

Pittsburg State University

## Pittsburg State University Digital Commons

---

Problems, 1950-1991

College of Education

---

7-1-1950

### An Analysis of the Library-Study Hall at the Osawatomie, Kansas High School

James R. Roberts

*Kansas State Teachers College*

Follow this and additional works at: <https://digitalcommons.pittstate.edu/problems>



Part of the [Education Commons](#)

---

#### Recommended Citation

Roberts, James R., "An Analysis of the Library-Study Hall at the Osawatomie, Kansas High School" (1950). *Problems, 1950-1991*. 1.

<https://digitalcommons.pittstate.edu/problems/1>

This Graduate Research is brought to you for free and open access by the College of Education at Pittsburg State University Digital Commons. It has been accepted for inclusion in Problems, 1950-1991 by an authorized administrator of Pittsburg State University Digital Commons. For more information, please contact [digitalcommons@pittstate.edu](mailto:digitalcommons@pittstate.edu).

AN ANALYSIS OF THE LIBRARY-STUDY HALL AT THE  
OSAWATOMIE, KANSAS HIGH SCHOOL

A Problem Submitted to the Graduate Division in Partial  
Fulfillment of the Requirements for the  
Degree of Master of Science

By  
James R. Roberts

KANSAS STATE TEACHERS COLLEGE

Pittsburg, Kansas

July, 1950

PORTER LIBRARY

### ACKNOWLEDGMENT

The writer wishes to express his sincere appreciation to Dr. Homer L. Johnson under whom this study was conducted. He is most indebted to his wife, Mary Lou Roberts, for her patience and understanding while this study was in progress. Appreciation is expressed to Mrs. Julia (Ross) Christie of Porter Library for so graciously giving her time to discuss points of this study.

# TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION .....	1
Library-Study Hall Controversy .....	1
Reason for Combination .....	2
Statement and Scope of Problem .....	2
Related Studies .....	3
Reason for Study .....	5
Philosophy .....	5
Limitations .....	6
Procedure .....	7
Definition of Terms .....	8
II. PRESENTATION AND INTERPRETATION OF DATA .....	9
Present Arrangement of Library-Study Hall .....	9
Library Objectives .....	11
North Central Association Standards .....	12
Standards of Kansas Department of Public Instruction .....	13
Study Hall Objectives .....	14
Ranking of Library-Study Hall Objectives by Teachers, Librarian, and Principal..	14
Ranking of Library-Study Hall Objectives by Pupils .....	16
Pupil Use of Library Materials .....	18
Stimulating Pupils to Use Library Materials .....	21
Teacher Use of Library Materials .....	21
Library Appropriation .....	24
Attitude of Pupils Toward Library-Study Hall Period .....	25
Places for Pupil Lesson Preparation .....	26
General Evaluation of Library-Study Hall by Pupils .....	27
General Evaluation of Library-Study Hall by Teachers, Librarian, and Principal .....	30
Relationship of Teachers to Library-Study Hall .....	31
III. SUMMARY AND RECOMMENDATIONS .....	34
Summary .....	34
Recommendations .....	35



## TABLE OF CONTENTS

CHAPTER	PAGE
BIBLIOGRAPHY .....	38
APPENDIX A. Information Sheet for Principal .....	40
APPENDIX B. Information Sheet for Librarian .....	42
APPENDIX C. Information Sheet for Teachers .....	44
APPENDIX D. Information Sheet for Pupils .....	46
APPENDIX E. Library-Study Hall Objectives .....	48

# LIST OF TABLES

TABLE	PAGE
I. Ranking of Library-Study Hall Objectives by Teachers, Librarian, and Principal .....	16
II. Ranking of Library-Study Hall Objectives by Pupils .....	17
III. Frequency of Pupil Use of Library Materials ....	19
IV. Activity Used Most in Library-Study Hall Period by Pupils .....	20
V. Frequency of Teacher Use of Library Materials ..	22
VI. Teacher Use of Library Materials .....	23
VII. Library Appropriation and Amount Per Pupils for Past Five Years .....	24
VIII. Attitude of Pupils Toward Library-Study Hall Period .....	26
IX. Places for Pupil Lesson Preparation .....	27
X. General Evaluation of Library-Study Hall by Pupils .....	29
XI. General Evaluation of Library-Study Hall by Teachers, Librarian, and Principal .....	30
XII. Teachers Relationship to and Attitude Toward Library-Study Hall .....	32

## LIST OF FIGURES

FIGURE	PAGE
1. Arrangement of Osawatomie High School Library-Study Hall .....	9

## CHAPTER I

### INTRODUCTION

#### Library-Study Hall Controversy

The library-study hall in the secondary school has long been the subject of controversy, involving both the teaching and library professions. In general, educators have argued in favor of the combination, while librarians have maintained that the library should remain separate from the study hall. The combining of the library and the study hall was undertaken by administrators to eliminate the undesirable features of the study hall. It was felt that the study hall would take on meaning and efficiency when functioning under library conditions. As time has passed, the advocates of the combination have become more convinced of its advantages while its opponents are as determined as ever in their objections.

In examining the literature for suggestions the investigator has found few studies relating to the problem of a combination library-study hall. From the fact that many writers recommend further investigation of the problem, it is evident that the controversy has not been settled. Goldsmith<sup>1</sup> suggests that further study be made of the problem to

---

<sup>1</sup>Edward Goldsmith, "Shall the Library and Study Hall Be Combined," School Executive, LII (August, 1940), 32.

corroborate evidence already on hand to support the library-study hall plan. Logasa<sup>2</sup> suggests that suspended judgment is best until all factors in the problem have been considered.

### Reason for Combination

To many it is not clearly understood why the library was combined with the study hall. Logasa answers this very effectively.

The traditional study hall was an educational eyesore, and one that prevailed in the great majority of schools. Secondary school administrators had tried to improve it without much success. In 1910 a few progressive educators looked about for some remedy. At about that time the supervised study movement was attractive attention, as was the emerging school library, both concerned with study and reading practices. To give the study hall some of the desired qualities of these two agencies would have the effect of giving the study hall meaning and efficiency... therefore in first one small school and then another the school library and study hall were combined under the theory that their separate functions were complementary, with the hope that both functions could be carried on in the library and under library conditions.<sup>3</sup>

### Statement and Scope of Problem

This is a four year high school at Osawatomie, Kansas, which had an enrollment of 286 at the time this study was made.

The school plant was not built to allow a separate

---

<sup>2</sup>Hannah Logasa. The Study Hall, p. 170.

<sup>3</sup>Ibid., p. 167.

library and study hall to exist. Because of the enrollment and additions to the curriculum, space is not available either at the present or in the near future to have any other type of organization. Various problems present themselves when such a plan has to be used.

This study is an attempt to determine from the information given by the pupils and teachers what problems exist in this library-study hall and to suggest improvements based on this information.

### Related Studies

Numerous studies regarding the secondary school library have been made but few have dealt directly with the combination library-study hall. Many studies have mentioned that the combination plan exists, but in general, the study hall has been largely forgotten.

