-life.

About 63% of the schools surveyed required their librarians to earn or hold a Christian teacher or librarian certificate. Two respondents referred specifically to the ASCI (Association of Christian Schools International), which certifies Christian schools and educators.

The criterion prohibiting membership in a conservative Protestant church not charismatic in doctrine or practice garnered only 15% support. One respondent glossed, "Bias?" and another, "We would not consider this a viable concern since we will spend eternity with our charismatic brothers and sisters in Christ". Nevertheless, 15% were concerned.

The one criterion remaining to be reported, membership and participation in a conservative Protestant church not associated with the World Council of Churches, drew the most diverse comment. While 35% of respondents' schools used this criterion, nine (5%) specified membership and participation in a conservative (or "evangelical" or "Bible teaching" or "Bible believing") church, omitting the prohibition against the World Council of Churches. Altogether, 10% of respondents were not required to avoid membership in WCC churches. Three respondents (2%) indicated that mere church membership was required. In two schools the librarian must be a member of the school's parent church.

Eighty-five librarians (51%) did not respond to the church membership choices in any way.

One respondent noted that the school's librarian must have a call from God to fill the position.

Christian Services of the Librarian

The survey explored two categories of the librarian's Christian services and ministry: guiding the students directly (Question 5) and influencing students indirectly through instructional or motivational displays (Question 6). About two-thirds of the respondents said they guided students to find Bible teaching appropriate to their assignments. A little over half (54%) wrote that they helped students interpret library materials in the light of Scripture. Half the librarians referred students to their parents' or pastor's counsel in sensitive denominational matters. Thirty-nine percent of respondents related Scripture to current events and matters of personal concern to the students. Seventeen percent interpreted Scripture for their students. Two librarians said they integrated Bible teaching into their library instruction. Three respondents referred Bible questions to the Bible teacher; one referred denominational matters to the school administration.

While five respondents had little or no display room, over half the librarians displayed Bible verses (65%), Christian literature or illustrations thereof (71%), or Christian material illuminating current events, books, or prominent political, social, religious, or moral issues (65%). Thirty-six percent of respondents displayed illustrations

of Bible scenes, and 42% displayed Christian art. Two libraries used inspirational posters. One showed Christian fiction cover art, another illustrations of Bible scenes as they appear in books. One librarian reported that *World* (a Christian newsweekly and the second most subscribed periodical according to this survey) was in high demand.

Selection and Internet Policies

The survey (Questions 7, 8, and 9) anticipated that Christian belief would affect high school libraries' selection and Internet use policies. A majority of librarians (55%) reported they had a biblically defensible written selection policy (Question 7). Thirty-eight percent stated that they did not. Six respondents (4%) indicated that they were in the process of writing a selection policy. One acknowledged the library should have such a policy; another wrote that the survey "is giving us 'food for thought'".

Question 8 of the survey presented a list of unbiblical elements and asked respondents to indicate whether their selection policy screened those elements. The percent of policies that screened the named elements is shown in Table 1 in order from highest percent to lowest. However, not all respondents in every case rejected all items containing any of these elements. Twelve librarians (7%) indicated they weighed the value of a book against its unbiblical elements. Four respondents specifically exempted "classics", and four granted exemptions to support the curriculum or for research.

The respondents also mentioned two selection policy matters which the survey did not address. Seven wrote that they screened materials for unbiblical views, including false

Table 1

<u>Unbiblical Elements Screened by the Libraries' Selection Policy</u>

Number of Respondents	Element Screened	Percent of Respondents
160	Pornography	95%
156	Explicit sex description	93%
142	The occult	85%
142	Obscenity	85%
137	Excessive violence	82%
131	Approval of sin	78%
109	Slander or libel	65%
109	The disparaging of the family	65%
105	Anarchy or the disparaging of patriotism	63%

doctrine, disrespect of authority, evolution (as fact), rebellion, blasphemy, paganism, and portrayal of the Bible as untrue or mythical. Four respondents mentioned the handling of controversial material. One respondent was concerned to keep a balance; three retained controversial materials for information or reference value, or restricted them to use by mature students.

In Question 9 a majority of respondents reported some kind of control of student access to the Internet. A majority directly supervised student use (60%) or employed a commercial filter (60%), or both. Fifty-one percent required parental permission; 33% had a licensing procedure in place. Only 9% had no Internet use policy. Twenty-five or more libraries (15%) did not have Internet access or did not allow Internet access to students. In two libraries the librarians did the searching. Three schools had Internet access in their computer laboratories but not in their libraries. Two libraries reported they used in-house filters. Three commercial filter brands were mentioned: Bess, NetNanny, and SurfWatch. Six librarians reported the use of a student contract specifying what is acceptable use or behavior on the Internet. One respondent mentioned training for students. An honor code and a code of ethics were used to specify Internet behavior in two other cases. Still two other libraries had written guidelines students were required to follow.

Christian Materials

Question 10 offered respondents a list of kinds of books to assist in Bible study. Table 2 names the types of these Bible study tools, how many respondents indicated they

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Table 2

Bible Study Books Available in Christian High School Libraries

Number of Respondents	Kinds of Bible Study Books	Percent of Respondents
166	Bible dictionaries	99%
163	Concordances	97%
157	Bible commentaries	93%
156	Bible atlases	93%
155	Bible histories	92%
155	Christian ethics	92%
154	Studies or lives of Christ	92%
153	Bible handbooks	91%
149	Bible character studies	89%
149	Special topics treated in the Bible	89%
146	Bible customs	87%
142	Bible geographies	85%
140	Study Bibles (annotated)	83%
135	Bible archaeology	80%
134	Bible doctrine	80%
134	Bible prophecy	80%
129	How to study the Bible	77%
123	Bible book studies	73%
58	Greek New Testament	35%
46	Hebrew Old Testament	27%

Table 3

Books on Christian Topics Other than the Bible

Number of Respondents	Christian Topics	Percent of Respondents
167	Biographies of Christians	99%
165	Christian life	98%
164	Christian novels	98%
159	Christmas	95%
158	Devotionals	94%
157	Christian missions	93%
147	Witnessing of one's faith	88%
140	Thanksgiving	83%
128	Church histories	76%
104	Christian poetry	62%
99	Hymnals	59%
93	Churches	55%

held them, and what percent of the total respondents selected each type. The table is in descending numerical order.

Question 12 was used to discover what books on Christian topics other than the Bible were available in Christian high school libraries. Table 3 lists likely possibilities. To this list respondents added: books of sermons, contemporary Christian music collections, systematic theology, histories of hymns, Easter, Christian art and symbolism, cults, creationism, and Christian worldview.

In Question 11 librarians were asked to indicate, from a given list, which topics about which they had books written from a Christian point of view. Respondents mentioned two topics not included in Question 11 or another survey question. One was Christian parenting, the other a Christian view of language--a dictionary. Table 4 shows the 16 topics listed in Question 11 along with how many respondents indicated they had books on those topics, and the percent of librarians so responding, from the highest percent to the lowest.

The explicitly Christian periodical to which the greatest percent of responding libraries subscribed (72%) is *Focus on the Family*, a monthly published by the nonprofit organization of the same name, directed by Dr. James Dobson. Sixty-three percent of responding libraries subscribed to *World* magazine, the newsweekly edited by Marvin Olasky. Other frequently occurring subscriptions were *Christianity Today* (45%), *Sports Spectrum* (42%), *Christian History* (39%), *Citizen* (33%) (another Focus on the Family monthly), and *Creation ex Nihilo* (30%). Seven periodicals were subscribed more

Table 4

Topics of Books Written from a Christian Viewpoint

Number of Respondents	Christian Viewpoint Topics	Percent of Respondents
151	Christian view of the origin of the earth	90%
143	Christian view of dating	85%
142	Christian view of marriage	85%
130	Christian view of abortion	77%
129	Christian view of religion	77%
127	Christian view of science	76%
122	Christian view of American history	73%
120	Christian view of the occult	71%
109	Christian view of leadership	65%
93	Christian view of philosophy	55%
82	Christian view of music	49%
79	Christian view of politics	47%
75	Christian view of literature	45%
74	Christian view of economics	44%
59	Christian view of art	35%
44	Christian view of writing	26%

frequently than the remaining five named in Question 15 of the survey: *Brio* (24%),

Breakaway (21%), and *Plugged In* (7)%, all Focus on the Family publications for young

people; *Campus Life* and *Moody Monthly*, (each subscribed by 15% of respondents);

CCM (Contemporary Christian Music) (8%); and *Guideposts for Teens* (5%). *Clubhouse*

and *Clubhouse Jr.* were in libraries that serve children up to 12 years of age as well as

high schoolers. Table 5 lists all the periodicals reported by three or more respondents.

Question 16 about computer software asked librarians to indicate, from a list,

which titles of Bible study tools were available in their libraries. Christian music was also

listed as a choice. Forty-six percent of the respondents indicated their libraries held at

least one piece of Christian software, while 22% of respondents wrote that they had no

Christian software available to students in the library. Three of these 22% indicated that

Bible software was available in the school's computer lab, and another three reported

using the Internet as a reference source. The remaining 32% of librarians did not make

any response to the Bible computer software question.

The most frequently cited piece of software was Online Bible (18%). QuickVerse

(19%) and PC Study Bible (9%) are libraries of well-known Bibles and standard Bible

reference books and commentaries. Seven librarians were looking forward to acquiring

Bible computer software. Christian music software was available in 13% of respondents'

libraries. Table 6 lists all the Bible software titles respondents cited more than once. All

the software titles cited are listed in Appendix C under Question 16.

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Table 5

Most Frequently Subscribed Explicitly Christian Periodicals

Number of Respondents	Titles	Percent of Respondents
121	Focus on the Family	72%
105	World	63%
75	Christianity Today	45%
71	Sports Spectrum	42%
65	Christian History	39%
56	Citizen (Focus on the Family)	33%
50	Creation ex Nihilo	30%
41	Brio	24%
35	Breakaway	21%
25	Campus Life	15%
25	Moody Monthly	15%
13	CCM (Contemporary Christian Music)	8%
11	Plugged In	7%
9	Guideposts for Teens	5%
8	Current Thoughts and Trends	5%
8	National Right to Life News	5%
7	Biblical Archaeology Review	4%
7	Christian Research Journal	4%
7	Guideposts	4%
7	Today's Christian Woman	4%

6	Washington Watch	4%
6	Discipleship Journal	4%
6	Voice of the Martyrs	4%
5	Clubhouse	3%
4	Acts & Facts	2%
4	Christian Parenting Today	2%
4	The Christian Reader	2%
4	Decision	2%
4	Teachers in Focus	2%
3	Family Policy	2%
3	Charisma	2%
3	Christian Library Journal	2%
3	Christian School Education	2%
3	Clubhouse Jr.	2%

Table 6

A Selected List of Bible Computer Software Available in Christian High School Libraries

Number of Respondents	Titles	Percent of Respondents
31	Online Bible	18%
19	QuickVerse	11%
9	PC Study Bible	5%
7	Nelson's Electronic Bible	4%
	Reference Library	
5	The Master Christian Library	3%
5	Christian History	3%
3	The Bible Library on CD-ROM	2%
3	NAS Electronic Bible Library	2%
	on CD-ROM	
3	New Reference Library	2%
2	The Dead Sea Scrolls	1%
2	Compton's Interactive Bible	1%
2	Logos Bible Software	1%

Table 7

Size of Respondents' Library Book Collections

Number of Respondents	Number of Books	Percent of Respondents
1	No more than 500	1%
2	501-1,000	1%
34	1,001-5,000	20%
64	5,001-10,000	38%
38	10,001-15,000	23%
20	15,001-20,000	11%
10	More than 20,000	6%

Christian Proportion of Books and Periodicals

About three quarters of the libraries reported collections of books numbering

between 5,001 and 15,000, with a plurality (38%) in the 5,001-10,000 range. Three

schools reported collections of 1,000 or less; ten (6%) reported collections of more than

20,000. Four libraries were reported to serve grades K-12, another served K-10, another

grades 6-12.

