

## Problems and Countermeasures of Reading Services in Primary School Libraries: A Case Study of Fuzhou, Fujian Province (Postprint)

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### Abstract

[Purpose/Significance] Understanding the deep-seated causes of inadequate reading services in primary school libraries is essential for fundamentally addressing these issues. [Methods/Process] Through questionnaire surveys administered to students from 13 urban and rural primary schools in Fuzhou City, Fujian Province, and in-depth interviews with librarians, principals, and two heads of local education administrative departments, this study explores the practical logic and underlying problems of reading services in primary school libraries from multiple perspectives. [Results/Conclusions] The surveyed primary school libraries adhered to a compliance-oriented practical logic; consequently, while hardware conditions generally met established standards, opening hours, reading class arrangements, and the implementation of reading service activities were highly unsatisfactory. The underlying reasons include: inadequate policy support for library development, a lack of quantitative evaluation indicators for reading services, and suppressed enthusiasm among librarians. Recommendations include strengthening the guiding and supporting role of policies; leveraging the evaluation and guidance functions of library associations to develop school library evaluation indicators that promote reading services; enhancing the development of a professional librarian workforce; and motivating librarians to take proactive initiatives.

### Full Text

#### Preamble

**Research on Problems and Countermeasures of Reading Services in Primary School Libraries: A Case Study of Fuzhou City, Fujian Province**

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**Abstract:** [Purpose/Significance] Understanding the deep-seated reasons for the poor state of reading services in primary school libraries is conducive to fundamentally solving the problem. [Method/Process] Through questionnaire surveys of students from 13 urban and rural primary schools in Fuzhou, Fujian Province, and in-depth interviews with librarians, principals, and two heads of local education administrative departments, this study explores the practical logic and problems of reading services in primary school libraries from multiple perspectives. [Result/Conclusion] The surveyed primary school libraries follow a compliance-oriented practical logic. While hardware conditions basically meet standards, opening hours, reading course arrangements, and reading service activities are far from ideal. The reasons lie in policies failing to provide strong support for library development, the lack of quantitative evaluation indicators for reading services, and suppressed enthusiasm among librarians. Suggestions include strengthening policy guidance and support, leveraging the evaluation and guidance role of library societies to develop school library evaluation indicators that promote reading services, and strengthening the construction of professional librarian teams to motivate proactive work.

**Keywords:** primary school library; school library; reading service; evaluation index; professional full-time librarian

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Primary school students are at the golden age for developing reading habits. Primary school libraries play an important role in cultivating reading interest and improving reading ability by meeting students' extracurricular reading needs [1]. Interest-driven extracurricular reading not only promotes the development of students' reading comprehension and language skills but also provides more enjoyable experiences, enhances cognitive levels, and reduces fear of writing [2]. Students in rural areas or with poor reading conditions can benefit more from school library services [3-4].

In recent years, China has regarded promoting reading services in primary and secondary school libraries as an important measure for deepening education reform and implementing quality education, which has been implemented through a series of policies and regulations. In 2015, the Ministry of Education, Ministry of Culture, and State Administration of Press, Publication, Radio, Film and Television jointly issued the "Opinions on Strengthening the Construction and Application of Libraries in Primary and Secondary Schools in the New Era," proposing that by 2020, "the vast majority of primary and secondary schools should build libraries in accordance with national standards" and "achieve comprehensive and deep integration of libraries with education and teaching" [5]. In 2018, the Ministry of Education issued the revised "Regulations for Primary and Secondary School Libraries (Rooms)," requiring primary school libraries

to organize student reading activities, cultivate students' reading interest and habits, and especially create a ubiquitous reading environment [6]. The Ministry of Education has also released the "2019 Primary and Secondary School Teaching Materials Catalogue" [7], the "2019 National Primary and Secondary School Library (Room) Recommended Booklist" [8], and the "Guidance Catalogue for Primary and Secondary School Students' Reading (2020 Edition)" [9].

However, multiple surveys have found that primary and secondary school libraries in China have many problems in basic conditions, management, and service levels, and their educational functions are far from being realized [10]. The situation of primary school libraries is even worse [11], with obvious gaps between urban and rural schools [12], and rural school libraries face even more difficult circumstances [13]. Overall, the role of school libraries has not been valued at the school level, and there are still many obstacles to integration with education and teaching. How to realize the dual value of basic education and library profession in primary and secondary school libraries through reading services has become a question requiring in-depth research [14].

