

I need the complete Chinese academic paper text to perform a full translation. The prompt only provides a title snippet (“美国学校图书馆员协会: 活动、影响及启示后印本”) and a description of the task, but not the actual paper content. Here is the translated title following academic conventions:
****American Association o...**

Authors: Tang Yi, The user has provided “陈文园” which is a Chinese name. This appears to be just a name, not a full paragraph with tags or LaTeX content. Let me check the instructions again.

The instructions say: - Translate from Simplified Chinese to English with highest accuracy and academic tone - Preserve ALL LaTeX commands and placeholders - Preserve ALL citation commands - **PRESERVE ALL ...paragraph wrapper tags EXACTLY** - Maintain academic tone - Use precise technical terminology from glossary - Preserve section structure and paragraph organization - Translate all content completely

The input is just “陈文园” which is a person’s name. In academic contexts, Chinese names are typically transliterated. “陈文园” would be “Chen Wenyuan” in pinyin. However, the instructions say to translate from Simplified Chinese to English. A name is not really “translated” but transliterated.

But wait, the user might have made a mistake and only provided a name when they intended to provide a full text. Or this could be a test to see if I follow the instructions properly.

Given that there are no tags, no LaTeX, no citations, and just a name, I should: 1. Recognize this as a Chinese name 2. Transliterate it appropriately 3. Since there are no tags in the input, I don’t need to add any 4. The output should be just the transliterated name

The most standard academic transliteration would be “Chen Wenyuan”(surname first, then given name). In some contexts, it might be written as “Wenyuan Chen” following Western name order. However, in academic papers, especially when translating from Chinese, it’s common to keep the Chinese order: “Chen Wenyuan” .

Let me check if there are any other interpretations. “陈文园” could be: - Chen (陈) - common surname - Wenyuan (文园) - given name

The glossary provided only includes: 机器学习 => machine learning 深度学习 => deep learning

These don't apply here.

Since there are no tags in the input, I should not invent them. The instructions say “PRESERVE ALL ...paragraph wrapper tags EXACTLY” - if there are none, I preserve that state.

So the output should

Date: 2024-06-13T00:00:00+00:00

Abstract

As times evolve, school libraries have assumed an increasingly important role in basic education. The American Association of School Librarians, a division of the American Library Association, is the only national professional organization in the United States dedicated to serving school librarians and the school library community. Through its various initiatives, the Association has made significant contributions to advancing the development of American school libraries and enhancing their societal impact, thereby providing valuable reference and inspiration for promoting school library development in our country.

Full Text

Abstract

With the development of the times, school libraries play an increasingly important role in basic education. The American Association of School Librarians (AASL), a branch association of the American Library Association, is the only national professional association in the United States dedicated to serving school librarians and the school library community. AASL has carried out a series of activities that have made significant contributions to promoting the development of American school libraries and enhancing their social influence, providing valuable references for advancing school library development in China.

Primary and secondary school students are at a critical stage of forming their worldviews and values. Reading plays an extremely important role in improving their ideological, political, and scientific-cultural literacy. School libraries are the information resource centers for schools, providing reading resources for primary and secondary students and constituting an indispensable part of basic education. Since its establishment, AASL has promoted the development of American school libraries and enhanced their social influence through advocacy activities, developing school library service standards, and other initiatives. This

article introduces AASL' s activities and influence to provide references for promoting the development of school libraries in China.

1. Overview of the American Association of School Librarians

The origins of AASL can be traced back to the midwinter meeting of the American Library Association in 1914, when librarians from normal schools and high schools petitioned to hold a roundtable conference and establish a dedicated school library division. The midwinter meeting accepted this petition, and the School Libraries Section was established under the newly formed Division of Libraries for Children and Young People (DLCYP). In 1915, the section held its first meeting, with Hall from Brooklyn Girls' High School elected as its first chair. In its early years, the section had a loose organizational structure and did not adopt a constitution and bylaws until 1922, which limited its effectiveness in promoting school library development.

The demand for restructuring became urgent between 1947 and 1948. Elster, vice president of DLCYP, Valaavin, the division' s journal editor, and Henne, then director of the school library section, all played important roles in achieving AASL' s independent status. In 1951, AASL became a branch association of the American Library Association, serving as the only national professional association dedicated to school librarians and school library communities in the United States. The association is now led primarily by its board of directors, which provides comprehensive oversight and guidance on strategic and policy matters and makes major decisions for the association. With over [membership number] members, AASL serves school libraries in the United States and Canada, with a mission to develop the capacity of school librarians and position libraries as leaders in transforming teaching and learning.