Ninety-three percent of librarians made some kind of numeral response to the

request to estimate how many Christian books are in their libraries. Five respondents

(3%) indicated they do not know how many Christian books they have. Forty respondents

(24%) reported higher percents than the choice ranges for Question 14. The researcher

Table 8

Proportion of Christian Books in the High School Libraries

Number of Respondents	Range of Percents of Christian Books	Percent of Respondents
2	1% to 5%	1%
14	6% to 10%	8%
21	11% to 15%	13%
32	16% to 20%	19%
47	21% to 25%	28%
38	26% to 50%	23%
1	51% to 75%	1%
1	76% to 100%	1%

did not expect so many responses above 25%. More than half (53%) of the libraries

contained collections of a fifth or more Christian books.

For tabulation purposes the researcher converted all the respondents' range

responses to the lower number of the range. For example, the researcher converted a

librarian's estimate of "30% to 35%" to 30%.

Question 17 asked what proportion of Christian high school libraries' periodical

subscriptions were explicitly Christian. The researcher did not anticipate that 35% of

responses would fall into the category of 26% or more. Thirty percent of respondents

reported from 1% to 10% of Christian subscriptions; 25% reported 11% to 25% Christian

subscriptions. (The remainder did not offer any estimate; four librarians reported that they

Table 9

Proportion of Explicitly Christian Periodicals Subscriptions

Number of Respondents	Range of Percents of Periodicals Subscriptions	Percent of Respondents
28	1% to 4%	17%
21	5% to 10%	13%
7	11% to 15%	4%
16	16% to 20%	10%
18	21% to 25%	11%
58	26% or more	35%

did not subscribe to any periodicals.) One respondent said that the library had an electronic index and fulltext periodicals database that included some Christian magazines. One librarian reported subscribing only to Christian periodicals; others were donated.

Reporting Results to Respondents

At the end of the questionnaire, respondents were given space to write their name and address. They were asked whether they would like to receive a copy of the results of the survey. Seventeen percent replied "No", 81% replied "Yes". Other responses to this question together with all the marginal responses to the survey as a whole may be found at the end of Appendix C.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

As the object of their faith, Christian high school librarians recognized Jesus Christ

to be at the heart of the work and service of the Christian high school library. They seek

to prepare students to be children of God and distinctively Christian citizens of society.

Christian librarians believed true knowledge comes from God, Who reveals truth in the

natural world and especially in the Scriptures.

Christian librarians generally held a high standard for the Christian materials they

select. In these materials librarians expect consistency with biblical truth, reverence

toward Christ and the Bible, and a true and complete portrayal of Christ and His work.

These Christian materials should contribute to the spiritual development of students,

including their moral discernment, faith, and Christian walk.

Christian high school librarians who responded to the researcher's survey generally

recognized the value of non-Christian materials but realized that these materials must be

winnowed to obtain that value. A very few librarians admitted non-Christian materials

without qualification, while a few other librarians had high walls to keep most or all of

them out; but most librarians between these two extremes looked for some redeeming or

useful value.

Nearly all Christian high schools surveyed hired only librarians who professed faith

in Jesus Christ as Savior and who affirmed the Bible as God's inerrant, infallible, and

inspired Word to mankind. The schools surveyed also generally expected in candidates a strong Christian testimony, spiritual maturity, and a concern for students' spiritual growth. A majority of schools required some professional certification. A small minority eschewed charismatic association, and about one third did not allow librarians to be members of a World Council of Churches church.

Through their knowledge of the Bible and of the Christian resources, a majority of Christian high school librarians represented by this survey found Bible teaching and other Christian materials suitable to their students' needs. A minority of these Christian high school librarians also related Scripture to their students' concerns. A large majority of respondents displayed various Christian materials in their libraries.

A majority of libraries had a biblically defensible written selection policy, while over a third of libraries did not. Most Christian high school libraries surveyed screened their materials for pornography, explicit sex description, the occult, obscenity, and excessive violence. A large majority screened approval of sin, slander or libel, the disparaging of family or patriotism, and anarchy. A comfortable majority directly supervised student Internet access or employed a filter. A very large majority had an Internet use policy. Half required parent permission for students to access the Internet, and a third licensed students. Fifteen percent did not allow Internet access to students.

A great majority of the Christian high school libraries surveyed had a variety of Christian books. Three quarters had such Bible study tools as concordances, commentaries, character studies, geographies, and doctrine books. Nine tenths of these libraries had biographies of Christians, Christian novels, devotionals, and books about the

Christian life, Christmas, and Christian missions. Three quarters of the libraries surveyed had books with a Christian view of the origin of the earth, dating, marriage, abortion, religion, and science. Half the libraries had books with a Christian view of American history, the occult, leadership, and philosophy.

The most commonly subscribed Christian periodicals among those libraries surveyed were *Focus on the Family, World, Christianity Today, Sports Spectrum, Christian History, Citizen, Creation ex Nihilo,* and *Brio.*

Nearly a half of the libraries in the survey held at least one piece of Christian software, while a fifth had none available to students in the library. The most common Christian software titles were *Online Bible, QuickVerse,* and *PC Study Bible.*

About three quarters of the libraries had between 5,001 and 15,000 books. More than half the librarians surveyed had collections consisting of a fifth or more Christian books. Likewise, over a third of these libraries' periodicals subscriptions were 25% or more Christian.

Conclusions

The librarians of the Christian high schools surveyed generally continue to stand in the conservative Protestant tradition of Christianity. This survey affirms their allegiance to Jesus Christ as the object and center of Christian faith. The survey affirms these Christian librarians' regard of the Bible as God's infallible, inspired, and inerrant Word to man, the source of specific knowledge of Him. The librarians seek through their services and materials to meet the spiritual and inspirational needs of the students in their school.

However, the failure of a substantial minority to affirm the preeminence of Jesus Christ (19%) is disturbing. The statement as given in the questionnaire may have been too broad for some librarians to see its practical application, or it may not have been clear that the questionnaire statement coincided with their library's statement; so that they hesitated to choose it. In any case, dissension from St. Paul's comprehensive summary of Jesus Christ's position in creation and in the church is no part of the evangelical faith: "For by [Jesus Christ] were all things created. . . and for him. . . . And he is the head of the body, the church . . . that in all things he might have the preeminence" (Colossians 1:16, 18).

Christian libraries can hold no higher or purer standard for choosing Christian materials than does the overwhelming majority of those surveyed: consistency with biblical truth. Without this standard or other safeguard such as a disclaimer or restricted use, false doctrine can easily lead immature students astray. Irreverence and incomplete teaching, especially about Christ, are subtle and misleading factors which the great majority of those surveyed are concerned to keep out of the hands of unsuspecting students.

Most of the Christian high school libraries surveyed use some non-Christian materials, but there is almost unanimous concern about choosing and using them carefully. The concern here is not with purity or completeness of doctrine but with the grosser manifestations of sin and with worldly philosophies that inevitably seek to undermine the historicity or integrity of the Bible and the biblical view of God, creation, man, redemption, and eternity.

The Christian high schools surveyed remain securely in the conservative Protestant camp with regard to their selection of a librarian. An assumption of a universal pro-life

position among evangelical Christians, as suggested by some respondents, may be a reason why a large majority of schools do not require an affirmation of it. Further explanation may be found in the reluctance of some conservative Christians to involve themselves in political issues.

The absence of a prohibition against charismatic doctrine or practice as a criterion for hiring librarians may be due to the controversial nature of this issue among Christians and also to general ignorance of the doctrinal vagueness of leaders of the charismatic movement. Ignorance of their school's position on the charismatic movement may be why a bare majority of respondents passed over the survey question without making comment. The growth of the charismatic movement, the growing number of schools sponsored by charismatic churches, and the enrollment in Christian schools of children of charismatic parents may all have a bearing on the survey results.

Behind the prohibition of membership in a church associated with the World Council of Churches lies the issue of what is called in the conservative Protestant world "separation". Most conservative Christians would agree that they should be "in the world but not of the world". Clearly, more than a third of the surveyed schools think association with the World Council of Churches is "of the world", and do not permit their librarians to be members of WCC churches. While the survey results indicate that only a small minority of respondents are permitted membership in WCC churches, it is not clear what the current policy is among the schools surveyed, since 51% of the respondents passed over the church membership choices without selection or comment. A discussion of the issue of separation is beyond the scope of this study.

On a brighter note, the schools surveyed are concerned for the character and lifestyle of the librarians they hire. Inquiry and observation of these matters is appropriate because of the personal impact the librarians will have on the lives of their students and because of the example they will set for them, inside and outside the library. Spiritual maturity is an essential ingredient also in librarians in the process of selecting library materials and interpreting them in the light of Scripture.

A majority of librarians surveyed have, at times, a crucial spiritual role to play in finding and interpreting materials. Here the librarian helps the student connect the appropriate Bible teaching with the subject of the student's research. Christian librarians in interdenominational schools are sometimes charged to refer students to their parents or pastors when a question arises about which there are denominational differences.

Well over half the Christian libraries surveyed display various Christian materials in their libraries. Besides the usual purpose of making students aware of materials available in the library, Christian high school librarians also attempt to convey a Christian point of view of current events, issues, and books. Such displays enable student to appreciate Christianity in action and help them develop a Christian worldview. The display of Bible verses in the library underlines the importance of Scripture for students and focuses them on an important biblical principle. The display of Christian literature and art makes students aware of their Christian cultural heritage and connects them with Christian influences on Western civilization. Since a minority of librarians report displaying examples of Christian art or literature, these are matters that the majority needs to consider.

The survey of libraries' selection and Internet policies focuses on the screening of gross or obvious sins, the evil of which respondents express no disagreement about. Those sins about which there is not overwhelming agreement may not have been threats to the respondents, or may be those the librarians are willing to tolerate to some degree because of the useful values accompanying the sins. The librarians vary in how much evil they are willing to tolerate and for what purposes. School traditions and policies, parent or community or church standards, the librarians' own experiences, faculty preferences, and curriculum demands no doubt may all play a role in making and using selection and Internet policies.

Most Christian high school librarians realize the danger of allowing their students uncontrolled Internet access: the same unbiblical evils they screen from their materials collection are present in even greater intensity on the Internet: hence their use of licenses, parental permission, direct supervision, and filtering.

As anticipated, the libraries surveyed have a rich variety of Bible study books in print form. Roughly three-quarters of the libraries had all the tools listed, with the expected exceptions of Hebrew and Greek texts of the Testaments. This is a commendable record for the Christian high schools who are members of the Association of Christian Schools International. However, there is room for improvement. No such library should be without an annotated study Bible, yet 17% are. Nor should 3% of these libraries lack a Bible concordance.

The survey of books on Christian topics other than the Bible shows again a commendable variety and a comprehensive coverage. Nearly every library has books

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about Christian living and biographies of Christians to encourage spiritual growth and to nurture character and aspiration. Most have devotional aids for students and books about Christian missions to inspire that worthy endeavor of the church.

The survey of books written from a Christian viewpoint (but not on particularly Christian topics) may to an extent reflect the variety of curriculum needs to be met at the various schools. In this respect it is somewhat surprising that less than half the libraries hold books about the Christian view of literature or art.

Though the list of periodicals subscribed by the libraries is very varied, only two of the titles are available in even half of the libraries. One of these, *Focus on the Family*, with a newsstand price of $.75, is aimed at parents and has therefore a very narrow application to high school students. The second, *World*, is the only nationally known Christian newsweekly with international and national news and editorials: well worth every Christian high school's money. *Christianity Today* is perhaps the flagship periodical of conservative Protestantism in the United States. *Sports Spectrum* is the Christian library's substitute for *Sports Illustrated. Christian History* is a scholarly and well illustrated monthly that features great Christians or movements or topics of interest to Christians. It makes a useful supplement and reference source for the Christian high school's church history course. *Citizen* from the Focus on the Family organization features news essays on current issues of consequence to conservative Christian readers. *Creation ex Nihilo*, published by Answers in Genesis, presents research to substantiate the biblical account of creation. All these periodicals are substantive, substantial publications that offer a Christian worldview of various aspects of American culture and thought. They represent

diverse but enduring interests of the conservative Christian community and are well placed in the many Christian high school libraries where they may be found.