Johnson<sup>4</sup> made, in 1932, a survey of the secondary school library which included 390 schools in forty-six states and the District of Columbia. He found that most librarians do not approve of having the library and study hall combined. Principals, however, look with favor on the combination plan. A study of the use made of library materials indicates that these materials are used more in schools having library-study halls than in schools whose libraries are separate.

Robert made a study of the library-study hall in 107

---

<sup>4</sup>B. Lamar Johnson. The Secondary School Library.

schools in Louisiana and came to the following conclusions:

1. A librarian cannot successfully supervise both the library and the study hall unless the school enrollment is very small
2. The schools approved by the Southern Accrediting Association seem to have the highest type of library organization in the state
3. The trend in library organization in Louisiana is toward a separate library and study hall
4. The survey of pupil use of library materials indicates that a larger per cent of pupils use library materials in the combination than in the separate form
5. The most efficient form of library organization seems to be the combination with the best features of the separate system<sup>5</sup>

Slauson<sup>6</sup> conducted a study in 1932 by comparing the service of the study hall-library and the separate library in the junior high school. She came to the conclusion that in spite of the tendency to combine the study hall and library facilities and services, the separate form is preferred.

Lamb<sup>7</sup> made a survey in 1946 by comparing the secondary school library service in library-study halls and separate libraries. The conclusions drawn were that the library-study hall is adequately prepared to give service as is the library which is separate from the study hall and the advantages resulting from such a combination do not compensate the problems which are created by the combination plan.

<sup>5</sup>P. C. Robert. The Library and the Study Hall.

<sup>6</sup>C. M. Slauson. Comparison of the Service of the Study Hall-Library and the Separate Library in the Junior High School.

<sup>7</sup>Nathalie Lamb. Secondary School Library Service in Library-Study Halls and Separate Libraries.



### Reason for Study

The library-study hall combination has some undesirable conditions which exist not only in one school but in many schools that employ this plan. Many of the same problems, such as pupil and teacher use of the library materials, the attitude of pupils toward the library-study hall period, discipline, and book collection are found in schools using the combined form. It is felt that until these problems have been met, the objectives of the school and of the library can hardly be realized.

It seems to the writer in his investigations that very little opportunity has been given the pupils and teachers to express their viewpoints on this problem. A philosophy that prevails in the educational world today is that a situation should be made to fit the needs of the individual and not to make the individual to fit the situation; therefore, the opinions of these people should be given due consideration.

The writer also believes that the improvement of the library-study hall policies and physical conditions will result in better teacher and pupil participation.

### Philosophy

Our modern concept of education opposes many of the things done by the traditional school and attempts to make school a place where the students want to go, a place where they can get the background of experience that is so



essential to success, a place where students can develop as intelligent and useful citizens.

We have supplemented the traditional textbook with a library of books, assembled in great numbers and covering many fields of study. This is a very distinct difference between our modern concept of education and the principles held by the traditional school. Teachers and administrators are getting away from the practice of herding pupils in the study hall and forcing them to study their assignments; instead, the library-study hall is thought of as a place where groups of students can work out class projects together, a place where students can browse through the library materials that are supplied, a place where students can be exposed to the best types of literature available.

### Limitations

Before this study was made, certain limitations were evident. First, the author has had no experience with library or study hall work; however, the interest that the writer holds in seeing good school libraries and study halls brought about and functioning efficiently urged him to go ahead with this study. Second, the use of the check list places a limit on the number of responses an individual can make. It guides the method of response rather than allowing the individual to give a free opinion. Third, this study depends to a great extent on the opinions of those answering the questionnaires.

Because such opinions may be contradictory, they cannot always be used as a fact in themselves. Fourth, only one school was used in this study because it was felt that from available literature on the subject, this school was typical of schools of similar size having the combined plan of library-study hall.

### Procedure

It was decided that the best method of obtaining the information desired was by a check sheet. Related literature was read and the ideas received from this material were incorporated into four check lists, one for the high school teachers, another for the students, one for the librarian, and one for the principal. The method in attempting to validate these check sheets was to give them to the students and teachers in College High, Kansas State Teachers College, Pittsburg, Kansas. After talking with other students and teachers, plus the results that were received from giving the check lists, revisions were made.

Permission to conduct such a study was requested from the superintendent and the principal of the Osawatomie High School. The writer visited the secondary school in Osawatomie, Kansas, for one day and each hour during the study hall periods gave the students a check list to fill out. One week before visiting the high school, the check sheets made for the teachers, librarian, and principal were mailed to the principal who gave them out to each teacher. These were

collected on the same day the students' check list was given to them.

### Definition of Terms

In a study of this nature it is necessary for all terms that may result in a controversial meaning to be defined.

The term "study hall" as used in this study has reference to a room under the direction of one teacher where pupils are sent to study.

The "library-study hall" refers to a study hall equipped with books and supplementary materials for study.

The "study hall-librarian" is a person that is regularly employed to supervise the study hall and in addition, to perform library duties, all or a part of the time.

"Supervised study" refers to the type of study procedure in which each teacher during each hour devotes a part of the regular classroom time in directing the study.

"Use" will be employed in its broadest sense to include all services of the library, information, readers' advisory service, and reference work.

## CHAPTER II

### PRESENTATION AND INTERPRETATION OF DATA

#### Present Arrangement of Library-Study Hall

It seems appropriate to give an over-all view of this library-study hall at Osawatomie, Kansas, so the reader may be more familiar with the situation.

The library-study hall is situated on the second floor directly in the center and on the south side of the building. The room is thirty-six feet wide and thirty-nine feet long. There are six double bookshelves which are located on the north side of the room. The number of tables in the room are twelve, allowing a seating capacity of seventy-two pupils. In the southeast corner of the room stands a shelf on which the magazines, newspapers and other periodicals are kept. Figure 1 shows the present arrangement of the Osawatomie High School library-study hall.

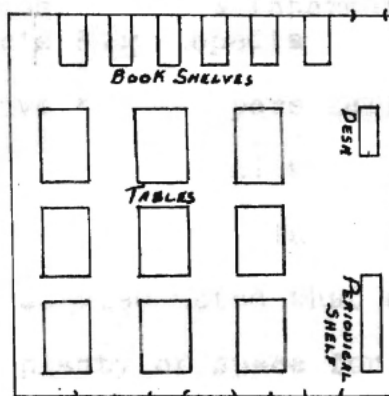


Figure 1. Arrangement of Osawatomie High School Library-Study Hall

There are six library-study hall periods during the day. Each student is usually assigned one hour a day to the library-study hall. The number of pupils during each of these hours ranges from twenty-six in the second hour to sixty-seven in the fourth hour.

The librarian opens the library-study hall fifteen minutes before school begins in the morning and it remains open forty minutes or longer after school depending on the demands of the students and teachers.