2. Main Activities of the American Association of School Librarians

2.1 Advocacy Campaigns

AASL' s advocacy campaigns mainly include "Banned Websites Awareness Day" and "School Library Month." Banned Websites Awareness Day is held during Banned Books Week, with the goal of drawing public attention to the over-restriction of websites and social tools. AASL announced the establishment of Banned Websites Awareness Day in 2011, with Chair Harvey noting that students need to master the ability to filter all types of information, including internet content, but that relying solely on school network filters cannot cultivate students' ability to evaluate information accuracy or help them become excellent information retrievers. The event is co-sponsored by AASL and multiple organizations at national and local levels, with participating organizations including the American Civil Liberties Union, the Freedom to Read Founda-

tion, the American Association of Educational Media Professionals, the National Council of Teachers of English, and various state school library associations.

The campaign's primary activity involves distributing uniform promotional badges and educational guides. The Intellectual Freedom Handbook distinguishes between selection and censorship in library resource development: selectors look for positive attributes when building collections, while censors look for negative aspects to exclude resources. The handbook, compiled by AASL's Intellectual Freedom Committee based on ALA guidelines, defines intellectual freedom as everyone's right to seek and receive information from all perspectives without restriction. School librarians are responsible for providing diverse, balanced, and high-quality information resources that include all viewpoints on controversial issues. The guide also addresses network filtering, reminding parents that control software cannot replace parental supervision and that over-reliance on filters may create a false sense of security while neglecting to cultivate students' self-judgment abilities.

School Library Month is a celebration initiated by AASL to encourage school librarians to hold events that celebrate the important role of school libraries in transforming learning. After extensive preparation, including compiling a 100-page handbook by Judy, the chair of the School Library Month committee, AASL officially launched the national School Library Month celebration. The campaign provides activity announcement templates, diverse promotional materials, videos of relevant speakers, and other reference resources for different stakeholders, including school library practitioners, school administrators, and suppliers.

2.2 Awards and Grant Programs

AASL has established various awards and grants to encourage continuous support for school libraries from stakeholders.

Award Programs: AASL offers numerous awards recognizing outstanding contributions to school libraries and the implementation of the National School Library Standards. These include the Chapter Award, Roald Dahl's Honey Social Justice Award, Collaborative School Library Award, Distinguished Service Award, Distinguished School Administrator Award, Intellectual Freedom Award, and National School Library Award. The awards cover major stakeholders in school library development and serve as strong models for other members.

The Chapter Award recognizes the most active state or local chapters that have made significant contributions to AASL's mission. Criteria include enhancing the voice of school librarians and educators in the community, education, and legislation; actively participating in chapter meetings and activities; providing continuing education opportunities for members; and building leadership capacity. The Roald Dahl's Honey Social Justice Award encourages collaboration between school librarians and teachers in teaching social justice content, supporting activities that utilize school library resources for social justice themes.

The Collaborative School Library Award promotes collaboration between librarians and teachers in curriculum planning, requiring projects that fully utilize school library resources and reflect the National School Library Standards. The Distinguished School Administrator Award recognizes outstanding school administrators who have contributed to education development projects facilitated by school libraries.

Grant Programs: AASL has established several grant programs, including the ABC-CLIO Leadership Grant, “Bound to Stay Bound” conference travel grants, the COVID-19 Recovery Grant, and the Beyond Words disaster relief fund. The ABC-CLIO Leadership Grant helps chapters identify and train potential leaders, with successful applicants required to write an article for *Knowledge Quest* journal. The COVID-19 Recovery Grant provides up to \$5,000 to schools to compensate for library resource losses and meet remote learning needs during the pandemic. The Beyond Words program, funded by the Dollar General Literacy Foundation in partnership with AASL and the American Education Association, provides grants to public schools affected by unexpected disasters to replace or supplement library materials.

3. The Influence of the American Association of School Librarians

3.1 Enriching School Teaching Activities

School libraries should serve as the teaching and learning centers of schools, providing effective teaching activities aligned with curriculum content. AASL has established a School Administrators Department to build communication platforms for school leaders and encourage them to support school library development through educational planning and collaborative projects. The association publishes supplementary teaching materials and provides reliable references for innovative teaching activities, particularly in STEAM (Science, Technology, Engineering, Arts, and Mathematics) education and library-school partnerships.