The survey indicates that less than half the libraries have even one piece of Bible computer software. A possible reason is that most of the Bible library suites duplicate many well-established print items already on library shelves. In some of the libraries there may be less frequent demand for Bible research tools than for material in other subject areas.

A few Bible software titles are held more frequently than most, though not even as many as a quarter of the libraries surveyed have any titles cited by respondents. The most frequently occurring title, *Online Bible*, is less expensively purchased than most of the less frequently occurring titles; which may explain its popularity.

Possible Uses of Results

Four-fifths of the respondents to this survey asked to receive a copy of the results of it. Any Christian librarian who needs to write a philosophy statement or a selection or Internet use policy can use the results of this study. Librarians starting or expanding a Christian high school library can use the sections on Christian materials, including books, periodicals, and Bible computer software, for suggestions about types of books to acquire and, in the cases of periodicals and software, specific titles to consider.

Christian school administrators can consult the section of the study about criteria for choosing a school librarian.

Christian high school librarians can use this study as a tool to assess the Christian aspects of their own libraries in the several areas the study addresses, including

philosophy, services, selection and Internet policies, and materials. From this study librarians may spot weaknesses or gaps in their own setup, get new ideas, or foresee possible improvements in their libraries.

Recommendations for Further Study

Since much of the data of this study is time sensitive, it could be repeated at a future time.

Another survey might seek to discover:

1. Why 19% of respondents do not affirm the preeminence of Jesus Christ in the Christian high school library.

2. The libraries' mission in the lives of the students.

3. What criteria Christian high school librarians use to select non-Christian materials.

4. Ways Christian librarians integrate Bible teaching into their bibliographic instruction.

5. What less obvious evils--spiritual or intellectual evils--Christian librarians screen from materials they acquire.

6. Why so many Christian librarians have not put Bible computer software to work.

7. What Christian videorecordings and other audiovisual materials Christian high school libraries hold.

Other surveys might use a different sample than the members of the Association of Christian Schools International or might include members of Christian Schools

International, the Association of Christian and Classical Schools, the American

Association of Christian Schools, and others. Elementary Christian school libraries could

be surveyed.

APPENDIX A: QUESTIONNAIRE

Characteristics of Christian High School Libraries
A Questionnaire for Christian High School Librarians

Please respond by checking responses as directed:

1. The philosophy of the library encompasses the following concepts:
   (Check all that apply.)
   - ☐ Jesus Christ should have the preeminent place, for in Him "...are hid all the treasures of wisdom and knowledge".
   - ☐ God has revealed Himself in a general way in His world and universe, and in a specific way in the Bible.
   - ☐ The Christian is not to be conformed to the world but must recognize his or her responsibility and role in our society.
   - ☐ The student's school experience should be a preparation for a life of fellowship with God and service to man.
   - ☐ The library should make available those materials and services that contribute to the informational, cultural, recreational, spiritual, and inspirational needs of the students.
   - ☐ Other. _____

2. What is the library's position regarding the selection of Christian materials?
   (Check all that apply.)
   - ☐ The material should be consistent with biblical truth: defending and clarifying rather than casting doubt on the Bible or attempting to disprove it.
   - ☐ The name of Christ and the Bible should be treated reverently.
   - ☐ The person and work of Christ should be presented accurately and completely, including His incarnate Deity and His atoning work.
   - ☐ Other. _____

3. What is the library's position regarding knowledge or literature produced by non-Christians?
   (Check one.)
   - ☐ Reject it as invalid and useless.
   - ☐ Reject it as dangerous or unsuitable for student use.
   - ☐ Recognize its truth and divorce from it the distorted interpretations of sinful men.
   - ☐ Use it without qualification.
   - ☐ Other. _____

4. Is the school's selection of a librarian governed by: (Check all that apply.)
   - ☐ A profession of faith in Jesus Christ as personal Savior.
   - ☐ Affirmation of the Scriptures as the inerrant, infallible, and inspired Word of God.
   - ☐ Subscription to the school's doctrinal statement.
   - ☐ Possession of a strong Christian testimony.
   - ☐ Evidence of spiritual maturity.
   - ☐ Membership and participation in a conservative Protestant church not associated with the World Council of Churches.
   - ☐ Membership and participation in a conservative Protestant church not charismatic in doctrine or practice.
   - ☐ A desire and concern for students' spiritual growth.
   - ☐ The holding or pursuit of a Christian teaching or librarian certificate.
   - ☐ Affirmation of a pro-life position.
   - ☐ Other. _____

5. The responsibilities of the librarian include guiding the students in: (Check all that apply.)
- ☐ Finding Bible teaching appropriate to students' assignments or projects.
- ☐ Interpreting Scripture.
- ☐ Interpreting library materials in the light of Scripture.
- ☐ Relating Scripture to current events and matters of personal concern to the students.
- ☐ Referring students to their parents' or pastor's counsel in sensitive denominational matters.
- ☐ Other. _____

6. The library displays from time to time: (Check all that apply.)
- ☐ Bible verses.
- ☐ Illustrations of Bible scenes.
- ☐ Christian art.
- ☐ Christian literature or illustrations of Christian literature.
- ☐ Christian materials illuminating current events, books, or prominent political, social, religious, or moral issues.
- ☐ Other. _____

7. Does the library employ a biblically defensible written selection policy?
- ☐ Yes.
- ☐ No.

8. Does the library's selection policy, whether written or unwritten, screen materials containing any of these elements? (Check all the elements that the policy screens.)
- ☐ Explicit sex description.
- ☐ Slander or libel.
- ☐ Pornography.
- ☐ The occult.
- ☐ Obscenity.
- ☐ Anarchy or the disparaging of patriotism.
- ☐ The approval of sin.
- ☐ Excessive violence.
- ☐ The disparaging of the family.
- ☐ Other. _____

9. Does the library's Internet use policy require: (Check all that apply.)
- ☐ A school licensing procedure.
- ☐ Parental permission.
- ☐ Direct supervision of students.
- ☐ A commercial filter.
- ☐ Nothing: do not have one.
- ☐ Other. _____

10. Please indicate the types of Bible books that are available in the library. (Check all that apply.)
- ☐ Study Bibles (annotated).
- ☐ Hebrew Old Testament.
- ☐ Greek New Testament.
- ☐ Concordances.
- ☐ Bible dictionaries.
- ☐ Bible commentaries.
- ☐ Bible histories.
- ☐ Bible geographies.
- ☐ Bible atlases.
- ☐ Bible handbooks.
- ☐ Bible customs.
- ☐ Bible doctrine.
- ☐ Special topics treated in the Bible.
- ☐ Christian ethics.
- ☐ Studies or lives of Christ.
- ☐ Bible book studies (not commentaries).
- ☐ Bible archaeology.
- ☐ Bible prophecy.
- ☐ Bible character studies.
- ☐ How to study the Bible.
- ☐ Other. _____

11. Please indicate which types of books available in the library take an explicitly: (Check all that apply.)
- ☐ Christian view of literature.

☐ Christian view of economics.
☐ Christian view of abortion.
☐ Christian view of American history.
☐ Christian view of music.
☐ Christian view of art.
☐ Christian view of writing.
☐ Christian view of philosophy.
☐ Christian view of the origin of the earth.
☐ Christian view of politics.
☐ Christian view of religion.
☐ Christian view of science.
☐ Christian view of the occult.
☐ Christian view of dating.
☐ Christian view of marriage.
☐ Christian view of leadership.
☐ Other. _____

12. Please indicate whether books in the following categories are available in the library. (Check all that apply.)
☐ Christian missions.
☐ Hymnals.
☐ Church histories.
☐ Devotionals.
☐ Biographies of Christians.
☐ Christian novels.
☐ Christian poetry.
☐ Churches.
☐ Christmas.
☐ Thanksgiving.
☐ Christian life.
☐ Witnessing of one's faith.
☐ Other. _____

13. Please indicate how many books are available in the library. (Check one.)
☐ No more than 500 .
☐ 501-1,000.
☐ 1,001-5,000.
☐ 5001-10,000.
☐ 10,001-15,000.
☐ 15,001-20,000.
☐ More than 20,000.

14. Please estimate what percent of the library's books are written from the Christian point of view or are on Christian or Bible themes: (Check one.)
☐ 1% to 5%.
☐ 6% to 10%.
☐ 11% to 15%.
☐ 16% to 20%.
☐ 21% to 25%.
☐ Other. _____

15. Please indicate that the library currently subscribes to the following explicitly Christian periodicals: (Check all that apply.)
☐ Christian History.

☐ Christianity Today.
☐ Citizen (Focus on the Family).
☐ Creation ex Nihilo.
☐ CultureFacts.
☐ Current Thoughts and Trends.
☐ Family Policy.
☐ Focus on the Family.
☐ National Right to Life News.
☐ Sports Spectrum.
☐ Washington Watch.
☐ World.
☐ Other. _____

16. Please indicate what Bible computer software is available in the library: (Check all that apply.)

☐ Online Bible.
☐ QuickVerse.
☐ The Master Christian Library.
☐ The Bible Library on CD-ROM.
☐ NAS Electronic Bible Library on CD-ROM.
☐ PC Study Bible.
☐ New Reference Library.
☐ The Expositor's Bible Commentary on CD-ROM.
☐ Word Biblical Commentary on CD-ROM.
☐ Nelson's Electronic Bible Reference Library.
☐ Christian music.
☐ Other. _____

17. Please estimate what percent of the library's current periodical subscriptions are explicitly Christian: (Check one.)

☐ 1% to 4%.   ☐ 16% to 20%.
☐ 5% to 10%.   ☐ 21% to 25%.
☐ 11% to 15%.   ☐ 26% or more.

Your Name, Address, and School: _____

_____

_____

Would you like to receive a copy of the results of this survey?

☐ Yes.
☐ No.

Please enclose this completed questionnaire in the envelope provided and mail to

Wayne Johnson
The King's Christian School
12 West Buckingham Avenue
Mount Ephraim, New Jersey 08059

APPENDIX B: COVER LETTER

The King's Christian School Library
12 West Buckingham Avenue
Mount Ephraim, New Jersey 08059
March 6, 2001

High School Librarian
«Company»
«Address1»
«City», «State» «PostalCode»

Dear fellow high school librarian:

I am the librarian at the school above and a candidate for the master of arts degree in librarianship at Rowan University. I am currently writing a thesis entitled *The Characteristics of Christian High School Libraries* as the final part of my studies. I want to document the various aspects of library service as practiced in the Christian high schools in the United States. To accomplish this I am conducting a survey. The survey touches on philosophy, the librarian, selection and Internet policies, and library materials and services. I have enclosed a questionnaire in the hope that you will respond and return it to me in the enclosed envelope. Please return the questionnaire by March 20.
As a librarian in a Christian school I am eager to know about other Christian school libraries. To my knowledge, this is the first study of this kind. I think it will be an encouragement and stimulus to Christian schools around the country.

Please take a few minutes to carefully complete the questionnaire. Please check a response only if you are sure of it.

You may contact me at the above address or by e-mail at <wjohnson@snip.net>.
Thank you for your kindness.

