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Problems of the Teacher-Librarians of the Small Kansas High Schools

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PROBLEMS OF THE TEACHER-LIBRARIANS OF THE
SMALL KANSAS HIGH SCHOOLS

A Problem Submitted to the Department of Education
in Partial Fulfillment of the Requirements
for the Course in Research Problems 390b

By

Pauline Winn Smith

KANSAS STATE TEACHERS COLLEGE

Pittsburg, Kansas

July, 1954

PORTER LIBRARY

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CHAPTER I

INTRODUCTION

A great amount of writing and research has been done in the last few years on the use of the library as an agency of informal education. With the modern trends in curriculum changes and modifications, the tremendous importance of supplementary and reference materials, and the responsibility for training for leisure time and avocational interests, the need for vocational information and the emphasis on social studies and natural sciences have all helped to make the library a truly indispensable service unit for the school.¹

Other agencies of education such as the television, radio, and newspapers, in addition to the textbooks, have not lessened the importance of the library. John Coulbourn makes this statement: "Educators of national prominence and skilled teachers have often referred to the school library as the heart of the school, the most important single feature in a school program."²

The fundamental advantage of the library is its organization around the most powerful of educational instruments, the printed word. The ability to understand what the pupil reads is the most important objective in education. The high

¹Alice N. Fedder, "Research in the School Library Field," Library Trends, I (January, 1953), 397.

²John Coulbourn, Administering the School Library, p. 41.

school library is a social instrument of far-reaching significance, because it symbolizes the sources of ideas and information, inspirations, and pleasures upon which a true education depends. Every boy and girl should have these services.

Statement of the Problem

This survey is an attempt to ascertain some of the problems of the teacher-librarians in the small high schools of Kansas with enrollments of one hundred or less pupils.

An attempt is made to determine what problems exist and what recommendations may be offered for improvement in that area. An attempt is made, also, to show the present quality of school libraries so that the survey can provide a basis for future planning and development.

With this survey, it is hoped that Kansas librarians can understand the status of their small high school libraries and can intelligently plan for future improvement. Questions relating to the qualifications of the librarian and her work load, the school and library budgets per student, working conditions, total number of books, methods used to promote library use, instruction in methods of using the library, and the attitude of the faculty toward the library are analyzed in this problem.

The problem is: What is the status of the library in the small Kansas school? There is an earnest attempt by educators to show that the library is an agency for the improvement of instruction on the high school level. How can the library in

the small high school have the qualities it needs to make the library a useful aid to learning? The library must be evaluated from the point of view of how vitally it contributes to the attainment of the primary objectives of education.

The purpose of the survey, is to discover what factors affect the status of the libraries in the small schools of Kansas and to offer recommendations for a statewide program of improving school libraries in the light of national standards.

The Value of and Need for This Survey

The Kansas Association of School Librarians and the Kansas Library Association have in recent months reiterated their desire to improve school libraries in Kansas. That they are not all of top quality is obvious to all concerned. Various methods for promoting this program of improvement have been suggested at association meetings, but one which is essential to the entire program and which should precede other phases of it is a survey of the condition of existing school libraries. Such a survey would show the present quality of school libraries and could provide a basis for future planning and development.³

The library in the small high school has created a problem for the school board, teachers, and the entire community.

³Personal interview with Dr. Paul Harvey, Head Librarian and Professor of Library Science, Kansas State Teachers' College, Pittsburg, Kansas, March 20, 1954.

Realizing that one of the most important departments of their school is not functioning, administrators in some small high schools have voiced their opinion that the need for trained librarians in the state of Kansas is extremely great. Some school boards have financed teachers in Library Science courses so that they may become qualified teacher-librarians and make possible efficient library services to the students. In making a sincere attempt to serve the students to the best of her ability, the teacher-librarian is confronted with many problems such as student help, book selection, budgets, faculty attitude toward the library, and most of all the needs of the pupils in an inadequate library.

The teacher-librarian has little time to promote the library to fit the best interests and needs of the students when the time allotted to the librarian for the use of the library to instruct and encourage the students in its use is sometimes less than one hour a day.