It seems that the best types of reference books are being purchased in order to keep the library up to date on such materials. The following list of reference books have been purchased within the last two years:

1. Encyclopedia Britannica 1948 ed. and Yearbooks 1949-50
2. The World Book 1948
3. Graves Dictionary of Music and Musicians 6 Vol.
3. Dictionary of American History 5 Vol.
5. Twelve Information Please Almanacs 1948-49-50
6. Twelve Webster New Collegiate Dictionaries
7. Webster's Geographical Dictionary
8. One large Webster's New International Dictionary
9. Benet Reader's Encyclopedia

However, the investigator personally examined a number of books in many fields and found that many carried an old copyright date. This was particularly evident in the social science field. It was also noted that a number of bookshelves were empty allowing plenty of space for additional books.

Eaton<sup>1</sup> states that generally administrators look with

---

<sup>1</sup>Thelma Eaton. "The Study Hall-Library," Secondary Education, X (February, 1942), 308.

favor upon the combination; whereas, librarians do not approve of this plan. This same attitude prevails in the Osawatomie High School. The librarian and the principal were asked if the combination were satisfactory from a library and study hall point of view. The principal defended the combination; the librarian heartily disapproved. Both agreed that the combined plan did make possible more problems in discipline.

There seems to be a psychological reaction to some terms that are used in education that do not appear to instill the best attitudes in the pupils. The term "study hall" is used in the Osawatomie High School to denote that period when students are assigned to the library-study hall. Goldsmith<sup>2</sup> feels that if a study hall and library are combined that the term "study hall" be dropped and the words "library period" used in its place. She believes that in time the word library will create an atmosphere conducive to study purposes.

### Library Objectives

Since this study involves the library and its services, it may be well to know the objectives or aims of the library as set down by professional groups in that field. Fargo has set down eight library objectives as formulated by authorities.

---

<sup>2</sup>Op. cit., p. 51.



1. To acquire books and other materials in line with the demands of the curriculum and needs of the students

2. To guide pupils in their choice of books and other materials of learning desired both for personal and curricular use

3. To develop in pupils skill and resourcefulness in their use of books and libraries and to encourage the habit of personal investigation

4. To help pupils establish a wide range of significant interests

5. To provide aesthetic experience and develop appreciation of the arts

6. To encourage lifelong education through the use of library resources

7. To encourage social attitudes and provide experience in social and democratic living

8. To work cooperatively and constructively with instructional and administrative staffs of the school<sup>3</sup>

### North Central Association Standards

The North Central Association has set up library standards which they believe should guide schools in the administration of a library.

The number and kind of books, reference material, and magazines are adequate for the number of pupils enrolled and meet the interests of the pupils and the needs of instruction in all courses offered.

The library is easily accessible to pupils, adequate in size, and attractive in appearance. The books are classified and catalogued.

The library is under the direction of a properly qualified person. Provision is made for an adequate number of assistants to the librarian. The high school librarian

---

<sup>3</sup>Lucile F. Fargo. The Library in the School, p. 22.

is recognized as a member of the teaching staff.<sup>4</sup>

### Standards of Kansas Department of Public Instruction

The following statements have been used as standards for the improvement of libraries in the State of Kansas.

1. The library should meet the needs of the courses offered, be well managed, practically used, with a working atmosphere maintained
2. It should be located in an accessible place
3. There should be cases to protect the books
4. The library should be in charge of a responsible person who will interest the pupils and teachers in making use of the library books, magazines, and other materials
5. The library should contain well-selected books
6. The library should contain a sufficient number of encyclopedias and reference books
7. The library should contain collateral books for all courses offered
8. The books should be classified by the Dewey decimal system; there should be an accession record, a card catalogue, and a charging system in operation
9. Obsolete books should be discarded. Ragged or unsightly books should be mended or replaced by new ones
10. An adequate number of current magazines and newspapers should be available to pupils and faculty
11. Recommended support of the library for two hundred fifty or more students should be at least \$1.50 per pupil
12. In schools enrolling five hundred pupils, the high school library shall be under the direction of a high school librarian, one who is adequately trained in all phases of the work
13. Schools not employing a full time librarian should assign the responsibility to a teacher-librarian who is a member of the teaching staff and has completed eight college hours

---

<sup>4</sup>"Proceedings of the Commission on Secondary Schools," North Central Association Quarterly, XII (July, 1938), 101.



in library science. The teacher librarian should devote one to three hours daily to the administration of the library and to the direction of the library service.

14. Provision should be made for pupils to receive instruction in the use of the library, with this instruction assigned to the librarian<sup>5</sup>

### Study Hall Objectives

Formal statements of study hall objectives are difficult to find. When we realize the large number of secondary schools that have study halls, this is, indeed, a serious oversight. If the study hall is to have educational direction, purposes and objectives should be set up.<sup>6</sup>

The investigator in his research failed to find any objectives of the study hall as set down by authorities.

### Ranking of Library-Study Hall Objectives by Teachers, Librarian and Principal

Since no objectives, to the writer's knowledge, have been set down for the study hall, the author was interested in attempting to formulate aims or objectives of the library-study hall using library objectives and statements found in the literature read concerning the study hall. These were incorporated into one list to be considered as possible aims or objectives of the library-study hall. These objectives

---

<sup>5</sup>State Department of Public Instruction, Kansas Secondary School Handbook, 1950, p. 42-43.

<sup>6</sup>Logasa, op. cit., p. 43.

which were eighteen in number were ranked by eleven teachers, the librarian, and the high school principal in the order of importance to them. Each person was given an opportunity to rank the objective as to its value using numbers from one to eighteen. The values given each objective by the group were added and then divided by the number of people participating to find the average ranking. The results are shown in Table I.

The objective "to encourage lifelong education through the use of library resources" was ranked first because its average ranking of 3.33 was nearest one. The objective ranked last was "to identify physical defects" with an average ranking of 16.00. The same ranking was given to the objectives that had an average ranking of 13.25. Two teachers failed to fill out this part of the questionnaire correctly.

TABLE I

RANKING OF LIBRARY-STUDY HALL OBJECTIVES BY  
TEACHERS, LIBRARIAN AND PRINCIPAL\*

Rank	Objective	Average Ranking
1.	To encourage life long education through the use of library resources	3.33
2.	To encourage the habit of personal investigation	3.42
3.	To develop in pupils skill and resourcefulness in their use of books and libraries	4.67
4.	To encourage social attitudes and provide experience in social and democratic living	6.50
5.	To guide pupils in their choice of books and other materials of learning	7.33
6.	Place to develop good study habits for pupils	7.58
7.	Willingness to take responsibility of citizenship	8.67
8.	Willingness to take responsibility for study on part of students	8.75
9.	To help pupils establish a wide range of significant interests	8.92
10.	Planning and organizing study and library materials for effective use	9.67
11.	To emphasize the importance of study to the pupils	10.67
12.	To acquire books and other materials in line with the demands of the curriculum and the needs of the students	10.92
13.	To work cooperatively with instructional and administrative staffs of the school	11.33
14.	To provide a clean and comfortable place for students to study	12.75
15.5	Working without immediate reward	13.25
15.5	To teach methods of lesson preparation	13.25
17.	To provide aesthetic experience and develop appreciation of the arts	14.00
18.	To identify physical defects	16.00

\*three not reporting

Ranking of Library-Study Hall Objectives by Pupils

For comparison the students were asked to rank the same

objectives as did the teachers. Table II shows the results.