Your brother in Christ,

Wayne Earl Johnson

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APPENDIX C

RECORD OF "OTHER" AND MARGINAL RESPONSES TO QUESTIONNAIRE

(Numbers in Parentheses Refer to Number Assigned Each Questionnaire)

Ques 1

Reflect Christ and encourage students esteem (Christ-esteem). (5)

Student should also be prepared to live in the world, thus be knowledgeable about current issues. (6)

[note on all choices checked:] I would agree with these statements; not sure any are reflected in writing. (10)

[note on choice "The Christian is not to be conformed to the world but must recognize his or her responsibility..." (respondent's underlines):] -> as long as God's Word is the standard (45)

Prov. 1:7 The library is a place to seek knowledge in the fear of the Lord. Phil. 1[4]:8 The library is to uphold the noble, lovely, pure, etc. (50)

The library should assist students in "studying to show themselves approved unto God as workmen who are not ashamed." (51)

We buy secular material that supports the curriculum so students can know what they are fighting; ex Mein Kampf, Siddhartha, Why I Am an Atheist (M. Murray). (54)

[Respondent checks choice "The library should make available..." but adds at end of choice "& staff". Researcher allows the emendation and counts the response.] (57)

The library should support and enhance the curriculum of the school. The library should particularly provide resources from a Christian point of view which may not be easily obtainable in the general community. (58)

selected materials should support the curriculum and promote academic excellence. (59)

[emendation of choice "Jesus Christ should have...":] & salvation :) (64)

[emendation of choice "God has revealed Himself..." by crossing out "general way" and substituting "specific ways": which the researcher takes to be a too hasty response, considering the rest of the choice, and therefore ignores the emendation.] (64)

[emendation of choice "The Christian is not to be conformed...": Respondent adds "which God has before ordained".] (64)

Bk Collection, CD ROMs, etc. should support & back-up curriculum (68)

[note on choice "The student's school experience...":] - secular careers? (68)

Reflects the culture of our school which ascribes to all of the above. (69)

see enclosed policy. (93) [The researcher found the library should "...offer a biblical Christian view of factual information to aid students in developing a godly perspective of man and creation. Also, the library should "...provide materials that present varying viewpoints on issues so that students under guidance may have an opportunity to develop a practice of critical analysis of all media."]

Phil. 4:8 premise (105)

[note on the first three choices of Ques 1:] These should already be understood as a Christian school (106)

help prepare the student to live successfully in a secular world with a Christian worldview. (115)

B/c of God's common grace, the library should include great works by non-Christian authors. (124)

Provides materials that supplement & compliment the curriculum (130)

[note on choice "The student's school experience...":] * [: referring to the attached:] Library Resource Center Mission Statement: The mission of our LRC is to be an integral component of the total educational process by providing educationally significant materials which supplement and complement the school curriculum at all grade levels, reflection [sic] our Christian philosophy, and leading our students in becoming information literate. (130)

no written philosophy (132)

Our school's mission statement (136) [from the attached school brochure the researcher extracts:] At [name of school], truth is measured against God's Word, the Bible. (136)

[extracted from an attached paper entitled "Collection Development Policy":] In order for students to think and analyze independently from a Christian perspective and become effective users of information, the library collection needs to reflect diverse points of view. Controversial materials that do not reflect a Christian world view are collected if they support the curriculum and challenge students to analyze and think independently. Knowledge of our culture and different world views is crucial to education [sic] well rounded and informed students. (138)

Materials/resources should encourage & edify, not demean or defraud. (142)

Philippians 4:8 ["Finally, brethren, whatsoever things are true . . .] guides selection policy (157)

aid in development of a Christian world view (158)

See above [Disclaimer pasted to questionnaire:] [Name of school] does not necessarily endorse the morals, philosophy, theology, or scientific hypotheses presented in this book. In order to standardize the work and validate the credits of the school, it is sometimes necessary to include books the contents of which the school cannot wholly endorse. (168) [May be a response to Ques 2 or 3]

Ques 2

We do permit some secular works which are labeled with a disclaimer for the purpose of showing our students the world's argument. (2) [May be a response to Ques 3]

In a library it's ok to display (so called) 'worldly material', i.e. [e.g.]: it's ok to display an Employment Resource Manual for future jobs other than Christian only material. (5) [not germane to the question: germane to Ques 3]

I agree in part, with the 1st statement but in order to defend their views Christians need to know the other side & thus some material would be casting a doubt. (6)

All materials must be consistent with the school's philosophy. (8)

The librarian has judgement in selection. (10)

Opposing and secular viewpoints are present in the collection with the understanding that

they are contrary to the Word of God. (17)

Glorify God!!! (18)

We do carry some material that is produced (video) by A&E or History Channel etc. This helps recognize how the rest of society views Christian themes. (19)

You should fill your minds with whatsoever things are pure, holy. (27)

[note on the word "accurately" in the choice "The person and work of Christ should be presented accurately...":] This is subjective. While I do not hold to the teaching of Calvinism, we do carry the works of Calvin in our library. (35)

Materials are made available with "opposing viewpoints" when relevant to classroom discussion and/or research. (39)

[note on the word "should" of choice "The material should be consistent...":] impossible with encyclopedias--all expound evolution (41) [The respondent forgets Ques 2 is about *Christian* materials.]

We do have works that do otherwise (Mein Kampf, Darwin's theory, etc.) that are used under supervision to teach apologetics, etc. (56)

The library attempts to acquire Christian materials of high quality, excellence of scholarship or literature. (58)

[note on choice, "The person and work of Christ...":] when that topic is included (58)

The material should be well-written and academically challenging. (59)

The library should provide materials supporting our curriculum & allowing students to research aspects of life to prepare for graduation (83)

[Marginal note]: see attached (83) [The researcher found no philosophical statement; it could be inferred from the attached material that the library uses only materials compatible with a Christian view.]

[note on Ques 2:] see enclosed selection policy (89) [Researcher found sharpening moral understanding and encouraging correct moral choices; clearly drawing the line between good and evil; bringing the reader to a value-based conclusion; ultimately strengthening one's Christian faith.]

[response to Ques 2:] I will include a copy of our selection policy. You can see whether you think it fits any of your categories. (93) [The researcher found no policy statements regarding the selection of Christian materials.]

The Bible: Nothing added, nothing subtracted (101)

Christians should be well informed on current issues and trends. (102)

promote godly principles of living and thinking (105)

fiction should have characters that display biblical morals (118)

The material should explain views that are not Christian from a Christian viewpoint. (120)

Materials foster spiritual growth & encourage the Christian life through biog, fiction, church history, Bible & works representing Christian perspective (121)

Apologetics is important. Therefore, it is important to have books that explain other world views. (124)

The library should support the distinctives of the Historic Peace Churches (129)

Supports the curriculum (138)

Differing points of view (like on rapture) need to be presented. (139)

Evaluate each piece individually (1)

We reject material which presents a lifestyle contrary to the Bible as desirable. (2)

Stu[dents] need to know about "error" in order to confront it. (4)

[response to Ques 3:] There is truth in 80% of all the books out there even in books on Buddha, Zen, etc. and Depak Chopra but just keep in mind God wants spiritual fruits not religious nuts! (5)

[response to Ques 3:] A book selection doesn't have to come from a Christian author, [e.g.,] Bill Clinton was president and a part of history but we don't skip him and wait 8 years until Bush comes along. Truth--what is--is what is. [new paragraph:] I would avoid biographies on [e.g.] gay rock stars etc. You have to draw the line somewhere. (5)

Use what is useable to prepare students. (6)

Use items selectively, knowing that there is common grace (to authors) and that we are not totally sheltering students--yet we will use judgement & caution of appropriateness. (10)

Use it if it contributes good moral value, educative, humor, etc. (15)

Widely accepted, with the understanding it may be contrary to the Word of God. (17)

[note on choice "Recognize its truth...":] -the classics (18)

Use discernment and teach students discernment. We allow no books presenting godless themes, idolatry, witchcraft, etc. (18)

Evaluate its usefulness objectively (21)

Teach the classics etc. from a biblical point of view. (22)

Use as a teaching tool perhaps with non-Christian perspective addressed. (23)

We screen everything if there's nothing objectionable like Jane Eyre etc. & Biographies we allow it. (27)

Secular works can be useful in research, they must be carefully selected. (28)

Use it with qualification. (30)

Use it if it doesn't seriously conflict with Christian principles. (33)

All truth is from God. If the literature does not contradict Christian beliefs and edifies the reader or informs the reader, we keep it. (35)

Recognize its truth and investigate & discuss the concepts that are contrary to God's Word so to better understand & discern God's truth as compared to the distorted teachings. (36)

[note on choice "Recognize its truth...":] Maybe this is really what I'm saying? (36)]

much accepted without qualification--some with disclaimers. (39)

Use it with qualification, when necessary. (40)

[note on choice "Use it without qualification":] respondent crossed out "out" of "without", making "Use it with qualification". (41)

Concept: separate message from messenger --any area, including Christian authors. ALL men make mistakes & distort truth. For example, we have some books by David Hocking, who committed grave sin. Most of his books are still ok. (41)

Use it within certain guidelines--must fit curricular goals (Science & Lit.) comparison & contrast with Christian worldview. (45)

Must be evaluated on a one by one basis (48)

Books should provide a proper historical world view. Some books contain falsehoods (books on evolution, e.g.) but are used to point this out. (50)

Use it with qualification--preparing our students to recognize the truth. (51)

There is value in well-chosen works from all (53)

Use it with qualification when needed (54)

[note on choice "Recognize its truth...":] We offer materials necessary to prepare & equip our students[. I]gnorance of what the world believes hinders the Christians ability to evangelize and defend the Gospel. (57)

Use that which is useful or has excellence (58)

Use it with qualification, but realize that the high school students who are planning to attend college will need the secular classics. (59)

Use it with disclaimers (60)

Use with caution: apply warning label. Student use to compare & contrast worldviews. (64)

[emendation of choice "Recognize its truth...":] Recognize its truth and usefulness for learning...". (65) [Researcher allows the emendation and counts the response.]

Recognizing all truth is God's truth, use certain works as tools for teaching the student to be discerning. (66)

[Respondent puts * next to choice "Reject it as dangerous..." and notes, "(Not all, but some)".] (66) [Researcher accepts the intelligent qualification but does not count the response.]

Selectively include it having trained students in a Christian life/world view (67)

Take it as it is, discuss & teach about worldly issues with, of course, Christian perspective! (68)

Each work judged individually. (79)

Use with qualification (81)

[marginal note:] see attached (83) [The researched found nothing other than the selection policies for fiction and nonfiction.]

[Researcher extracts from attached "Selection Policy":] [To] acquire an understanding and a Christian view of secular philosophies, especially humanism and evolution. . . source works with a non-Christian viewpoint are included. . . . However, works that use these basic secular philosophies, but are not easily recognizable should be omitted or put into a teacher's library. (93)

Each is reviewed as needed. (94)

We review & use some approved secular material (98)

Issues should be examined with awareness of "Christian" answers to "secular" views. (102)

Use it with qualification--statement of deficiency or inaccuracy if has some negative portions (107)

Use it with non-support statements when necessary. (110)

Use it as a curriculum support if it isn't in opposition to our Christian mission statement (113)

Select works which have cultural and educational value (118)

Recognize it as useful in instruction of other points of view (120)

Students should be taught discernment using the Christian world view to analyze materials & understand the differences with a world view (121)

We are quite careful when we select material. Secular material is bought and disclaimers are added when necessary--ex. 1 page on evolution in a 50 p. book. (126)

All library purchases are evaluated and selected as needed. Those of us saved by grace are still sinful men & still prone to distorted interpretations. (127)

[note on choices "Recognize its truth..." and "Other" (as above):] These 2 together would more closely follow our selection policy (127)

[note on what appears to be Ques 4, but may be about Quess 2 & 3:] All of these apply-- our main focus on material selection has more to do with what is not taught, instead of what is taught. (127) [At the end of the questionnaire:] I need to clarify our selection policy. All material is evaluated from a Christian point of view, which is our point of view, but non-Christian material is not rejected just because it is non-Christian. Non-Christian material that does not contradict the standards of our school is included in the library. Sometimes, there is not a "good" alternative--for example--do you know of a good set of encyclopedias that does not teach evolution? (127)

We carefully & responsibly select materials. All books have this disclaimer pasted inside the cover. (130) [Copy of disclaimer stapled to questionnaire:] The fact that this volume appears in our library does not mean that the Elkhart Baptist Christian school necessarily endorses everything it says about morals, philosophy, theology or science. The position of the school is that these things must be interpreted in the light of the Scriptures. The Bible gives us our standards in all areas of life. (130)

Use it with qualification (132)

We follow the recommendation of our English department who select well written books & literature of all genres (134)

We read material that comes in and dispose of any questionable material (135)

Our school's mission statement (136) [the researcher extracted from the attached school brochure:] At [school's name], truth is measured against God's Word, the Bible.