In the small high school, there is a great need for a well-planned functional library that will meet with the best standards suggested by the Kansas State Department of Public Instruction.⁴ The libraries in most small high schools have been inadequate for so long that the effect of the negligence has been noticed in the reading habits and interests of the pupils. Many small schools do not have the physical facilities

⁴State Department of Public Instruction, Kansas Secondary Handbook, p. 42.

for maintaining a good library or funds for making the library an important and effective agency in the improvement of instruction or in fulfilling student needs of leisure time reading.

With these facts in mind, the writer will attempt to direct the attention of the reader toward some of the problems that face the teacher-librarians in the small high schools and to offer suggestions and recommendations gathered from questionnaires sent to all the small high schools of the state of Kansas. From interviews with other librarians the author hopes to derive help in solving some of the difficulties that hinder the best library services. By analyzing obstacles reported, the teacher-librarians should formulate plans for adequate services that will improve the educational standards of the small high schools in the entire state of Kansas.

Other Reasons for Making This Study

The writer, a member of the faculty in a small high school, became interested in the problems of the students and teachers assigned to the regular periods in the library-study hall during the school day. There was no one on the faculty who had any library training, and the pupils regarded the study hall as a place where they had to stay until the bell rang for the next class. Very few students took books from the shelves, but they did read all the current magazines or comics brought from home. The encyclopedias were seldom used because the teachers did not assign much reference work in their classes,

and there was no instruction given for the use of the reference books. Realizing that one of the most important departments of their school was not functioning as it should, the superintendent and the board of education eagerly agreed to finance the training of the writer to qualify as a certified teacher-librarian. An earnest attempt was made to improve the conditions of the library-study hall room. The writer entered into the work with enthusiasm. However the demands made upon the teacher in her regular duties as commercial instructor with extracurricular activities such as the yearbook and senior sponsorship left little time for reorganizing the library according to the standards of library service. Despite all these difficulties much was accomplished.

An awareness that these problems are typical of many small high schools in the state of Kansas prompted the writer to make an investigation of the problems pertaining to the libraries in small high schools with an enrollment of not more than one hundred pupils. The intention of the writer is to isolate the problems, if possible, and study ways to improve the library situation.

Limitations of the Study

This study will be limited to small, Kansas secondary schools with a total enrollment of one hundred or less. The study will deal with the handicaps and problems of financial limitations, inadequate housing, unqualified teacher-librarians,

and lack of time on the part of the teacher-librarian as found in all small high schools.

The writer expects also to examine several libraries first-hand by personally visiting the high schools and interviewing the teacher-librarian in charge. It is hoped that this survey and personal contact with the teacher-librarians will provide statistics that will serve as a basis for an improved program, to be flexible enough to make a long range program of several years for practical and workable ideas to adjust the needs of the students and provide the time available to the teacher-librarian so that the libraries will improve in quality to meet the standards necessary set up in the state of Kansas.

Procedure and Sources

The writer first read many books and periodicals containing related studies and material on library problems that vary according to the size and type of schools. The ideas from this research stimulated the desire to compile material obtained from the reading, from personal interviews with teachers with similar problems, students, and the writer's own experience in order to arrive at the solution of some of the problems.

A questionnaire of three pages, a self-addressed envelope, and a letter to the principal or superintendent was enclosed in a letter and sent to 400 small high schools with enrollments of not more than one-hundred students on March 31, 1954.⁵ The

⁵See Appendix A for a copy of the questionnaire.

response to these questionnaires was disappointing, receiving a total of 55 per cent in replies, and twelve questionnaires were not adequately filled out. However, 220 of the returned questionnaires were very informative, giving most complete answers and honest opinions. The administrators and librarians were eager to help, realizing that the outcome of the study would be important in coping with the problems pertaining to the library situation.

The results of these questionnaires were put into tables and reports for study and comparison. The findings of the study will be mailed to the schools contacted with the hope that the schools will be encouraged to increase the efficiency in the library and to foster an enriched program for better attitudes and habits on the part of the students and a more effective cooperation of the members of the faculties.

The high schools to which questionnaires were mailed were selected from the Kansas Educational Directory, (1953-54) on the basis of enrollment.⁶ Those schools with total enrollments of more than one-hundred were not included in the tabulated results.