TABLE II

## RANKING OF LIBRARY-STUDY HALL OBJECTIVES BY PUPILS\*

Rank	Objective	Average Ranking
1.	To acquire books and other materials in line with the demands of the curriculum and the needs of the students	5.59
2.	To develop in pupils skill and resourcefulness in their use of books and libraries	6.36
3.	Place to develop good study habits for pupils	6.58
4.	To guide pupils in their choice of books and other materials of learning	7.08
5.	To help pupils establish a wide range of significant interests	8.07
6.	To teach methods of lesson preparation	8.45
7.5	To encourage lifelong education through the use of library resources	8.53
7.5	To encourage the habit of personal investigation	8.53
9.	To emphasize the importance of study to pupils	8.95
10.	To provide a clean and comfortable place for students to study	9.38
11.	Willingness to take responsibility for study on part of students	9.67
12.	To work cooperatively with instructional and administrative staffs of the school	9.76
13.	Planning and organizing study and library materials for effective use	9.94
14.	To encourage social attitudes and provide experience in social and democratic living	10.88
15.	Willingness to take responsibility of citizenship	11.38
16.	To provide aesthetic experience and develop appreciation of the arts	13.03
17.	Working without immediate reward	13.34
18.	To identify physical defects	14.75

\*thirteen not reporting

The procedure of ranking was the same as for the teachers. The objective ranking nearest one was "to acquire books

and other materials in line with the demands of the curriculum and the needs of the students" with a 5.59 average.

It is interesting to note that by observing the first seven objectives on Tables I and II, we find that five of the objectives appear in both tables. If we compare the last seven objectives we find that four of the objectives are ranked in this group on both tables. The same objective was ranked last by both pupils and teachers. This seems to indicate that the pupils and teachers generally agree as to what the most important aims of the library-study hall should be.

#### Pupil Use of Library Materials

The proponents of the library-study hall plan have always claimed that the combining of the two results in greater use of the library materials on the part of the students. Johnson<sup>7</sup> and Robert<sup>8</sup> in their studies found this to be true.

Two questions arose to which the author was interested in finding the answers. First, how often did the students use the library materials? Second, what activity did they make the most use of during their library-study hall period?

In order to determine the extent to which pupils use the library materials, a question providing a free response was asked. Their answers were put under three headings:

---

<sup>7</sup>Op. cit., p. 43.

<sup>8</sup>Op. cit., p. 38.

whenever necessary, seldom, and never. Table III shows the results.

TABLE III

FREQUENCY OF PUPIL USE OF  
LIBRARY MATERIALS\*

Frequency	Number of Students
Whenever necessary	86
Seldom	70
Never	4

\*sixteen not reporting

Of the one hundred-sixty students answering this question eighty-six pupils said they used the library materials whenever the need arose. This seems to indicate that students have no set time to use the library materials, therefore making it necessary to keep the library open as much as possible. There were seventy who said they seldom use them and four reported they never used them at all. The fact that seventy students, even though it was not the majority, said they seldom use these materials indicates that a great deal can be done by teachers in their requirements of the use of the library materials on the part of the pupils.

In attempting to arrive at the activity the students used most during their library-study hall periods, a choice of five activities was given and only one was to be checked. The results are shown in Table IV.

**LIBRARY**



TABLE IV

ACTIVITY USED MOST IN LIBRARY-STUDY HALL  
PERIOD BY PUPILS\*

Activity	Number of Students
Textbook assignment with use of library materials	52
Textbook assignment without use of library materials	49
Independent references such as reports	43
Browsing and reading of magazines for pleasure	16
Browsing and reading of books for pleasure	13

\*three not reporting

One hundred seventy-three students out of 176 answered this question. Fifty-two said they used this period to get their textbooks assignments with the use of library materials. The number using this period to get their assignments without the use of library materials was forty-nine. Forty-three used the period for independent references, sixteen for browsing and reading of magazines for pleasure, and thirteen for browsing and reading of books for pleasure. It is only fair to point out that four of these five activities have to do with using the library materials in one way or another, whereas, only one excludes the use of such materials.

Table IV seems to bear out the results of the findings that teachers are stimulating pupils to use the library materials in connection with their textbooks assignments, but

it also points out that a large number do not make use of such materials during their library-study hall periods. This indicates the same results as Table III, that the teachers can do a great deal more to improve this situation.

### Stimulating Pupils to Use Library Materials

The success of the library depends a great deal on the cooperation of the teachers. They are in a far better position to encourage or stimulate pupil use of the library materials than anyone else. As has been pointed out previously, if the teachers will make the best possible use of these materials, the pupils may do likewise. In a study of this nature it is important to know what methods are being employed by the teachers to stimulate pupils to use the library materials. This question was asked of all the teachers answering this questionnaire. The following list is made from the answers received.

1. Problem study
2. Classroom projects
3. Themes
4. Dictionary work
5. Questions involving use of reader's guide
6. Reading assignments
7. Reports
8. Suggestive material placed on bulletin board
9. Lecture
10. Calling attention to pamphlets and periodicals

### Teacher Use of Library Materials

The amount of pupil use of library materials depends to a great extent upon the teachers and their methods of



instruction. It is important that the teachers make as much use as do the students of the facilities the library has to offer. The teachers' responses to how often they use the library materials were listed under three headings: occasionally, daily, and never. The results are shown in Table V.

TABLE V

FREQUENCY OF TEACHER USE OF  
LIBRARY MATERIALS

Frequency	Number of Teachers
Occasionally	6
Daily	4
Never	3

Of the thirteen teachers answering this question, six said they used the materials occasionally, four used them daily, and three never used them at all. From the results shown, it appears that the majority of the teachers are not using the library materials as much as a teacher should. Without the use of the library materials, the use of the textbook is about the only guide they have, indicating that many may be traditional subject matter teachers.

Teachers should utilize every bit of available material in their classroom teaching. This means using materials from public libraries, school libraries, subscriptions to magazines, and other sources.

Davis<sup>9</sup> states that by using the public library in teaching, teachers will facilitate the transfer of school library habits and skills to the public library. In Table VI we find how many take advantage of such opportunities.

TABLE VI

## TEACHER USE OF LIBRARY MATERIALS

	Number of Teachers	
	Yes	No
Subscribe for magazines to be used in classroom	10	3
Use public library for references	7	6
Is your classwork of such a nature as to require use of the library	11	2
Are you making the best use of the library as a teacher	7	6

It appears that the majority of the teachers take advantage of the opportunity by subscribing for materials as indicated by ten teachers. Only seven teachers said they used the public library for references pertaining to their classes. It seems that teachers would attempt to make more use of this service hoping that the habits may transfer to the students. Eleven teachers responded that their classwork was of such a nature as to require use of the library. It is surprising to find that seven of the teachers said

---

<sup>9</sup>Hazel Davis, "Co-operative Relationships Between Schools and Public Libraries," National Society for the Study of Education. Forty-second Yearbook, Part II, The Library in General Education, p. 232.

they were making the best use of the library as a teacher and it was shown in Table V that six of the teachers used the library materials occasionally and three never used them at all. This appears to be a direct contradiction or they answered the question by reasoning that they were making the best use of the library considering what was available.