Fiction must meet moral standards. Nonfiction must be true according to Biblical record (i.e. Creation) (137)

[emendation of choice "Use it without qualification":]Use it with qualification, but always preview. Recommend questionable titles with qualification (138)

Ensure that students are effective users of ideas & information (138)

Have it available for students to know what others believe (esp. other religions) (139)

Have it available for those that need it only. (140)

We have a large library. Not all authors are Christian. In order for students to reaffirm their beliefs, it is sometimes necessary for older students to be able to refute non-Christian beliefs. (141)

[note on Ques 3:] what type - religious material? or general (143) [Researcher does not specify. Both are meant.]

Screen it to see that it fits our philosophy - use disclaimers when needed (144)

Ques 3 (concluded)

[disclaimer for library materials attached to questionnaire] (145)
We are careful about the nature of non-Christian works, but try to help students respond
    to what is non-Christian in a Christlike manner. 152)
We use it if it does not go against God's Word! (153)
Use it with great scrutiny knowing that our students are learning discernment (154)
Use it when & where appropriate (163)
Use it with qualification (164)

Ques 4

State and/or ACSI certification (4)
[note on choice "A desire and concern for students' spiritual growth" ["spiritual growth"
    encircled:] Discuss the world and decisions. Don't overprotect them from
    everything. (5)
[note on "The holding or pursuit of a Christian teaching or librarian certificate":] both (6)
[note on "Membership and participation...World Council of Churches":] not sure (7)
Membership & participation in an evangelical church. (10) [equivalent of choice phrase
    "conservative Protestant church"]
[note on Ques 4:] Requirements same as all faculty members. (10)
[Respondent circles "Membership and participation in a conservative Protestant church",
    omitting the remainder of the choice, "...not associated with the World Council of
    Churches" (14). Researcher does not count choice.]
Membership and participation in a sound, Bible teaching church. (18)
[note on choice "Membership...World Council of Churches":] ? (23)
[note on choice "Membership...not charismatic":] ? (23)
I have K-12 teaching certificate, no Librarian certificate. (23)
[emendation of word "conservative" in choice "Membership...not associated with World
    Council...":] Evangelical (27)
[note on choice "Affirmation of a pro-life position":] This is never asked, just
    assumed (35)
Membership in our parent church or hold a position of authority in a sister church where
    leaving that church would cause a hardship. (39)
[emendation of choice "The holding or pursuit of a Christian teaching or librarian
    certificate": "or pursuit of a Christian" is crossed out] (39)
Fellowship (or "membership") at the church of which the school is a part. In my case,
    Calvary Chapel of Downey. (40)
[note on choices "Membership and participation...":] "Active member of Bible believing
    church"; this is NOT highly specified. (41) [The respondent means he prefers his
    wording to that of the choice ("conservative Protestant church").] (41)
[emendation of word "conservative" in choice "Membership and participation in a
    conservative Protestant church not associated with the World Council...":] School is:
    "evangelical"--Moody Bible style--. Personally, I am "Fundamental", Baptist". (41)
[note on choice "Affirmation of a pro-life position":] n. a. [not applicable?] (41)

Ques 4 (continued)

[note on Ques 4:] *All teachers meet same criteria for beliefs. (41)

Employees must be attending church regularly & be a Christian, but the denomination is not specified. (43)

Regular attendance at a local church (50)

[note on choice "Affirmation of a pro-life position" has an arrow from this choice to the second choice, "Affirmation of the Scriptures...":] same affect (50)

[Respondent checks choice "Affirmation of the Scriptures as the inerrant, infallible, and inspired Word of God" but crosses out "inerrant". Researcher rejects this emendation as implying a different question.] (50)

[note on choice "Membership and participation in a conservative Protestant church not charismatic...":] ? (50)

[note on choice "Membership and participation in a ... church not charismatic...":] ? (51)

Regular participation in a Bible Believing congregation (54)

[note on choice "The holding or pursuit of a ... certificate":] (head librarian has an MSLS) (54)

Experience or training in librarianship (58)

Concern for serving students and faculty (58)

Librarians here need a current teaching certificate for the state of Tennessee, and at least a certificate of endorsement in Library Science. We prefer master-degreed librarians, of which we have three. (59)

[note on choice "Affirmation of a pro-life position":] --not required but taken for granted. (59)

teachers may have secular University certification and ACSI certification (61)

Must have an understanding of what the Principle Approach method for education is. (64)

B.S. degree in any field. (64)

[note on choice "Affirmation of a pro-life position":] (Not specifically stated, but assumed) (66)

Must have teaching certificate from the STATE--also Master's in library science - (68)

Membership & participation in a conservative Protestant church. (71)

Call from God to fill the position. (79)

[marginal note:] see attached (83) [The researcher found nothing about the selection of the librarian.]

Membership in a Protestant church (85)

[note on choices "The holding or pursuit..." and "Affirmation of a pro-life..."] NA, NA (88)

ACSI certification (89)

Bachelor's degree in any discipline in order to be certified (90)

[note on both choices "Membership and participation...":] Bias? (94)

Membership and participation in a church - Bible believing (107)

[note on Ques 4:] I am the first librarian with a teacher or librarian certificate. (109)

[note on choice "Membership and participation...charismatic...":] We would not consider this a viable concern since we will spend eternity with our charismatic brothers & sisters in Christ. (110)

Ques 4 (concluded)

[note on choice "Affirmation of a pro-life position":] (I don't believe this question is
    asked) (110) [Nevertheless the choice is checked.]
state certification (115)
the above apply to all school staff (118)
[note on choice "Subscription to the school's doctrinal statement":] (all staff) (118)
Membership & participation in a conservative Protestant church. (122)
Membership & participation in a Bible believing, Christ honoring church. (124)
MS in library science (130)
Church membership, knowledge of library science but not necessarily holding a
    degree (132)
Membership in an evangelical Protestant church (134)
[note on Ques 4:] Do have to be state certified. (139)
Membership & service in a church. (140)
Masters Degree in Library Science (146)
[note on choice "The holding or pursuit...":] MLS (148)
[emendation of choice "The holding or pursuit...": Cross out "Christian". (150) The
    researcher rejects the emendation and does not count the choice.]
[note on choice "Membership and participation...World Council of Churches":] ?
    Membership in church, yes. (152)
[note on choice "Affirmation of a pro-life position":] Not a requirement in writing, but
    generally expected. (152)
[note on choice "The holding or pursuit...":] (Bachelor's Degree) (156)
SACS (Southern Assoc. of Colleges & Schools) Standards; Assoc. of Christian Schools
    Int'l standards (158)
[emendation of choice "Membership and participation...World Council of
    Churches" makes choice:] Membership and participation in a conservative
    Bible believing church. (158) [Researcher rejects emendation and does not
    count choice.]

Ques 5

Not doing their homework but asking what would Jesus do. (5)
[note on first choice ("Finding Bible teaching"):] if warranted (6)
Referring students to their teachers for help. My job is to help them find the info they
    need to successfully complete their assignments. (6)
[Response to Ques 5:] Most of the above would fall more in the area of our Bible teachers
    and counselors. (8)
Integrate God's word into the Library classroom (15)
Guiding the student in all types of research. (17)
[note on choice "Relating Scripture...":] ? (23)
[note on choice "Referring students...":] ? (23)
Finding research materials & helping students develop a love for reading wholesome
    material. (27)

Ques 5 (continued)

We are just building our library, and do not have much on display yet! (28)

Guiding them in learning to discern quality literature & resources as opposed to biased, ill-founded resources (36)

Provide support for curriculum. These items [Ques 5 choices] are teacher responsibilities. (39)

[note on first four choices of Ques 5:] indirectly (41)

[note on choice "Referring students...":] school policy concerning sensitive & controversial issues (41)

teaching basic library/research skills (45) [not a specifically Christian characteristic]

We collect, organize, dispense materials. Classes come in with teachers & assignments. We help students find material often pointing out whether from a Christian point of view or secular. (54)

[note on choice "Referring students...":] The above is helpful to students but usually is done from the teacher then parents then Pastor. We support the parents within the guidelines of the school's philosophy. (57)

Finding materials that are needed to complete assignments. (59)

Training for college (67)

To teach library skills, assist in research, care for budget, order books, mag, etc., etc., etc., etc.!!! (68) [These are not specifically Christian responsibilities and are beyond the scope of the survey.]

[note on choices "Finding Bible teaching...", "Interpreting Scripture", and "Interpreting library materials...":] Bible Dept.!! (68)

[note on choice "Referring students to their parents'...":] Administration (68)

Choosing age-appropriate literature and reference materials. (72) [not a particularly Christian responsibility]

[Respondent writes "all" next to Ques 5; also crosses out "Bible" in choice "Finding Bible teaching...". Researcher counts the 2nd through 5th choices as the respondent's.] (81)

training the students to use our resources to do these things by themselves (83)

Advising & directing students to books that meet their curriculum needs (88) [not particularly Christian]

[emendation of choice "Interpreting library materials..." by adding "if appropriate". Researcher accepts the emendation and counts the response.] (89)

Biblical integration in teaching information literacy. (93)

finding materials for research & leisure use. Students attend in depth Bible classes. (96) [not specifically Christian]

Finding information for students; encouraging a love for reading (110)

[note on Ques 5:] All employees are expected to do these--not as a "librarian" but as an employee of our school. (116) [Researcher counts all choices.]

Finding materials to help with research for classes including Scriptures and Christian books when applicable. (118)

The responsibilities are carried out by teachers and advisers (119)

Guiding students in computer card catalog use & other databases; assisting students to identify the best information resource for their need. (125)

Ques 5 (concluded)

My goal is to guide students in selection of available material--interpretation of material was done w/ selection--other Biblical references fall under the responsibility of the classroom teacher. (127)

Finding materials to complete required assignments and recreational reading (130) [Misreading of question: the "Other" response includes the first choice, "Finding Bible teaching...". But the researcher will not count it.]