The International Federation of Library Associations and Institutions (IFLA) 2015 "School Library Guidelines (Second Edition)" points out three necessary conditions for successful school libraries: "a qualified librarian, a collection that can support the school curriculum, and a clear sustainable development plan" [15]. Data from 34 studies across U.S. states show that students in schools with strong library programs tend to achieve better reading scores and performance [16], and libraries can successfully influence students' reading habits [17]. The Australian School Library Association requires teacher-librarians to have teaching certificates and professional librarian certification to guide students in reading and enhance reading comprehension and enjoyment [18]. The U.S. "School Librarian Preparation Standards (2019 Edition)" stipulates that school librarians should cooperate with teachers from other disciplines to cultivate learners' reading interest and ability through systematic instructional design [19]. A professional librarian who can promote student reading engagement and enjoyment can play a exemplary and guiding role in establishing school reading culture and cultivating student reading interest [20]. Professional staffing is the basic starting point for school libraries to play a key role in students' effective learning [21]; school libraries should be equipped with at least one full-time professional librarian and one full-time or part-time librarian to effectively exert their reading influence [22].

Foreign countries have accumulated rich achievements and experience in reading services of primary and secondary school libraries, which are worth learning from. Most domestic studies examine the construction status of primary and secondary school libraries from the perspective of policy document indicators, but rarely explore the deep-seated reasons behind the status quo, which is obviously not conducive to fundamentally solving problems. Therefore, the authors conducted in-depth field investigations on primary school libraries in a certain

region, surveyed students, interviewed librarians, principals, and education administrative department heads, and explored the practical logic and problems of primary school libraries from multiple perspectives to propose feasible suggestions for enhancing the status and role of school libraries in campus reading culture construction.

## 2 Research Design and Implementation

### 2.1 Selection of Research Samples

This study selected five municipal primary schools directly under Fuzhou City and eight district-affiliated primary schools in a certain district of Fuzhou, Fujian Province as research objects. Using stratified purposive sampling methods based on administrative divisions (city, urban street, township, village) and school scales (urban primary schools, township central primary schools, township complete primary schools), the study selected five municipal urban primary schools, three district urban primary schools, three district township central primary schools, and two district rural complete primary schools, with reference to the list of Fujian Province Primary School Model Library Schools published by the Fujian Provincial Department of Education, to examine school library reading services under different conditions. Specific details of the surveyed schools are shown in Table 1 .

### 2.2 Research Methods and Implementation Process

This study employed a combination of field investigation, interviews, and questionnaire surveys. Interview subjects included librarians, principals, and heads of local education administrative departments. The investigation was conducted in two stages: The first stage, from February to March 2021, investigated library administrators from 10 primary schools and principals from 7 primary schools, followed by interviews with one head of the Municipal Education Bureau's Equipment Center and one head of the District Education Bureau's Equipment Department. The second stage, from October 13-17, 2021, conducted telephone interviews with three librarians from municipal primary schools (YX, JS, SX). Interview durations ranged from 90 to 120 minutes, resulting in over 130,000 words of interview transcripts. Questionnaires were administered to 4th and 5th grade students in five schools that agreed to participate (SY, DJ, HN, HX, and LF). A total of 328 questionnaires were distributed and collected on-site across seven classes, with 285 valid questionnaires, yielding an effective rate of 86.9%.

## 3 Survey Results

### 3.1 Basic Conditions

**3.1.1 Hardware** The surveyed urban and rural primary school libraries have made significant progress in hardware conditions such as facilities, collections,

and equipment. Currently, the construction of primary school libraries in Fujian Province is mainly based on the “Fujian Province Complete Primary School Education Technology Equipment Standard I (Trial)” issued by the Fujian Provincial Department of Education in 2007 [23], which proposes Class I and Class II standards for library space, literature guarantee, staffing, and management, requiring schools above the central primary school level to meet Class I standards and rural complete primary schools to meet Class II standards. Fujian Province also conducts provincial-level model library evaluations for primary and secondary schools, awarding the title of “Model Library” to qualified libraries according to the “Fujian Province Primary and Secondary School Model Library Evaluation Implementation Measures (Revised)” [24]. Principals stated that school library construction has been orderly promoted according to national and local policies and relevant evaluation standards. Eleven school libraries were newly built or renovated, with space and collections meeting relevant standards and satisfying student needs. Two school libraries were in old buildings with outdated space and equipment and insufficient collections, but were applying to higher authorities for funding and “waiting in line” for renovation.