### Library Appropriation

In order to keep a library up to date an adequate amount of money must be allotted for this purpose in the school budget. It is recommended by the Kansas State Department of Public Instruction in schools of 250 pupils or more that an annual appropriation per pupil be at least \$1.50.<sup>10</sup> Table VII shows the appropriation and amount per pupil for the past five years for the Osawatomie High School library.

TABLE VII

#### LIBRARY APPROPRIATION AND AMOUNT PER PUPIL FOR PAST FIVE YEARS

Year	Appropriation	H. S. Enrollment	Amount Per Pupil
1945	\$198.08	350	\$0.57
1946	618.82	342	1.81
1947	760.36	304	2.50
1948	1000.00	281	3.56
1949	1004.48	286	3.51

<sup>10</sup>Op. cit., p. 43.

In 1945 the appropriation was far below that recommended by the State Department of Public Instruction. This made possible an expenditure of only \$0.57 per pupil. In 1946 the appropriation was considerable more, raising the amount per pupil to \$1.81, somewhat above the recommended amount. Since 1946 the annual amount allotted to the school for library purposes has increased until in 1949 when \$1004.48 was set aside, making the amount of \$3.51 possible to be spent per pupil. This is approximately \$2.00 above that recommended by authorities which should make available the best material for the school library.

#### Attitude of Pupils Toward Library-Study Hall Period

It seems desirable to try to develop in pupils the right attitude toward the library-study hall. Without this cooperation of the students, such a plan will only lead to chaos. The investigator was interested in trying to find what attitude prevailed most among the students in regard to the library-study hall period. Table VIII bears out the results.

TABLE VIII

## ATTITUDE OF PUPILS TOWARD LIBRARY-STUDY HALL PERIOD

Attitude	Number of Students
Place to get lesson assignments	102
Place to do additional work on your assignments	50
Your free period to do what you want	15
A place to work on class projects outside of the assigned lesson	9

One hundred two students believe that this period is a place to get lesson assignments. These results indicate that the great majority of the students answering this question have developed a favorable attitude toward the library-study hall period. There were fifty who agreed that it was a place to do additional work on assignments. Fifteen thought of it as their free period, and nine said it was a place to work on class projects outside of the assigned lesson.

Places for Pupil Lesson Preparation

It has been questioned by some as to the extent to which pupils use the study hall for their lesson preparation. In Table VIII the attitude was held by many students that the study hall is the place to prepare lesson assignments. It was the purpose of the author to find what place pupils used the most in preparing for their classes.

Table IX gives us the results.

TABLE IX

## PLACES FOR PUPIL LESSON PREPARATION

Place of Preparation	Number of Students
Study Hall	73
Classroom	69
Home	29
Elsewhere	5

More students use the study hall to get their assignments than any other place as indicated by seventy-three pupils. Sixty-nine use their classroom periods to prepare their lessons indicating that the teachers must use part of each class period for supervised study. Twenty-nine did their lessons at home and five students have other places where they prepared their assignments. This table seems to indicate that even though many students do use other places to prepare their lessons, the study hall still remains the popular place to do such work.

General Evaluation of Library-Study Hall by Pupils

The writer believes that the improvement of the library-study hall policies and physical conditions will result in better pupil and teacher participation; therefore, it seemed necessary to have all people who use the library-study hall



to evaluate it.

Shelving space should be adequate enough to take care of all the books on hand in addition to those that may be purchased from time to time. The amount of space for shelving will depend upon the size of the room and the number of students assigned to the library-study hall periods.

The location of the library in the secondary school building should be near the main arteries of traffic. It is preferred that the library be centrally located on the second floor of a three story building.<sup>11</sup>

The best possible lighting should be available for the library. The Illuminating Engineering Society recommends for libraries an illumination of thirty foot candles.<sup>12</sup>

It is recommended by authorities that the library should be large enough to seat twenty per cent of the student body.<sup>13</sup> In the Osawatomie High School the room is large enough to accommodate seventy-two students, or 24 per cent of the student body.

It is considered necessary that schools with an enrollment of 200 to 500 students have from 1000 to 2500 books and

<sup>11</sup>Raymond J. Young. "An Evaluation of Administrative Practices Concerning Secondary-School Libraries," p. 36.

<sup>12</sup>American Association of School Administrators. American School Buildings, 1949 Yearbook, p. 224.

<sup>13</sup>Harl R. Douglass. Organization and Administration of Secondary Schools, p. 33.

from fifteen to thirty periodicals.<sup>14</sup> By counting the number of books in one shelf, it was estimated that this library did contain the recommended number of books. It is known that the subscriptions of magazines total thirty-nine. This does not include newspapers.

It was decided that a general evaluation would be sufficient to bring out the viewpoints of the pupils concerning the library-study hall. An evaluation of the shelving space, location, lighting, seating arrangement, book collection, magazine collection, citizenship, and cleanliness or orderliness was made and a rating of excellent, good, fair, or poor was given to each. Table X shows how the various conditions were rated.

TABLE X

## GENERAL EVALUATION OF LIBRARY-STUDY HALL BY PUPILS\*

Condition	Excellent	Good	Fair	Poor
Shelving space	8	71	76	15
Location	50	96	20	4
Lighting	24	91	38	17
Seating arrangement	10	76	58	26
Book collection	25	88	53	4
Magazine collection	14	84	52	20
Citizenship	0	34	77	59
Cleanliness or orderliness	7	55	74	34

\*six students not reporting

<sup>14</sup>Eunice Wolfe. A Handbook for the High School Teacher-Librarian, p. 6.



According to seventy-six pupils, the shelving space rated fair. The location of the library-study hall was considered good by ninety-six students. Lighting, seating arrangement, book and magazine collections were rated good by ninety-one, seventy-six, eighty-eight, and eighty-four students respectively. Seventy-seven rated citizenship as fair and seventy-four rated cleanliness or orderliness as fair.

General Evaluation of Library-Study Hall by  
Teachers, Librarian and Principal

The teachers, librarian, and principal gave their evaluation of the same conditions as did the students. The same ratings were used. In Table XI we find their results.

TABLE XI

GENERAL EVALUATION OF LIBRARY-STUDY HALL BY  
TEACHERS, LIBRARIAN AND PRINCIPAL

Condition	Excellent	Good	Fair	Poor
Shelving space	1	5	6	3
Location	2	8	3	2
Lighting	4	7	3	1
Seating arrangement	1	4	6	4
Book collection	2	6	7	0
Magazine collection	2	11	2	0
Citizenship	0	1	5	9
Cleanliness or orderliness	0	4	7	4

Shelving space was considered to be fair by six of the

fifteen reporting. The location and lighting were given a rating of good by eight and seven teachers respectively. Six rated the seating arrangement in the library-study hall as fair and the same rating was given to the book collection by seven teachers. The magazine collection according to eleven teachers was good, but citizenship was rated poor by nine. As far as cleanliness or orderliness was concerned, seven rated it as fair.