Book Selection (132)

Accomplishing research project assigned in the classroom. (136) [not particularly Christian]

locating materials needed to complete assignments or for their recreational needs. (139) [not specifically Christian]

Guiding the student in locating library materials to support research, curriculum, and pleasure reading. (145)

Teaching needed library skills (146) [not especially a Christian responsibility]

Finding materials appropriate to assignments (146) [not especially a Christian responsibility]

Finding information, Christian or not, which applies to their research. (152)

[note on choice "Interpreting Scripture":] (not a responsibility in writing, but the need arises occasionally in discussions with some students) (152)

[note on Ques 6:] I am a part-time staff. My duties consist largely of the operation and upkeep of the library collection, rather than contact with students. The teachers do that. (155)

[note on Ques 5 choices:] so far none of the above have come up we only have 4th & 10th in high school so far. (157)

Ques 6

quality non-Christian literature that reflect[s] curricular studies (4)

Monthly interests and holidays [e.g.] students' art work and Black History month. (5)

We emphasize the classics in literature, art, and music. (21)

Generally just a reading theme: right now "Score Big with Books" Sports Books & pictures of Christian athletes. (27)

Student art work (34)

Almost no display area (41)

Great art (50)

As a high school library with no wall space for displays, we display books on various themes including new books. (54)

New books, books by authors who have birthdays each month, books that are about events or special days throughout the year. (59)

Projects done in classes (72)

Inspirational posters and "thoughts for the week" (88)

quality childrens literature & illustrations (89)

library skills & book care posters (90)

Ques 6 (concluded)

no room for "displays" (93)
[note on choice "Bible verses":] good idea (94)
[note on choice "Illustrations...":] as appear in books on display (95)
Classic Literature & Art, Cultural displays (Native, Black American, etc.) (96) [not
    specifically Christian]
art by known Christian artists (106) [The researcher sees no distinction between the
    respondent's phrase and the choice "Christian art" but respects the respondent's
    demur.]
Reading incentives. (110)
we have no space to display much (118)
Theme displays, teaching displays (120)
Posters promoting Christian values & virtues. (125)
New arrivals (134)
[emendation of choice "Christian materials" crosses out all alternatives but "books".
    Researcher counts the choice: any one of them will do.] (134)
Christian Fiction cover art (136)
new books (139) [not particularly Christian]
World magazine is in high demand (141)
We have very little room for displays. (145)
seasonal, books with the same theme or subject (151)
New books (163)
Bible trivia questions (167)

Ques 7

[note:] I discuss apologetics with the students and try to get them to expand their thinking
    along theological lines. (5)
[note on Ques 7:] we should (10)
[note on "Yes" choice:] working on updating (20)
[note on "Yes" choice:] (I think so...) (23)
[note on choice "No":] not yet...in progress (28)
[note (=continuation) of choice "Yes":] , but it is being updated because it is 20 years
    old. (39)
[note on Ques 7:] But we are working on policy development. (51)
[Respondent checks choice "Yes" but crosses out "written" and writes "but not written":
    researcher therefore takes response to be "No".]
[note on choice "No":] But we are working on one. (71)
[Respondent underlines *written* in the question.] (82)
[marginal note:] see attached (83) [Researcher extracts:] Does this resource abstain from
    unnecessary foul/vulgar language? Are any non-Christian attitudes or morals resolved
    by the end of the book? ex. disrespect, rebellion, etc. Are controversial issues
    presented in light of scriptural balance? ex. evolutionary content, pagan holiday or
    tradition, etc. Is the theme or value presented in this resource in line with Scripture?

Ques 6 (concluded)

no room for "displays" (93)
[note on choice "Bible verses":] good idea (94)
[note on choice "Illustrations...":] as appear in books on display (95)
Classic Literature & Art, Cultural displays (Native, Black American, etc.) (96) [not
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    by the end of the book? ex. disrespect, rebellion, etc. Are controversial issues
    presented in light of scriptural balance? ex. evolutionary content, pagan holiday or
    tradition, etc. Is the theme or value presented in this resource in line with Scripture?

Ques 7 (concluded)

[note on Ques 7:] ? (93)
[note on Ques 7:] Being Reviewed (97) [Neither choice made.]
We have a policy but not written--looks like your survey is giving us 'food for thought' (132)
Not yet in the process of writing a book selection policy (134)
[note on Ques 7:] attached (138) [Researcher found no Christian-related criteria.]
[note on Ques 7:] for materials? (150)
[note on choice "No", which the respondent has checked:] Selection policy, yes. But deals more with purchase order requirements, etc. than Biblical criteria for choosing a book. (152)
[note on choice "No":] There is no written selection policy. (155)
[note on choice "Yes":] Phil 4:8 (157)

Ques 8

Fiction work is especially screened for non-biblical views. Non-fiction is screened also but if the work is needed for assignments a disclaimer statement is in the book. (6)
[note on choices of anarchy, sin, violence, and family:] maybe--depends on context..(10)
A book discussing the evils of the above mentioned topics still might be explicit. We need books on these topics from a Christian perspective. (11)
evolution material (27)
The librarian tries to select books based on their value, and those appropriate to our biblically based curriculum. (28)
Some classic works of literature are in our collection and may fall into some of these categories. (33)
Screen Christian fiction for false doctrine. (39)
Disrespect towards teachers, parents, authority. (40)
Evolution, rebellion, especially to parents--more so in lower grades than higher (41)
Some classics contain some of these items, but no contemporary fiction is selected with these subjects. (43)
We only buy worthwhile materials that help our students. (54)
Some of the above marked may be in the library but out of access to students unless needed for research. (57)
All of these elements are screened, but may be selected if book is a classic or useful for a particular class. (58)
excessive profanity, witches presented in a good light, nudity (except Art prints), books that show God as unfair or His Word as untrue or mythical. (59) [Ques 8 includes pornography, the occult.]
evolution as fact (61)
[note on choice "Excessive violence":] (What is war?) (64)
[note on choice "Anarchy...":] ? (67)
[note on choice "The occult":] Used in Senior Bible to teach--make students aware of-- false doctrines. (72)

Ques 8 (concluded)

[note on choice "The occult":] unless reference (81) [This was the researcher's intent, made clear in Ques 11.]

[marginal note:] see attached (83)

All are weighed against the overall message of the book [from attached checklist:] unnecessary foul/vulgar language; [unresolved non-Christian attitudes or morals, *e.g.* disrespect, rebellion]; [presentation of controversial issues out of Scriptural balance, e.g., evolutionary content, pagan holiday or tradition]; [theme or value presented out of line with Scripture.] (83)

see policy (89)[The selection policy would reject any material that does not serve the school's purpose, but may allow references to contrary points of view or a limited amount of inappropriate language because of the material's educational or reference value.]

[note on the word "screen" in Ques 8:] ? censor ?

All of these are not specifically mentioned but the intent is there. (95)

[note on Ques 8:] Have Books on these topics, *e.g.*, *Taking Sides, Opposing Viewpoints, At Issue*; to be considered from Christian viewpoint. (97) [The respondent misunderstands the question.]

[note on the word "screen" in Ques 8:] define. appraise? exclude?? (97)

In accordance with school policy (115) [The school policy is not available to the researcher.]

Books which do not meet these criteria may be included to support curriculum. (115)

disrespectful attitudes towards authority figures or the church (116)

books which are questionable but educational may be put in a closet for teacher use only-- art books, history & biology/anatomy books. (118)

There are materials representing the world view of creation, politics, philosophies, etc. along with materials representing the Christian world view. (121)

If evolutionary in nature book is classified as such. (132)

We screen all of the non-Christian books available, if any of these topics were discussed in a way that glorified these topics they would be disposed of (135)

[note on Ques 8:] mainly watch these elements in fiction books. (139)

[note on choice "Obscenity":] But we do have some fiction books w/ a few words here or there (139)

[note on choice "The occult":] as fiction (150) [Researcher accepts emendation.]

[note on choice "Obscenity":] --Depends on degree--we won't refuse a book over one or two words. (152)

[note on all the respondent's choices though written and checked as choice "Other":] All of these to some extent, but not completely (153)

[note on Ques 8:] *Not sure of defin. of "screen": To not include? To be aware of? To know about but include anyway? (158)

Ques 9

We use Bess (5)

Ques 9 (continued)

[response to Ques 9:] Lib use is for reference only! (6)
Not connected to the Internet (9)
Not on the Internet (15)
[note on all responses:] If we were "on-line" these *would* apply. (18)
[note on the question:] They cannot afford to put me "on-line" yet!! I'm "wired" but no
    terminals... (18)
password ID (21)
Not online (22)
no internet in Library, x apply to computer lab Internet access (23)
We also have a Telecommunications User Contract signed by students & parents. This
    provides legal protection for our school. (25)
Contract signed by students to stay away from sites with sinful nature. (27)
[note on Ques 9:] No Internet in library however, computer lab has it. (27)
No internet in library yet--next year (31)
We use a Christian internet provider that does all screening at their site. (35)
An acceptable use policy in which the students promise to use the Internet for educational
    research. (36)
List of acceptable/unacceptable uses. (39)
[note on choice "A school licensing procedure":] (I don't understand this point.) (39)
Students do not use the Internet. Librarians & staff may. Librarians search the Internet
    for students. (40)
No library internet (41)
No Internet at this time (43)
It's part of the honor code to Be at FCA to use the Internet appropriately. (54)
No on line hook up at this time (55)
[note on choice "A commercial filter":] according to age & need of research - 3 levels (57)
[note on Ques 9:] N/A (60)
[note on Ques 9 written on "Other" line:] Do not have Internet in library (63)
[note on Ques 9:] Internet in the computer lab. (64)
[note on choice "Parental permission":] Given at time sign student behavior contract (69)
[note on choice "Nothing: do not have one":] Again - school is working on one. (71)
a student contract for responsible use (72)
no internet in library at this time (73)
Net Nanny (78) [Net Nanny is a commercial filter, so researcher counted this response as
    a commercial filter.]
[note on choice "Nothing: do not have one":] We do not have access. (82)
[marginal note:] see attached (83) [from the attached Internet Acceptable Use Policy:]
    training for students (and parents); Code of Ethics; user held responsible for his/her
    actions whenever using the Internet; unacceptable uses (examples given) will result in
    the suspension or revoking of privileges; school disclaimer of responsibility for various
    risks (listed).]
[note on choice "A commercial filter":] We filter through inhouse proxy server (83)
Librarian only uses internet (84)

Ques 9 (concluded)

will be getting a filter soon (88)
They must display "Internet Agreement Card" when going online. (93)
[note on choice "Direct supervision...":] Some supervision. Total supervision is not
    possible. (95)
in-house filter (106)
[note on choice "A commercial filter":] Surf Watch (114)
Students & parent sign an internet use policy at the beginning of each year. (116)
We are in the process of developing an acceptable use policy. (119)
Students do not have access to the Internet at this time. (123)
[note on choice "Nothing: do not have one":] at this time (132)
Student responsibility to follow guidelines as written in our Parent/Student
    handbook. (134)
Do not use internet (135)
[note on choice "A school licensing procedure":] mainly w/ library/ref. products. (139)
[note on choice "Direct supervision...":] supposedly--in policy, but not always
    followed (139)
Planning on Internet soon--with filter (140)
Only approved sites (141)
[note on Ques 9:] N/A (143)
[note on choice "Nothing...":] will very soon - No internet (if we did have it, it would have
    a filter, & parental permission) (151)
[note on Ques 9:] not yet formulated (157)
do not have Internet access to students (160)
[note on Ques 9:] school does not [have] internet access (164)
Teacher/librarian supervision (168) [Researcher counts choice "Direct supervision of
    students" as respondent's choice.]

Ques 10

[note:]Jesus videos in Spanish too! Sermons on cassette! (5)
Biographies (6) ["Bible character studies" is also checked.]
Bible Fiction (11) [Ques 12 has choice "Christian novels".]
[note on choice "Hebrew O.T.":] ? (23)
[note on choice "Greek N.T.":] ? no (23)
[note on choice "Bible book studies (not commentaries)":] not personal workbooks (33)
Videos of Bible stories, topics, creation vs. evolution, Christian ethics. (35)
OT/NT surveys (36)
many on family life, Christian biographies (41) [These topics are covered in Quess 12 ff..]
Apologetics, Creationism, Study of God (43) [Apologetics should have been included in
    Ques 12. Creationism is subsumed under "Christian view of the origin of the earth" in
    Ques 11. Study of God is subsumed under "Bible doctrine" in Ques 10.]
Books with Biblical themes, Christian fiction, stories based on the parables (45) [These
    categories of books are addressed in Ques 12.]