**3.1.2 Librarians** This study defines librarians who have received library science education as professional librarians, and others as non-professional librarians. As shown in Table 1, the 13 schools have a total of 17 librarians, including 8 full-time and 9 part-time librarians; 9 are professionally trained (6 full-time, 3 part-time). The five municipal schools each have at least one professional full-time librarian. The three district urban schools each have two librarians. The five township schools each have one part-time librarian. Non-professional full-time librarians in urban schools are temporary employees with lower salaries, generally serving as supplements to professional part-time librarians to ensure library opening hours. Non-professional part-time librarians mainly appear in township central primary schools and rural complete primary schools, basically held by teachers in poor health conditions with frequent personnel changes.

Professional talent is scarce, with only five municipal schools equipped with professional full-time librarians, including three with undergraduate degrees in library science. Most librarians have junior college or technical secondary school education, are female, and aged 35-45. The Municipal Education Bureau organizes a 90-hour in-service training session annually for municipal primary and secondary school librarians. Training for district school librarians is organized by the District Education Bureau, but due to various limitations, no training specifically for primary and secondary school librarians is organized, and librarians occasionally participate in external training sessions.

## 3.2 Reading Services

**3.2.1 Opening Hours** Urban schools can guarantee 8-hour opening hours on weekdays, while township central primary schools and rural complete primary schools cannot guarantee this. Library opening hours are closely related to

librarian staffing. In schools with full-time librarians or two part-time librarians, opening hours align with student school hours. In schools with only one part-time librarian, the library can only open when the librarian is not teaching, with specific opening hours depending on the part-time librarian's teaching load and personal willingness.

**3.2.2 Ubiquitous Reading Environment** All schools have class book corners, campus reading areas, or smart book cabinets. Books in class book corners and campus reading areas of township central primary schools and rural complete primary schools are generally provided by school libraries or store donated books, with regular rotation and updates. Books in class book corners and campus reading areas are basically freely accessible to students with relatively loose management. Most principals believe that class book corners and reading areas are more convenient to manage and use, and can compensate for libraries that cannot remain open or are inconvenient to access.

**3.2.3 Reading Courses** Reading courses refer to activities where librarians regularly organize students to come to the library for free reading by class. During the first stage of the investigation, only two primary schools offered reading courses: district urban primary school DJ offered one session per month, and township central primary school HN offered one session per week. HN's reading course was secured through the librarian's efforts. HN's librarian is a teacher nearing retirement who, seeing sufficient seating after library renovation, suggested to the principal that students be allowed to read in the library, and the school arranged for students to have a reading class during weekly Chinese language class time. However, Chinese language teachers often use this time for regular instruction. The situation in township central primary school HX is the opposite: it had reading courses last year, but the new principal this year canceled them and replaced them with writing courses, with the rationale of fully utilizing class book corners.

Under the influence of the national "Double Reduction" policy [25], municipal SF Primary School this semester offers after-school reading elective courses for grades 3-6, indicating that national policies have had a substantive impact on reading services in primary school libraries.

**3.2.4 Campus Reading Activities** Campus reading activities are mainly organized by school academic affairs offices, youth leagues, or Chinese language teaching research groups, including activities such as "Scholarly Campus," World Book Day, and Reading Festivals. Except for rural complete primary schools, other schools have held campus reading activities, with urban schools having richer activities than township schools. For such school-wide activities, libraries are mainly responsible for providing resources and venues. Reading service activities independently organized by libraries mainly include class group reading of one book, reading courses, and campus reading star selection.

### 3.3 Student Behavior and Expectations

**3.3.1 Library Visit Frequency** Among urban and rural students, 32% and 42% respectively never visit the library, 26% and 19% visit 1-2 times per month, 33% and 36% visit 1-2 times per week, and 9% and 3% visit more than 3 times per week. Student visit frequency is significantly better in schools that offer reading courses.

**3.3.2 Reasons Affecting Library Use** Lack of time or inconvenience accounts for 60.7%, lack of interesting books for 30.88%, lack of understanding about the library for 19.65%, “books in class book corners are enough” for 16.84%, no available activities for 14.74%, and dislike of reading for 8.77%. Some students also mentioned “teachers don’t take us there.”

**3.3.3 Library Impact on Campus Reading Atmosphere** Most students highly recognize the library’s influence on reading, with over 70% believing that school libraries help create an extracurricular reading atmosphere at school.