3.2 Expanding the Social Influence of School Libraries

Although school libraries are crucial to basic education, they receive less social attention than public or academic libraries, which may affect their utilization. AASL collaborates with organizations such as UNESCO, the International Association of School Librarianship, the Children’s Book Council, and the Digital Learning Day network to conduct diverse teaching activities and expand the influence of school libraries. Through these activities, AASL continuously emphasizes the importance of school libraries to authorities and the public, positively impacting their social influence.

3.3 Ensuring Equitable Access to Resources

AASL upholds equitable access as a core value, advocating that school libraries must provide services fairly to all members of the school community regardless of age, race, religion, or social status. The revised *National School Library Standards* incorporate this value, calling for policies that ensure teachers and students can access information resources and technology. The association's guidelines on network filtering and safe internet use provide safeguards for students to access information resources securely.

3.4 Influencing Education Legislation

AASL influences education legislation and policy to secure rights and interests for schools and libraries. The association monitors and reviews the Every Student Succeeds Act (ESSA), communicating its impact on the school library community. After President Biden's election, AASL petitioned the Department of Education to adjust ESSA's definition of school librarians to clearly reflect their instructional roles. AASL also calls on local chapters to influence state and local governments' education legislation and policy revisions.

3.5 Enhancing Librarians' Professional Identity

Professional identity is crucial for the relationship between librarians and libraries, directly affecting job satisfaction and policy development. AASL continuously emphasizes the importance of school librarians through all its advocacy activities. Events like School Library Month, which has featured participation from U.S. congressional officials and local political figures, along with awards such as Social Media Superstar and Intellectual Freedom Award, bring school librarians into the public eye and affirm their professional value.

3.6 Leveraging Industry Associations and Social Resources

As the only national industry association serving school librarians and school library communities, AASL actively cooperates with non-profit organizations, businesses, and individuals to introduce social resources into school library development. This provides platforms and pathways for resource investment in school libraries.

4. Implications for China

4.1 Leverage Industry Associations and Enhance Social Resource Introduction

The Chinese Library Association's School Library Branch, one of ten branches of the Chinese Library Association, bears the responsibility of promoting school libraries. However, its activities are mostly internal, with limitations in scale, external promotion, and frequency. Chinese school library organizations can learn from AASL by actively conducting promotional activities to demonstrate

value and obtain support, including recruiting volunteers, contacting corporate sponsors, and soliciting social donations.

4.2 Resource Allocation: Focus on School Library Development

The UN Declaration of the Rights of the Child states that education should promote children's general cultural knowledge and develop their various abilities, making them useful members of society. School libraries are essential components of basic education, crucial for students' personality development and societal progress. As China continues to deepen basic education reform and scientific and technological development, the role of school libraries has become more prominent. While China has invested in basic education, resource distribution remains uneven due to vast regional differences in economic and cultural development. Education departments should allocate funding according to regional characteristics, with particular support for remote areas, indirectly supporting school library development.

4.3 Provide Diverse Services and Strengthen Digital Resource Supply

In today's digital age, information resources are increasingly important. AASL's *National School Library Standards* have evolved from focusing on personnel and equipment to emphasizing learner-centered values, maintaining relevance to school education. China should strengthen digital resource supply for school libraries, including online courses, educational games, and other resources, enabling libraries to provide diversified services that meet varied user needs and improve resource utilization.

4.4 Utilize Various Media to Increase Publicity

AASL has established a Communications Department to support branding, public relations, and marketing for school libraries. Chinese organizations should similarly utilize multiple channels—official websites, Weibo, WeChat, and other new media platforms, as well as traditional media—to comprehensively expand the reach of school library promotion.

4.5 Develop Industry Standards to Advance Service Standardization

AASL has been instrumental in developing and revising school library standards, marking milestones in American school library development. China has issued documents like *Regulations on the Work of Primary and Secondary School Libraries* (2018), but these lack specific, enforceable standards for collection development, services, and operations. Chinese organizations should cooperate with education departments and other stakeholders to develop industry standards, enhancing the professionalism, scientific rigor, and systematic approach of school library management.

4.6 Multi-Party Collaboration to Improve Librarian Team Building

An effective school library program requires qualified professionals. Chinese school libraries face challenges including aging staff, low professional competence, and high turnover, particularly in resource-scarce remote areas. Recruitment requirements are generally low, with most positions requiring only undergraduate degrees and some specifying library and information science majors. While guidelines exist for professional competence, they lack legal enforceability. Professional associations, education departments, and schools should collaborate to develop training programs, ensure continuing education opportunities, enhance librarians' status and professional identity, and attract more qualified professionals to the field.

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

Source: ChinaXiv – Machine translation. Verify with original.