Ques 10 (concluded)

Bible Encyclopedias (48)
Creation (50) [This topic is covered in Ques 11.]
Bible Apologetics (58)
[note on Ques 10:] We are blessed with a <u>very good</u> 200's section. (60)
creation science (61) [covered in Ques 11]
Christian biographies (66) [covered in Ques 12]
comparative religions (72) [Researcher does not consider comparative religions a Bible
    book. Ques 11 has choice "Christian view of religion".]
[note on choices:] ALL (83)
Biblesoft computer program (88) [The question was about books. Software later.]
story books, devotionals (89) [Story books was omitted from the choices. Devotionals
    are listed in Ques 12.]
Christian fiction (93) [The researcher does not consider Christian fiction a Bible book.
    Christian novels are listed in Ques 12.]
Bible encyclopedia (116)
various (118)
Lives of Christian witnesses (119) [Biographies of Christians are listed in Ques 12.]
Bible & astronomy; Bible & science; Bible & art (120) [Ques 11 lists books about the
    Christian view of science and of art.]
Devotionals, creationism (121) [These topics are listed in Quess 11 & 12.]
CD-ROM Bible Software (124) [Included in Ques 16.]
[note on choice "Bible book studies":] -- a few (129)
[note on first five choices:] These are housed in Bible Classrooms (132)
Christian World View (136)
fiction (138) [Christian novels are listed in Ques 12.]
Various versions of Bible & translations (139)
[note on choices "Bible histories" and "Bible geographies":] a couple (139)
[note on choice "Bible customs":] mostly contained in other books or w/ hist./geog. (139)
[note on choice "Bible character studies":] collections (139)
All (148) [The researcher counted all the choices.]
Devotionals (151) [Devotionals are in the Ques 12 list of choices.]
[note on choice "Bible book studies...":] ? (156)
How to defend one's faith (158)

Ques 11

We keep dangerous material in the back and students who are mature and need a
    restricted book could use it for a school project. (5)
But we also have secular views. Example: we teach & believe creation but also have
    books on evolution. (8)
[note:] Which Christian view? (11)
[note on question:] Note: We need to remember that many of the older writers and the
    authors of the classics were heavily influenced by the Bible and were churched. Their

works should not be discounted but used to sharpen sound doctrine and spiritual discernment. (18)

[note on choice "Christian view of the origin of the earth":] - Difficult to find! (27)

we are just beginning our library and are building our collection! (28)

[note on Ques 11:] ?? (31)

Some of these include videos as well (35)

[note on Ques 11:] We have books in each of these areas that are written from a Christian perspective, but we also include works from non-Christian perspectives in each area. (39)

[notes on Ques 11:] [headnote:] Does not make sense. ? [Adds at end of question:] (Christian view)? [Yes!] [side note:] We do not have exclusive[ly] Christ[ian] view material; not available in some subjects. (41)

[note on choice "Christian view of history":] a few, most general[ly] secular (41)

[note on choice "Christian view of religion":] we do have book[s?] examining all religions (41)

[summary response to Ques 11:] all (45)

[Respondent crosses out "which types of" in Ques 11 and substitutes "whether a number of". Researcher accepts this emendation as equivalent to his question.] (50)

[Respondent crosses out "dating" and substitutes "courtship". Researcher rejects this emendation as not an equivalent idea.] (50)

[note on choice "Christian view of literature" (not selected):] - accomplished in the classroom (57)

[note on Ques 11, which note the researcher takes to mean that the respondent has selected all the choices:] Well-represented in the Adult Non-Fiction sections as well as the Elementary/Secondary Non-Fiction sections. (60)

We have a "parent's corner" which has "parenting" (61)

[note on Ques 11:] We believe in working with secular materials and teaching discernment based on scripture and Biblical knowledge (67)

[note on Ques 11:] (wording unclear) (73) [But respondent checks all choices.]

videos-: animated Bible studies (82) [The survey omits videos.]

[note on Ques 11:] I don't understand what you're asking. (83)

[notes on Ques 11:] We have books that show opposing viewpoints in one volume to teach students to think from a Christian world view & defend it. We have books on all of these subjects as well as books that are not explicitly Christian in most of these areas (not occult). (89)

[note on Ques 11: "take an explicitly" is underlined and "(?)" put thereafter.] (92)

[note on Ques 11:] unclear. We have books on these topics. (97)

[note on Ques 11:] --confusing question (107)

Also have books which are secular (115)

Christian view of language (dictionary) (120)

[Response to Ques 11:] We have Christian & world view of all of the above (121) [The researcher takes this to be choosing of all the specific choices of Ques 11.]

[Response to Ques 11:] We have books with a Christian viewpoint for all these categories,

Ques 11 (concluded)

but also secular for areas not marked. (126) [Researcher counts all choices as selected.]

[note on Ques 11:] I'm not sure I really understand this question! A Christian view of anything is not in & of itself a reason to make material available. We select material of all kinds, that reflects the moral & family values for which we stand. (127)

[note on Ques 11:] We have books on all these topics by both Christians & non-Christians (138) [Researcher counts all choices.]

note on Ques 11:] for many of these (I)/library has at least 1 copy "explicitly Christian", but most of these categories contain a mixture of religious & secular. Mostly Christian books in category are marked by * (139) [*'d choices are abortion and marriage. Researcher counted all checked choices.]

[note on Ques 11:] ? (147)

All (148) [The researcher counted all the choices.]

Ques 12

Christian approach to social problems. (2) [Should be included with Ques 11]

We also have discipleship and sermons. (5) [Discipleship could be subsumed under choice "Christian life".]

[note on the choice "Christmas":] - Not a biblical holiday, but we use it to focus on the Lord Jesus as God's fulfillment of promised Messiah. (18)

creation - bioethics - (41) [Creation is covered in Ques 11, "Christian view of the origin of the earth"; bioethics under philosophy in Ques 11.]

[summary response to Ques 12:] all (45)

[note on choice "Hymnals":] + contemporary music collection (piano/guitar books) (61)

[note on choice "Thanksgiving":] (The holiday? (67)

systematic theology (72)

hymn histories (75)

[note on choices:] ALL [but the choice "Hymnals" is lined out with "- ?" after it.] (83)

Animals, American History, States, Countries. (98) [The question was about various types of Christian books.]

Easter; Bible archaeology, Christian Art and Symbolism (119) [Bible archaeology is listed in Ques 10.]

cults (120)

most of our material is focused on lower/upper elementary grades (135)

Christian World View (136)

[note on choice "Devotionals":] a few, tend not to put in--not used much. (139)

[note on choice " Christian poetry":] small amount, mostly Inspirational (139)

[note on choice "Thanksgiving":] Ideals magazine (139)

[notes on choices "Biographies of Christians" and "Christian novels":] * (142)

All (148) [The researcher counts all the choices.]

[note on choice "Hymnals":] Need to get some! (163)

Creationism (168) [Researcher counts Ques 11 choice "Christian view of the origins of the

Ques 12 (concluded)

earth" as respondent's.]

Ques 13

[note:]We have at least 12 books per student. (5)
[note on respondent's choices of 1001-5000 and 5001-10000:] ? (10)
[note on the respondent's choice, "10,001-15,000":] and growing!!! (18)
[note on Ques 13:] We are a K-12 school library. This covers books for K-12th
     grades. (35)
[Respondent checks two responses, "5001-10,000" and "10,001-15,000". The respondent
     notes the first response "at this campus" and the second response "include church
     books we have access to". Researcher counted only the first response.] (51)
[note on choice of respondent, "5001-10,000":] 9,000 (54)
[note on choice "1,001-5000":] approx 4800 (58)
[note on Ques 13:] We have 3 libraries--Elementary, Middle, High School. (59)
[note on choice "5001-10,000":] H.S. alone (59)
[note on choice "15,001-20,000":] This number represents the total # of books we
     have. (59)
[note on choice 10,001-15,000":] K-12th grd. (68)
[note on choice "15,001-20,000":] - for grades K-12 (71)
[note on choice 5001-10,000:] 9,000 (89)
[note on choice "15,001-20,000":] K-10 (122)
[note on choice "More than 20,000":] Includes K-12 books (132)
[note on choice "1,001-5,000":] 6-12 gr.(144)

Ques 14

35% (1)
[note on choice "21 to 25%":] and more (5)
[note:] We carry a lot of Bible curriculum for teachers and Bible videos with themes like
     Jacob, Moses, etc. (5)
more than 25% (6)
[note on choice "21% to 25%":]or more (7)
30% (12)
Probably 30-35% and growing. (18)
50% to 75% (26)
30% to 35% (27)
[note on Ques 14:] I do not have an accurate method to answer this in a short time
     period. (35)
[note on choice "Other":] approx[imately] 1/3 of our books are Dewey 200's and
     Christ[ian] biog[graphie]s. (41)
[On the "Other" response line respondent has "30+%" and under the line, tied with the
"30%" by braces, "45[%]".] (41)

Ques 14 (conluded)

Approx. 32% (43)
[note on Ques 14:] figures not available (68)
don't know (79)
[note on Ques 14:] ? (83)
more than (88)
I don't know exactly--probably close to 40% (108)
may be higher (115)
[note on choice "16% to 20%":] ? (125)
nearly 50%, combining fiction & reference & non-fiction (130)
unknown (132)
[note on choice "21% to 25%":] ? (143)
over 25% (156)

Ques 15

Moody Monthly, Plugged In, Brio, Breakaway (3)
Moody Monthly, Campus Life, Christian School Education, Brio, Breakaway, Plugged In,
    Voice of the Martyrs, Today's Christian Teen (4)
We carry Discipleship magazine and Devotionals/Guidepost. (5)
We have others plus the use of Infotrac that has some also. (6)
CCM, Moody Monthly, Christian Administrator (ACSI pub.) (7)
Christian Reader (9)
Moody (11)
Today's Christian Woman, Today's Christian Preacher, World (12)
Irsael My Glory (14)
School Reform News (15)
Moody, In Touch, Charisma, Life in the Word, Word of Faith, Christian School
    Comment, Voice of Evangelism (18)
Explore, CCM, Biblical Archaeology Review (20)
Breakaway, Brio; The Christian Statesman; Providential Prospective (21)
Prism -(Brio - Plugged In - Clubhouse Jr) (25)
Brio, Breakaway, World (29) [The author included World as a choice for this respondent.]
Guideposts for Teens, Angels on Earth (30)
Brio, Breakaway, Campus Life, Plugged In, HM, Door, Contemporary Christian Music
    (CCM), Christian Leader (33)
None this year. (35)
Brio, Campus Life (38)
Brio; Plugged In; Guideposts; Christian Classroom (39)
New American [The researcher believes New American is not an explicitly Christian
    periodical.] (41)
Clubhouse, Brio, Breakaway, Campus Life, Voice of the Martyrs, Christian Parenting
    Today, Christian Library, Today's Christian Woman (42)
Brio, Breakaway, CCM, Christian Research Journal, Plugged In (43)

Ques 15 (continued)

Christian Parenting, Christian Library Journal, Discipleship Journal, Moody
    Monthly, Joyful Woman, Highlights [The researcher believes *Highlights* is
    not an explicitly Christian periodical.](45)
Moody, Campus Life, Brio, Breakaway, Clubhouse (48)
no periodicals (50)
Christian Freedom Intl [International?], Christ for the Nations, CCM, Christian Research
    Jl [Journal?], Plugged In, Brio, Breakaway, Your Church (54)
New Man, Moody, The Voice of the Martyrs; God's World News [after choice "World";
    Clubhouse, Clubhouse Jr., Brio, Teachers in Focus [after choice "Focus on the
    Family"] (57)
Campus Life, Christian Research Journal (58)
[note on choice "Christianity Today":] (not our subscription--donated) (58)
Biblical Archaeology Review, Campus Life, Creation Illustrated, Creation Care,
    Moody (59)
[note on Ques 15:] We have an agreement with our local public library (61)
Moody; Biblical Archaeology Review; Christian Reader; Today's Christian Woman; Israel
    My Glory; Victory; others (62)
Cornerstone, Sojourners, Brio, Breakaway (65)
Brio, Breakaway (69)
Brio (70)
Moody (71)
Biblical Archaeology [Review], New American, Brio, Breakaway, Clubhouse (72) [The
    researcher believes *New American* is not an explicitly Christian periodical.]
Campus Life, Charisma, Decision, Moody (76)
Guidepost, Guidepost for Teens, Receive Donations [?], Jerusalem Post, World Vision
    Today (77)
Christian Reader, Guidepost, Brio, Breakaway, Campus Life (78)
[marginal note:] see attached (83)
Today's Christian Woman, Charisma, Christian Classroom. [Highlighted on attached
    sheet:] Acts & Facts, Back to Genesis, Impact, American Family Association Journal
    (AFA), Bible Review (BR), Books & Culture Magazine, Moody, Christian Reader,
    Contemporary Christian Music (CCM), Discipleship Journal, Youthculture@2000
    Newsletter, Zion's Fire Magazine. (83)
Brio, Unplugged, Breakaway (85)
Brio, Campus Life, Guideposts for Teens, Breakaway, Clubhouse, Clubhouse Jr.,
    Christian Library Journal (86)
Discipleship, Brio, Breakaway (87)
Breakaway, Brio, Guideposts for Teens, Servant, Voice of the Martyrs, Campus Life,
    Christian Research Journal, Christian Library Journal (88)
Campus Life, Guidepost for Teens, CCM (music) (89)
Plugged In and Campus Life, Teachers in Focus & Christian Parenting (90)
Today's Christian Woman, Campus Life, Moody, Discipleship Journal, Acts & Facts (93)
Campus Life (94)

Acts and Facts, Answers in Genesis, Christianity on Line, Christian School Education, Voice of the Martyrs (95)

Brio, Breakaway, Books & Culture: A Christian Review (97)

Christian Research Journal (98)

CCM; Guideposts for Teens (99)

Campus Life (101)

God's World News (102)

Brio, Breakaway (104)

Acts & Facts, Christian Research Journal, Campus Life, CCM, Plugged In, Brio, Breakaway, Personal Update (Koinonia House) (105)

[note on choice "Christianity Today":] --(gift-sp[orad]ic) (105)

Voice of the Martyrs, Brio, Breakaway (107)

Moody, Breakaway, Brio, Campus Life (108)

Brio, Breakaway, Creation (112) [Researcher counts Creation as choice.]