**3.3.4 Directions for Library Improvement** Student hopes include: increasing book variety and quantity (63.16%), extending opening hours (50.53%), facilitating borrowing (44.56%), enriching reading activities (40.7%), and strengthening reading guidance (23.16%). Some students hope the school will allocate time for them to borrow books weekly.

### 3.4 Problems Faced by Librarians

**3.4.1 Limited Time and Energy** Part-time librarians all undertake certain teaching tasks and find it difficult to devote much thought to library management and services. Professional full-time librarians also state that although primary school libraries are small, they have all necessary functions. With only one librarian, everything must be done by that person alone. Even when they have ideas for reading services, implementation is difficult because one person cannot sustain an activity and needs support and cooperation from school leaders and teachers. Most librarians have a negative work attitude because they are often assigned tasks beyond their professional work, and as auxiliary teaching staff, they find it difficult to compete with classroom teachers for establishment quotas and professional titles, with lower compensation.

**3.4.2 Lack of Professional Knowledge and Skills** Both non-professional full-time and part-time librarians face this problem. They can handle daily opening and circulation work but cannot carry out other tasks due to lack of professional knowledge and systematic training. For example, HX’s librarian stated, “I don’t understand what’s inside. Previously, inspectors mentioned making new book recommendations, but I don’t know how to do it... Training happens only once in a long while, but I think the content is very general and doesn’t help my work.” Part-time professional librarians, due to long-term

teaching work, find it difficult to apply what they have learned from training to reading promotion work. As GJ's librarian expressed, "Others talk about high-end content that I think is more suitable for secondary schools. It's the same every year, and we don't have the conditions to implement it when we return."

**3.4.3 Teachers' Lack of Attention to Libraries** Because there are too few librarians, libraries must seek cooperation from other departments to carry out reading service activities. This means that whether library reading services can be successfully implemented largely depends on teachers' attention and cooperation. Teachers who love reading or attach importance to reading instruction are generally willing to arrange some class hours to carry out reading activities with librarians; but more teachers, due to heavy teaching tasks and lack of recognition of the library's role, rarely guide students to use the library. All librarians stated that because teachers have little professional knowledge about libraries, they do not consider themselves as teaching partners, and librarians often feel they are "doing thankless work." Some schools hold reading month activities without even inviting librarians to participate in planning.

**3.4.4 Principals' Deviation in Library Philosophy** Librarians unanimously agree that primary school principals have absolute power in school management. If principals support and attach importance to libraries, library work proceeds smoothly. The problem is that principals' cognitive biases about libraries often negatively impact library work. For example, HX Primary School previously had weekly reading courses, but the new principal canceled them. Additionally, SF's principal, during the library planning and design stage, "wanted that kind of exquisite and good-looking library that can serve as a showcase," but this design resulted in insufficient space for book collections. QX's principal requested buying fewer comic books, but librarians believe it is necessary to equip some high-quality popular science comics because these are very popular among primary school students.

### 3.5 Principals' Behavioral Logic

**3.5.1 Cognition of Libraries and Librarians** Over half of principals believe that libraries are merely places for students to borrow and return books with very limited functions. Therefore, librarians only need to complete simple tasks like opening doors and circulating books, and libraries do not require highly professional personnel. Moreover, with limited school funds and establishment quotas, library management personnel are "luxury items" that should only be considered after "necessities" like teachers are satisfied.

#### 3.5.2 How Principals View Library Reading Services

- (1) Students' reading interest and ability are mainly cultivated by families and teachers. Principals from both urban and rural areas believe that families

and teachers are the key factors affecting students' reading interest and ability, and attribute students' reading interest to family influence. Urban principals believe students have relatively high reading interest, and if reading tasks are assigned, parents will actively purchase books and supervise their children's reading. Principals of township central primary schools and rural complete primary schools generally believe that most students lack reading interest due to the temptation of electronic products, especially students from migrant worker families, divorced families, and left-behind children whose parents often do not emphasize cultivating reading habits and do not cooperate with teachers' reading assignments.

- (2) Students' short time at school and tight curriculum. Because education authorities strictly regulate students' time at school, principals try to arrange as many courses as possible within this time frame to ensure teaching quality. As shown in Table 1, only 3 of the 13 surveyed schools offer reading courses. Without reading courses, students can only use the library during break time, which is indeed very inconvenient.
- (3) Heavy teaching pressure. In principals' view, enabling libraries to play a greater role requires more human, material, and financial resources, which contradicts the current teaching-oriented direction. Schools can only prioritize solving teaching problems. Both urban and rural primary schools face heavy teaching pressure, with rural students having poorer foundations and requiring more time and energy to keep up with teaching progress.