Again, it is interesting to note that of the eight conditions to be evaluated five were given the same rating by both groups. This seems to indicate that both groups generally agree as to the conditions of the library-study hall.

#### Relationship of Teachers to Library-Study Hall

It seems probable that if the teachers have desirable attitudes toward the library-study hall they might create similar attitudes in the student. In attempting to find out the relationship to and attitudes toward the library-study hall by teachers, several independent questions were asked. The results are given in Table XII.

Eleven teachers out of thirteen said they help select library books that pertain to courses that they are teaching. Although ten teachers do require use of the library materials on the part of the students, all thirteen teachers agree that there is room for improvement.

fifteen reporting. The location and lighting were given a rating of good by eight and seven teachers respectively. Six rated the seating arrangement in the library-study hall as fair and the same rating was given to the book collection by seven teachers. The magazine collection according to eleven teachers was good, but citizenship was rated poor by nine. As far as cleanliness or orderliness was concerned, seven rated it as fair.

Again, it is interesting to note that of the eight conditions to be evaluated five were given the same rating by both groups. This seems to indicate that both groups generally agree as to the conditions of the library-study hall.

#### Relationship of Teachers to Library-Study Hall

It seems probable that if the teachers have desirable attitudes toward the library-study hall they might create similar attitudes in the student. In attempting to find out the relationship to and attitudes toward the library-study hall by teachers, several independent questions were asked. The results are given in Table XII.

Eleven teachers out of thirteen said they help select library books that pertain to courses that they are teaching. Although ten teachers do require use of the library materials on the part of the students, all thirteen teachers agree that there is room for improvement.

TABLE XII

TEACHERS RELATIONSHIP TO AND ATTITUDE  
TOWARD LIBRARY-STUDY HALL

Question	Number of Teachers	
	Yes	No
Do you help select library books that pertain to courses you are teaching	11	2
Do you require the use of the library materials on the part of the students	10	3
Do you believe there is room for improvement by you in requiring pupil use of the library materials	13	0
Is there an adequate number of books that you could use as references for your classes in the library	6	7
Do you favor the combined plan of library study hall over the separate form	3	10
Do you think that it is worthwhile to give instruction to students in use of the library	13	0
Do you consider the study hall a necessity	8	5
Do you think the library should be recognized as the central factor in the school	3	10
Do you recognize ways by which you might aid the librarian and principal in giving better service	12	1

Seven teachers asserted there was not an adequate number of books that could be used as references for their classes indicating that the amount appropriated for the library is either being used for other purposes or not being used at all. As to the desirability of giving instruction to the pupils in the use of the library, all agreed that this should be done. The greater majority of the teachers do not believe that the library should be recognized as the central factor

in the school. The writer intended for this question to mean that the various courses offered in the curriculum should be flexible enough to include the services of the library at all times. In other words, the library would be the hub of the wheel and the teachers of all the courses would draw upon its resources whenever needed. This question may have been misinterpreted, but if not, it appears that the teachers are too textbook minded. Their attitude is the same in regard to the combination as the librarians; ten teachers do not favor the combined plan, yet eight hold the attitude that a study hall is a necessity. The relationship of the teachers to the library-study hall seems to be favorable in so far as selecting books, giving library instruction, and aiding the administrative staff of the library are concerned.

## CHAPTER III

### SUMMARY AND RECOMMENDATIONS

#### Summary

It has been the purpose of the writer to obtain information from the pupils and the teachers concerning the library-study hall at Osawatomie, Kansas, and to try to determine the problems facing this school and suggest recommendations based upon the information received. The following summarizations seem to be warranted:

1. In general, the students and teachers agree as to what the most important objectives of the library-study hall should be.
2. Pupils use the library materials whenever they feel there is a need, therefore, making it necessary that the library be open as much as possible.
3. Pupils seem to use the library materials in conjunction with their textbook assignments more than with any other activity; however, a great deal of improvement can be made.
4. The teachers do not seem to use the library as much as they should.
5. The library appropriation has been increased until now it is far above the recommended amount.
6. The students seem to have developed a favorable attitude toward the library-study hall period.
7. Even though a number of students indicated other places where they prepare their lessons, the



study hall still remains the popular place to do such work.

8. The shelving space is not as good as it should be in this library-study hall.

9. The location of the library-study hall is good in relation to the school plant.

10. The lighting seems to be sufficient thus making the room conducive to study purposes.

11. The magazine collection is adequate to meet the needs of the students and teachers.

12. The book collection is not adequate, though there are enough encyclopedias, dictionaries, and so forth.

13. Citizenship is inferior in the library-study hall.

14. The teachers do not favor the combined plan of library-study hall but believe that a study hall is a necessity in the school.

15. The arrangement of the tables and chairs do not allow sufficient room between them for persons to pass.

### Recommendations

It is felt that this study would not be complete unless some recommendations were given to aid in correcting some of the problems that are apparent. It should be understood that these recommendations will not necessarily solve the problems, but they may suggest other methods to which a successful solution may be found.

It is recommended:

1. That this situation should be brought before the high school faculty and committees appointed to study the problem.



2. That pupil assistants be assigned to each hour of the library-study hall period to check attendance and other reports that are necessary.

3. That the task of developing desirable attitudes within the pupils and teachers should be undertaken immediately.

4. That more participation should be urged on the part of the administration for teachers to use the library facilities and to require more use of these materials on the part of the students.

5. That more money should be spent on reference books.

6. That the term "study hall" be dropped and the words "library period" be substituted.

7. That the present arrangement of the book shelves be changed and made to fit flat against the walls allowing more space for seating arrangement.

8. That an inventory be taken to determine the facts concerning the status of the library materials.

9. That necessary steps be taken to correct the citizenship in the library-study hall.

# BIBLIOGRAPHY

WOLF, R. 1941. Artificial

Wolf, R. 1941. Artificial

Wolf, R. 1941. Artificial

Wolf, R. 1941. Artificial

Wolf, R. 1941. Artificial

## BIBLIOGRAPHY

### Books

- American Association of School Administrators, American School Buildings. Twenty-seventh Yearbook, Washington, D. C.: National Education Association, 1949.
- Cooperative Study of Secondary School Standards, Evaluative Criteria and Educational Temperatures. Washington, D. C.: 1940.
- Douglass, Harl R., Organization and Administration of Secondary Schools. Revised Edition, Boston: Ginn and Company, 1945.
- Fargo, Lucile F., The Library in the School. 4th ed. Chicago: American Library Association, 1947.
- Logasa, Hannah, The Study Hall. New York: The MacMillan Company, 1938.

### Periodical Articles

- Davis, Hazel, "Co-operative Relationships Between Schools and Public Libraries," In National Society for the Study of Education. Forty-second Yearbook, Part II, The Library in General Education. 232.
- Eaton, Thelma, "The Study-Hall Library," Secondary Education, X (February, 1942), 308.
- Goldsmith, Edward, "Shall the Library and Study Hall be Combined," School Executive, LII (August, 1940), 13-51.
- Proceedings of the Commission on Secondary Schools, North Central Association Quarterly, XIII (July, 1938), 101.
- Wolf, Eunice, A Handbook for the High School Teacher-Librarian, Studies in Education, Kansas State Teachers College of Emporia, XXV (August, 1945), 6.