Brio, Breakaway (114)

New American, Facts for Faith, CCM, Campus Life (116) [The researcher believes *New American* is not an explicitly Christian periodical.]

None (117)

None (118)

Brio, Breakaway (120)

Moody Monthly, Breakaway, Brio (121)

Brio, Breakaway, Plugged In, Biblical Illustrator, Biblical Worldview, Christian Woman, Campus Life (123)

Christian Research Journal, Breakpoint Magazine, Moody Monthly (125)

Moody, Decision, Biblical Illustrator, Discipleship Journal (126)

Biblical Archaeology (127)

Baptist Bulletin (128)

Breakaway, Brio, Insight, Moody, Teacher in Focus (130)

Brio, Breakaway, Campus Life, CCM (Christian Music), Christian Computing, Guideposts (132)

Guideposts fro Teens, Campus Life (132)

[note on choice "Creation ex Nihilo":] some available not current sub (132)

[note on choice "World":] also In Classroom (132)

Christian Teacher, Discipleship Journal, Modern Reformation, Biblical Archaeology Review, Mars Hill Review (134)

[note on choice " Citizen":] donated (134) [Researcher counts this choice.]

Biblical Archaeology Review, Christian Society of the Green Cross, First Things, Image: J. of the Arts & Religion, Sharing the Victory (138)

Brio, Breakaway (139)

Decision (141)

[note on Ques 15:] N/A (143)

With, Brio, Breakaway, Campus Life, CCM, Plugged In, Christian Home & School, Christian School Education (144)

Ques 15 (concluded)

[note on choice "Creation ex Nihilo":] gift sub. (144)
Brio, Christian Parenting, Decision, Moody, Preview, Evangelizing Today's Child,
    Guidepost for Kids (145)
New American, Creation (147) [The researcher believes *New American* is not an explicitly
    Christian periodical.]
Campus Life (149)
The Commission, Creation (151) [Creation probably is the Ques 15 choice Creation ex
    Nihilo, and the researcher so regards it.]
[note on respondent's choices:] We do not "subscribe" to any of these, however, we have
    families who subscribe and then donate them to the library. (152) [Researcher counts
    the choices. What a useful idea when funds are limited!]
None (153)
Living with Teenagers, Today's Christian Woman, The Commission (157)
AFA [American Family Association] publications; Moody, Guideposts, Guideposts for
    Kids, Creation [probably Creation ex Nihilo, a choice, and so counted], Chr. School
    Education (158)
[note on Ques 15:] do not have any subscriptions (160)
Brio, Breakaway, Moody Monthly (161)
Guideposts, Moody (162)
Brio, Campus Life, Breakaway, Teachers in Focus (163)
[response to Ques 15:] don't subscribe to magazines (164)
Brio & Breakaway (166)
Pockets, Discipleship Journal, Your Church, Breakaway, Brio (167)
Brio, Breakaway (teens), CCM (Contemp. Chr. Music) (168)

Ques 16

Zondervan NIV Bible (3)
[note on choice "Christian music":] can download (5)
None--we are planning on several for next year. (6)
We're just looking into this. (7)
Logos 20 (8)
none (9)
none of these (10)
Webster's 1828 Ver. (21)
[note on Ques 16:] none at this time (23)
only in computer lab (27)
we go online with Biblegateway and other Christian websites. (28)
None (31)
Internet sources are plentiful. (33)
We have a separate computer lab. No software such as these available. (35)
numerous Christian Videos (37)
no[ne] of above (41)

Ques 16 (continued)

The Bible Library (42)

Bible Builder (44)

[note on Ques 16:] We just moved into our new library in January. Computers and
    software are just being purchased and set up for the first time. (48)

[note on Ques 16:] For your info--Crosswalk.com has excellent Bible study tools and is
    our reference of choice. Also available in helping students write research or debate
    papers on social issues. (51)

Christian History; A Disciple's Diary; The Dead Sea Scrolls (52)

Campus Life, Sharing [?] the Victory, CCM, Brio, Breakaway (52)

[note on Ques 16, with "computer software" underlined:] None at this time. We hope to
    grow. :.) (55)

None - We are just beginning to acquire software (58)

[written on "Other" line but really a note on Ques 16:] Computer labs & software in other
    parts of school (60)

NONE (61)

Our school's active desktop has Bible.crosswalk.com and many Bible resources online.
    Also, we have CD-ROM programs, other than on this list. (62)

None (64)

The Multi-Bible (66)

The Book CD, Compton's Interactive Bible (67)

Word Search, Youth Worker's Lib., Nav Press (68)

[note on Ques 16:] None (71)

Zondervan NIV Bible - Multimedia/ Compton's Interactive Bible - NIV (72)

Bible Maps / Christian History (75)

NIV Study Bible Basic Library (78)

none (79)

[note on Ques 16:] The computer is used only for circulation. Tiny library room, we're
    building! (82)

[Response to choices:] NONE! Some may be avail in comp lab?? (83)

BibleSoft (includes everything) (88)

NONE (90)

Discipleship Journal (111 issues) with Logos Bible Software (93)

The Bible: A Multimedia Experience, Christian History, Bibles and Religion: Six Different
    Translations of the Bible, 40 Days with God: A Devotional Journey (95)

None at this time (98)

None (102)

None (103)

None (104)

Seedmaster Bible (108)

currently none (110)

None (117)

None (118)

Plan to purchase one or two. Use Unbound Bible--unbound.biola.edu (121)

Ques 16 (concluded)

Logos (122)
LOGOS Bible Software (130)
What is on the internet (132)
Logos Library System, Christian History Interactive, Read with Me Bible, Walk in the
     Footsteps of Jesus, Bibleland.com, Adventure Bible-The [_?_], Bible Atlas, Bible
     Encyclopedia, Conflict in Jerusalem, David & Goliath, Dead Sea Scrolls, Logos Lesson
     Builder, Hooked on Hebrew, Giants of the Faith (134)
[note on choice "The Bible Library on CD-ROM":] NIV (134)
Christian History Interactive (142)
[note on Ques 16:] N/A (143)
None (144)
[note on Ques 16:] software not available for student use (147)
None (153)
none (155)
None (157)
Zondervan [?] (162)
Bibleworks (163)
[note on choice "Christian music":] for listening purposes only/ not for checkout (164)

Ques 17

We also have an electronic index & full text mag. [database] which are not in this figure
     (About 3000 magazines). It also inc.[ludes] some of the Christian magazines (4)
We get very few. (10)
[note on Ques 17:] We only have 4. (27) [The respondent indicates 21% to 25% of the
     library's current periodical subscriptions are explicitly Christian, but checks 2 titles in
     Ques 15. So the percent should be 26% or more.]
[marginal response to Ques 17:] 100%* We subscribe to local [_?_] plus 2
     donated subscriptions, U.S. News & World [Report], Smithsonian. Library does not
     pay for non-Christian magazines (K-12). (41)
no periodicals (50)
[note on Ques 17, next to respondent's choice ("26% or more":] only 4 are not,
     Newsweek & US News, Code One & National Geographic Kids (57)
N/A (61) [Note on Ques 15 indicates the library uses the local public library; however, the
     respondent did select one Christian periodical in the list of choices for Ques 15.]
[note on Ques 17:] N/A (79) [despite having checked a Christian periodical title in
     Ques 15]
[marginal note:] see attached (83)
[respondent checks both "5% to 10%" and "11% to 15%" and put a "?". (83) Researcher
     counts the first choice.]
[Respondent circles 20%.] (93)
[Respondent answers 0%.] (109)
[note on Ques 17:] N/A (143)

Ques 17 (concluded)

[note on choice "26% or more":] Hard copies only.-- We subscribe to EBSCO's
   periodical program with access to thousands of magazines. (150)
[note on Ques 17:] See #15 (160) [Note on Ques 15 indicates the library has no
   subscriptions.]
[response to Ques 17:] N/A (164) [Response to Ques 15 had indicated the school does
   not subscribe to periodicals.]

Notes on the Question about Receiving a Copy of the Results of the Survey

Yes, Please--I really would like to see this. (41)
Please (51)
I feel some of the questions were based on faulty assumptions of what a "Christian" library
   should be (69)
not necessary--May the Lord bless your efforts to glorify Him. (110)
I'm retiring this year! (126) [She need not see the results!]

Notes on the Questionnaire

Note: our high school library is in a building phase. We are a pre-K thru 12 school; the
   pre K-8 portion is 40 years old & has a functioning library. The high school library is
   not being used very much right now. (10)
We are non-denominational & over 20 years old as a Christian School. We are *very
   small*--only 605 sq. ft. of space in which we "pack" 13,500 volumes, videos,
   periodicals & supplies. (18)
Congratulations on getting this far! I am also finishing my MLIS @ San Jose State Univ
   & will graduate in May pending the results of my writing this semester. God bless you.
   Beth Smith (36)
[sticky note attached at head of questionnaire:] We are a K-12 school housed in and a
   mission of a church. We have about 325 students plus a pre-school. (39)
Hi! Glad to help! Just wondering how you got our name? Stop by our website if you have
   a chance: www.angelfire.com/ca4/ChristianLibrary   Margo
School enrollment--500--split into 2 campuses. Also--I do not belong to any secular
   associations. (41)
[signed] D Killion, Librarian, M.S.L.S. (54) [Daphne Killion]
[At head of p. 1:] Please consider from the answers, we are a school grades K-4 through
   twelve. (57)
[at foot of page 4:] In addition, most of our fiction is ordered from Christian catalogs, we
   hold 2 only-Christian book fairs a year, and do not choose books just because they are
   Newberry or Caldecott award winners. (60)
[sticky note on page 4:] Praise the LORD! :) (62)
If you have a good written philosophy and policies & procedures for library, would
   appreciate copy, email cchs@internetcds.com. (87)
Our library serves students from 1st-12th grades, therefore my answers are given with that

Notes on the Questionnaire (concluded)

in mind. Karen Usner (123)
Library serves church members & school members (K-12th grade) (126)
Sticky note at top of page 1:] Sorry this is late--we were on Spring Vacation (138)
[At foot of page 1:] Attached: Collection Development Policy, Library Self Study Report
     for Visiting Committee 10/2000, Computer Use Contract (138)
[Questionnaire 143 is unsigned. Quess 5, 7, 11, not marked. Quess 9, 15, 16, 17 are
     marked "N/A".]
We are a school for pre-K--10th grade and share a library facility with our parent church.
     (157)
Sorry for the delay. I hope this isn't too late. (162)
Our library is PreK-12th. Our High School added in '95. Library collection for younger
     children began earlier. (168)

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