**3.5.3 Building Libraries According to Higher Education Authorities' Requirements** Most principals have no excessive ideas about the future development of libraries and only build libraries according to indicators required by education authorities. Higher-level inspections mainly examine indicators such as library space, reading seats, collection size, and circulation or utilization rates, so schools strive to meet these standards. DJ's principal stated, "If there are mandatory document indicators, our school will find ways to meet them and can apply for resources from higher authorities based on these documents. If they have no special requirements and don't attach importance, and our conditions are limited, we won't insist on doing it well, especially since the school has many other tasks to complete."

### 3.6 Attitudes and Positions of Education Authorities

Local education authorities such as municipal and district education bureaus have equipment departments responsible for guiding equipment procurement and book acquisition for subordinate school libraries, and organizing continuing education for librarians. Regarding school library work, including staffing, decisions are basically left to school principals. Therefore, education authority personnel believe that the condition guarantee and work development of

library reading services mainly depend on principals' attention. They believe the following factors constrain the development of library reading services.

**3.6.1 Lack of Effective Local Policy Support** Currently, national-level policies support library development but can only provide directional guidance, with specific implementation requiring provinces and cities to handle themselves. Moreover, many national-level policies only apply to urban schools and cannot be applied to rural areas. Additionally, even when national policies have good orientations for libraries, they cannot be implemented immediately because they must wait for specific documents from higher-level and local authorities to apply for funds or human resources from higher-level governments or other departments. Therefore, in this environment, the efficiency of library development is indeed not high. For example, Fujian Province's education technology equipment standards still use the 2007 document indicators. A new standard was issued in 2017 but is still in the consultation stage and has not been formally implemented. For library construction, grassroots authorities need more practical and effective policy support.

**3.6.2 Shortage of Librarian Establishments** Currently, the number of establishments allocated within the national education system is fixed. Under limited quotas, priority is given to teacher needs. Even schools needing library professionals find it difficult to provide establishments, and with low compensation, they cannot attract professional talent, creating a vicious cycle. The fundamental reason is that school libraries are not a key focus of the national education system.

**3.6.3 Lack of Reasonable Quantitative Evaluation Indicators** For reading activities actively advocated by the state, schools usually respond positively when documents are issued but then do nothing further. An important reason is that this work is not as easy to measure and evaluate as academic performance, and schools have different levels and scales, making comparison difficult. If library reading services are to be guaranteed, subsequent evaluation work would require great effort. Teaching is the school's work focus, and library reading services are difficult to attract much attention.

## 4 Countermeasures and Suggestions for Developing Reading Services in Primary School Libraries

The investigation found that the practical logic followed by primary school libraries is a compliance-oriented logic. Education authorities' actions are based on specific documents issued by higher-level and local authorities, and principals' work is based on document indicators—if there are mandatory requirements, they find ways to meet them. Under this logic, while the hardware conditions of primary school libraries have significantly improved, the role of libraries is

far from being realized. The reasons constraining further development of library reading services mainly include three aspects: (1) existing policies fail to provide strong support for library development, being only directional and not specific enough to serve as a basis for applying for resources; (2) current primary school evaluation standards lack requirements and reasonable quantitative evaluation indicators for library reading services, failing to reflect the fundamental position of reading and the role of libraries in promoting campus reading; (3) librarians are not valued, with low compensation and few opportunities, leading to negative attitudes and lack of initiative.

To address these problems, the following measures can help primary school libraries out of their predicament:

#### 4.1 Strengthen Policy Guidance and Support

The Ministry of Education's recent "Notice on Strengthening Student Mental Health Management Work" requires "each primary and secondary school to be equipped with at least one full-time mental health education teacher" for personnel guarantee, and for funding guarantee, "schools should coordinate various funds in their annual budgets to ensure basic funding for mental health education work, determine per-student standards, allocate funds in full and on time, and establish growth mechanisms as appropriate" [26]. In contrast, the "Opinions on Strengthening the Construction and Application of Libraries in Primary and Secondary Schools in the New Era" jointly issued by the Ministry of Education, Ministry of Culture, and State Administration of Press, Publication, Radio, Film and Television requires "gradually building a primary and secondary school library management team composed of full-time (part-time) personnel and volunteers, with full-time management personnel in qualified regions or schools" for personnel guarantee, and for funding guarantee, "local education departments should arrange funds for purchasing library collection resources in the annual education budget of primary and secondary schools... formulate fund-raising plans" and encourage donations [5]. The difference between "notice" and "opinions" lies not only in wording but also in clarity and resource support strength, naturally resulting in different implementation efficiency.