Unpublished Material

- Lamb, N., "Secondary School Library Service in Library-Study Halls and Separate Libraries," Unpublished master's thesis, Columbia University, New York, New York, 1946.
- Robert, P. C., "The Library and the Study Hall," Unpublished master's thesis, Louisiana State, Baton Rouge, Louisiana, 1938.
- Slauson, C. M., "Comparison of the Service of the Study-Hall Library and the Separate Library in the Junior High Schools," Unpublished master's thesis, Columbia University, New York, New York, 1932.
- Young, R. J., "An Evaluation of Administrative Practices Concerning Secondary-School Libraries," Unpublished master's thesis, Kansas State Teachers College, Pittsburg, Kansas, 1949.

Bulletins

- State Department of Public Instruction, Kansas Secondary School Handbook, State of Kansas, State Superintendent of Public Instruction, 1950.
- U. S. Office of Education, "The Secondary School Library," Bulletin 17, Monograph Number 17 (Compiled by L. Lamar Johnson), Washington: Government Printing Office, 1932.

## APPENDICES

## PRINCIPAL QUESTIONNAIRE

PLEASE FILL IN THE BLANKS OR CHECK THE CHOICES AS INDICATED

1. Give as many reasons as you can for combining the library and study hall. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Do you favor the combined plan? Yes \_\_\_\_\_ No \_\_\_\_\_
3. What are your future plans, if any, for the library-study hall? \_\_\_\_\_  
\_\_\_\_\_
4. Do you enroll pupils for study hall for more than one period a day? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Does the combined plan give way to more discipline problems? Yes \_\_\_\_\_ No \_\_\_\_\_
6. Do teachers often send pupils to the library-study hall because of discipline problems in the classroom? Yes \_\_\_\_\_  
No \_\_\_\_\_  
Do you approve of the above procedure, if true? Yes \_\_\_\_\_  
No \_\_\_\_\_
7. Do you refer to the library-study hall period as the "library period" or as the "study hall period"? \_\_\_\_\_  
\_\_\_\_\_ Which do you prefer? \_\_\_\_\_
8. What has been the expenditure for the library for the last five years?

	Expenditure	High School Enrollment
1945		
1946		
1947		
1948		
1949		

9. Is the combination satisfactory from a library point of view? Yes \_\_\_\_\_ No \_\_\_\_\_
10. Is the combination satisfactory from a study hall point of view? Yes \_\_\_\_\_ No \_\_\_\_\_

11. Do you discuss with the librarian any problem concerning the library-study hall? Yes\_\_\_\_No\_\_\_\_
12. Do you encourage teachers to incorporate the library facilities in their teaching? Yes\_\_\_\_No\_\_\_\_
13. Do you consider the study hall a necessity? Yes\_\_\_\_No\_\_\_\_  
Why? \_\_\_\_\_  
\_\_\_\_\_
14. Would you please evaluate the following conditions in the library-study hall? Indicate as excellent, good, fair, or poor.
- |       |                               |
|-------|-------------------------------|
| _____ | 1. shelving space             |
| _____ | 2. location                   |
| _____ | 3. lighting                   |
| _____ | 4. seating arrangement        |
| _____ | 5. book collection            |
| _____ | 6. magazine collection        |
| _____ | 7. citizenship                |
| _____ | 8. cleanliness or orderliness |



## LIBRARIAN QUESTIONNAIRE

PLEASE FILL IN THE BLANKS OR CHECK THE CHOICES AS INDICATED

1. How many study hall-library periods do you have during the day? \_\_\_\_\_
2. How many pupils do you have each hour? 1st \_\_\_\_\_, 2nd \_\_\_\_\_, 3rd \_\_\_\_\_, 4th \_\_\_\_\_, 5th \_\_\_\_\_, 6th \_\_\_\_\_.
3. During any one of these hours are there more pupils than you ordinarily can take care of? Yes \_\_\_\_\_ No \_\_\_\_\_. About how many more? \_\_\_\_\_
4. Do the teachers, as a whole, make use of the library materials to any great extent? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Do the teachers make use of materials which they requested to be purchased? Yes \_\_\_\_\_ No \_\_\_\_\_
6. How long before school takes up in the morning do you keep the library open? \_\_\_\_\_
7. How long after school do you keep the library open? \_\_\_\_\_
8. Give as many reasons as you can for combining the library-study hall in this school system. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Is the combination satisfactory from a library point of view? Yes \_\_\_\_\_ No \_\_\_\_\_
10. Is the combination satisfactory from a study hall point of view? Yes \_\_\_\_\_ No \_\_\_\_\_
11. Does the combined plan tend to create discipline problems? Yes \_\_\_\_\_ No \_\_\_\_\_
12. If so, how do you cope with these problems? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. Does the combination of both create an atmosphere of formality in the library? Yes \_\_\_\_\_ No \_\_\_\_\_
14. Does the combined form cause the library to be over crowded? Yes \_\_\_\_\_ No \_\_\_\_\_

15. Do you favor the library-study hall arrangement? Yes\_\_\_\_  
No\_\_\_\_
16. What additions in the way of reference books, encyclopedias, and dictionaries have been made within the last two years? Be specific. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
17. For how many magazines are you now subscribing? \_\_\_\_\_
18. Do many teachers send pupils from their rooms to the library-study hall because of discipline problems? Yes\_\_\_\_  
No\_\_\_\_
19. Is there a general feeling of cooperation among teachers, librarian, and the administration? Yes\_\_\_\_No\_\_\_\_
20. Would the separation of library and study hall alter the library budget? Yes\_\_\_\_No\_\_\_\_ If so, how? \_\_\_\_\_  
\_\_\_\_\_
21. Does the combined plan insure regular contact with the library for all pupils? Yes\_\_\_\_No\_\_\_\_
22. Would you please evaluate the following conditions in the library-study hall? Indicate as excellent, good, fair, or poor.
- |       |                               |
|-------|-------------------------------|
| _____ | 1. shelving space             |
| _____ | 2. location                   |
| _____ | 3. lighting                   |
| _____ | 4. seating arrangement        |
| _____ | 5. book collection            |
| _____ | 6. magazine collection        |
| _____ | 7. citizenship                |
| _____ | 8. cleanliness or orderliness |