On the other hand, China's schools are hierarchical, with scarcer resources and more difficult implementation at lower levels. In terms of resources obtained, municipal schools are better than district schools, and urban schools are better than rural schools. Ultimately, the shortage of education funds leads to unbalanced development, with talent and funds difficult to flow downward. The library community needs to influence the Ministry of Education to make policy-makers truly value the fundamental position of reading and the supporting role of school libraries in basic education, providing substantive support in policy and funding.

## 4.2 Leverage the Evaluation and Guidance Role of Professional Library Societies

Library societies should accelerate the development of evaluation indicator systems for primary and secondary school libraries, allowing national policies to be reflected in evaluation standards and implementing “comprehensive and deep integration of libraries with education and teaching.” The current absence of quantitative evaluation indicators for library reading services confuses grassroots education authorities. Developing scientific evaluation indicator systems and integrating them into primary school evaluation standards will help grassroots education authorities carry out their work and clarify the direction of efforts for principals and librarians.

Evaluation has a guiding function. Currently, the hardware conditions of school libraries have basically met standards. Making reading services the focus of evaluation work will help guide schools to attach importance to the comprehensive construction of libraries and give play to their leading and supporting role in creating campus reading culture. For example, incorporating indicators such as reading course frequency, reading activity quantity and format, library-education teaching integration level and practice cases, and professional full-time librarian staffing and continuing education into the evaluation indicator system will help promote work in this area.

## 4.3 Strengthen the Construction of Professional Librarian Teams

Strengthen librarian team building, mobilize librarians’ enthusiasm, and enable them to take proactive action to carry out diverse reading services under existing conditions. To mobilize librarians’ work enthusiasm, their treatment issues must be resolved, such as professional librarians enjoying the same treatment as teachers with equal opportunities in establishment quotas and professional titles.

Librarians are the soul of libraries, and full-time professional librarians are the prerequisite for ensuring successful school libraries. According to the characteristics of library work, each primary school should be equipped with at least two full-time librarians: one professional librarian and one auxiliary librarian. The auxiliary librarian ensures daily library operation under the guidance of the professional librarian; the professional librarian’s work focuses on striving for support and cooperation from principals and teachers, building high-quality collections, planning and organizing reading service activities, and guiding campus reading culture construction.

Universities should accelerate the cultivation of urgently needed talents for urban and rural primary school libraries, offering courses on reading behavior and reading services to improve graduates’ reading service capabilities. Online courses should also be offered to provide learning and improvement opportunities for in-service librarians.

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#### Author Contributions:

Wu Jianhua: Proposed research ideas, designed research plan, revised paper;

Lin Xiaoqing: Designed survey plan, conducted survey research, wrote paper.

**Abstract:** [Purpose/significance] Understanding the deep-seated reasons for the poor reading services in primary school libraries is helpful for fundamentally solving the problem. [Method/process] The researcher investigated 13 urban and rural primary schools in Fuzhou, Fujian Province, conducted questionnaire surveys on students, and conducted in-depth interviews with librarians, principals, and two heads of local education administrative departments to explore the practical logic and problems of reading services in primary school libraries from multiple perspectives. [Result/conclusion] The primary school libraries investigated follow a kind of practice logic of reaching standards. As a result, the hardware conditions are basically up to standards; however, the opening time, reading course setting, and development of reading service activities are not ideal. The reasons are as follows: policies fail to provide strong support for the development of library undertakings, lacking quantitative evaluation indicators for reading services, and librarians' enthusiasm is inhibited. Suggestions are proposed to strengthen the guiding and supporting role of policies, to give play to the evaluation and guidance function of the library societies and develop the evaluation indicators of school libraries that will promote reading services, and to strengthen the construction of professional librarians and encourage them to take the initiative.

**Keywords:** primary school library; school library; reading service; evaluation index; professional full-time librarian

*Note: Figure translations are in progress. See original paper for figures.*

*Source: ChinaXiv — Machine translation. Verify with original.*