## TEACHER QUESTIONNAIRE

PLEASE FILL IN THE BLANKS OR CHECK THE CHOICES AS INDICATED

1. Field of teaching\_\_\_\_\_
2. How often do you make personal use of the library materials?\_\_\_\_\_
3. Do you have the librarian subscribe for magazines than can be utilized in your teaching? Yes\_\_\_\_No\_\_\_\_
4. Do you help select library books that pertain to courses you are teaching? Yes\_\_\_\_No\_\_\_\_
5. Do you ever have to use the public library for references that you cannot find in the school library? Yes\_\_\_\_No\_\_\_\_
6. Is your classwork of such a nature as to require the use of the library? Yes\_\_\_\_No\_\_\_\_
7. Are you making the best use of the library as a teacher? Yes\_\_\_\_No\_\_\_\_
8. Do you require the use of library materials on the part of the students? Yes\_\_\_\_No\_\_\_\_
9. Do you believe there is room for improvement by you in requiring pupil use of the library materials? Yes\_\_\_\_No\_\_\_\_
10. Is there an adequate number of books that you could use as references for your classes in the library? Yes\_\_\_\_No\_\_\_\_
11. What methods do you use to stimulate pupil use of the library?\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. Give as many advantages as you can for having the library and the study hall combined.\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. Give as many disadvantages as you can for having the library and the study hall combined. \_\_\_\_\_  
 \_\_\_\_\_
14. Would you please evaluate the following conditions in the library-study hall? Indicate as excellent, good, fair, or poor.
- |       |                               |
|-------|-------------------------------|
| _____ | 1. shelving space             |
| _____ | 2. location                   |
| _____ | 3. lighting                   |
| _____ | 4. seating arrangement        |
| _____ | 5. book collection            |
| _____ | 6. magazine collection        |
| _____ | 7. citizenship                |
| _____ | 8. cleanliness or orderliness |
15. Do you ever send pupils out of your classes to the study hall because of a discipline problem? Yes\_\_\_\_No\_\_\_\_
16. Do you favor the combined plan of library-study hall over the separate form? Yes\_\_\_\_No\_\_\_\_
17. Do you think that it is worthwhile to give students instruction in the use of the library? Yes\_\_\_\_No\_\_\_\_
18. In what course would you incorporate such instruction?\_\_\_\_  
 \_\_\_\_\_
19. Do you consider a study hall a necessity? Yes\_\_\_\_No\_\_\_\_
20. Do you think the library should be recognized as the central factor in the school? Yes\_\_\_\_No\_\_\_\_
21. Do you recognize ways by which you might aid the librarian and principal in giving better service? Yes\_\_\_\_No\_\_\_\_

## PUPIL QUESTIONNAIRE

DO NOT WRITE YOUR NAME ON THIS PAPER. PLEASE FILL IN THE  
BLANKS OR CHECK THE CHOICES AS THE QUESTION INDICATES

1. Classification (underscore) freshman, sophomore, junior, senior.
2. Do you think it is more convenient for you to have the library and the study hall together? Yes\_\_\_\_No\_\_\_\_
3. Would you study more if you had no study hall at all? Yes\_\_\_\_No\_\_\_\_
4. Does it bother you to have people moving about the room when you are studying? Yes\_\_\_\_No\_\_\_\_
5. Do you think group study should be permitted? Yes\_\_\_\_No\_\_\_\_
6. How many study hall periods do you have?\_\_\_\_\_
7. Do you usually make good use of your study hall time? Yes\_\_\_\_No\_\_\_\_
8. Do you think of the study hall-library period as (check one)  
\_\_\_\_ 1. your free period to do what you want  
\_\_\_\_ 2. place to get your assignments  
\_\_\_\_ 3. place to do additional work on lessons  
\_\_\_\_ 4. place to work on projects of interest outside the assigned lesson
9. Where do you do most of your lesson preparation? (check one)  
\_\_\_\_ 1. classroom  
\_\_\_\_ 2. study hall  
\_\_\_\_ 3. home  
\_\_\_\_ 4. elsewhere
10. How many of your teachers give you assignments that require use of the school library materials?\_\_\_\_\_
11. Have you ever used the card catalogue? Yes\_\_\_\_No\_\_\_\_
12. Are you usually able to find the book you want for study purposes? Yes\_\_\_\_No\_\_\_\_

13. Are you usually able to find the book you want for pleasure reading? Yes\_\_\_\_No\_\_\_\_
14. Does the librarian ever help with your lessons? Yes\_\_\_\_No\_\_\_\_
15. Could you learn more from your classes if you were assigned more outside reading? Yes\_\_\_\_No\_\_\_\_
16. Do you ever go on your own (before or after school) to do extra reading for your classes? Yes\_\_\_\_No\_\_\_\_
17. How often do you use the library materials?\_\_\_\_\_
18. Do you feel that the reading for interest system that is used in your present literature classes has increased your interest in reading? Yes\_\_\_\_No\_\_\_\_
19. What is the main reason for your using the library materials?
- \_\_\_\_\_ 1. for recreation
  - \_\_\_\_\_ 2. for reference work
  - \_\_\_\_\_ 3. required by teachers
  - \_\_\_\_\_ 4. (other)\_\_\_\_\_
20. Which one (1) of the following do you make the most use of during your library-study-hall period?
- \_\_\_\_\_ 1. use of library materials for independent references such as class reports
  - \_\_\_\_\_ 2. study of textbook assignments without use of library materials
  - \_\_\_\_\_ 3. browsing and reading of books for pleasure
  - \_\_\_\_\_ 4. browsing and reading of magazines for pleasure
  - \_\_\_\_\_ 5. study of textbook assignments with use of the library materials
21. Would you please evaluate the following conditions in the library-study hall? Indicate as excellent, good, fair, or poor.
- \_\_\_\_\_ 1. shelving space
  - \_\_\_\_\_ 2. location of library-study hall
  - \_\_\_\_\_ 3. lighting
  - \_\_\_\_\_ 4. seating arrangement
  - \_\_\_\_\_ 5. book collection
  - \_\_\_\_\_ 6. magazine collection
  - \_\_\_\_\_ 7. citizenship
  - \_\_\_\_\_ 8. cleanliness or orderliness



## LIBRARY-STUDY HALL

PLEASE RANK, IN ORDER OF IMPORTANCE TO YOU, THE FOLLOWING AIMS OR OBJECTIVES OF THE LIBRARY-STUDY HALL. PLEASE ADD ANY SUGGESTIONS OF YOUR OWN THAT HAVE NOT BEEN MENTIONED ABOVE BEFORE YOU RANK THEM SO THEY MAY BE INCLUDED.

- ( ) to acquire books and other materials in line with the demands of the curriculum and the needs of the students
- ( ) to guide pupils in their choice of books and other materials of learning
- ( ) to develop in pupils skill and resourcefulness in their use of books and libraries
- ( ) to encourage the habit of personal investigation
- ( ) to help pupils establish a wide range of significant interests
- ( ) to provide aesthetic experience and develop appreciation of the arts
- ( ) to encourage lifelong education through the use of library resources
- ( ) to encourage social attitudes and provide experience in social and democratic living
- ( ) to work cooperatively with instructional and administrative staffs of the school
- ( ) place to develop good study habits for pupils
- ( ) to teach methods of lesson preparation
- ( ) to identify physical defects (posture, eyesight, etc.)
- ( ) to provide a clean and comfortable place for students to study
- ( ) to emphasize the importance of study to the pupils
- ( ) willingness to take responsibility for study on part of students
- ( ) willingness to take responsibility of citizenship



- ( ) planning and organizing study and library materials for effective use
- ( ) working without immediate reward
- ( )
- ( )
- ( )
- ( )