Related Studies

The writer has read much literature on the principles and practices in library fields. However, it appears that

⁶Kansas Educational Directory (1953-54), p. 73.

not very much research has been done on the libraries of the small high schools. Alice Fedder writes:

...the needs for more research in the school library field are great. Equally important is the need for spreading the news about research results, because the outcomes of studies are important to administrators and librarians.⁷

Miss Fedder's research shows that the use of the library is limited in that there is an improper balance of the amount of time available for reference, research and leisure time reading. She says further that the situation may be caused by one or a combination of the following:

1. Limited experience of the teacher in library use
2. Influence of the teacher's professional preparation
3. Attitudes of the teacher
4. Lack of library equipment and facilities
5. Educational philosophy of the people of the community⁸

Miss Fedder stresses all through her writings the importance of reading and the inspirations and pleasures upon which a true education depends.

Mannoni⁹ made a study of a program for the improvement of the library in the small high school at Wallace, Kansas. She related her findings to show what can be done to bring systematic order and usefulness into a library by one who had

⁷Fedder, loc. cit.

⁸Fedder, loc. cit.

⁹Ruth Adair Mannoni, "A Program for the Improvement of the Wallace High School Library, Wallace, Kansas" (unpublished master's thesis, Kansas State Teachers College, Pittsburg, Kansas), 1939.

a minimum of library experience and under adverse conditions. She described the actual work that was done by her in the Wallace high school.

As explained by Mannoni:

It is unreasonable to assume that pupils will learn to use the library adequately without some instruction...At opportune moments, short discussions and individual instructions were given as they showed the need for such information.

An earnest attempt was made to interest the pupils in the classification of books and their arrangements on the shelves. She reported great success in her work of reorganizing the high school library and gave detailed information about it.

A study of secondary schools in New Jersey by the Committee on Education¹⁰ reported: "The library is very definitely the heart of the school program. Without its services, supplementing the routine work of the classroom, education is incomplete."

Perhaps more significant than the numerical growth of the school libraries has been the startling extension of their function. The New Jersey Committee on Education¹¹ makes this statement:

Whereas a decade ago many school libraries might have been content to consider their libraries reading rooms to which students could go for access

¹⁰Committee on Library Service, Study of Emerging Library Practices in Secondary Schools of New Jersey, "The Library as a School Function and Activity," New Jersey Secondary School Teachers Association, Yearbook, 1940, p. 77.

¹¹Loc. cit.

to information, the average librarian today does not hesitate to think of her library as the center of the educational life of the school.¹²

One hundred and sixty-five questionnaires were returned from junior and senior high schools throughout the state of New Jersey, representing the various types of secondary schools. By means of these questionnaires, the Committee arrived at the conclusion that among some of the many factors that act as obstacles to complete library satisfaction, the following were most frequent:

1. Use of the library as a regimented study hall.
2. Lack of space, shelves, sitting room, files, cabinets, charging desks, etc.
3. Lack of freedom for students to come when they wish to read.
4. No trained librarian.
5. Asking librarian to keep registers, home rooms, etc.
6. Paucity of books and magazines.
7. Lack of trained assistants.
8. Lack of cooperation of administrators and teachers.
9. Over-crowded condition of school.
10. Location; library is thoroughfare between classes.¹³

¹²Ibid., p. 7.

¹³Ibid., p. 69.

To adequately consider the problems of the library in the small high school of today, one must look at the historical background of the school library.

England and Wales had a library of a sort in the middle ages, and perhaps earlier still.¹⁴ The colonists of America brought a few books with them. In the early century a typical school library consisted of two parts: a collection of books, often a good one, on the subjects studied; and "recreational reading," mainly fiction. There was no definite guidance available on its administration and management.¹⁵

The first steps for establishing school libraries were taken in 1835 when a tax was levied to house a set of books in a school district in New York. Only a few states followed. Horace Mann, one of the educational leaders, became interested in providing books for schools; and between 1876 and 1900, Melvil Dewey, another educator, was influential in passing the New York State School law in 1892 which designated the school library as a part of the school equipment with space in the school building. It further required that books be provided for reference work, recreational reading for pupils, and professional books for teachers.

From the point of service, the earliest record of library service was that provided by public libraries, but the schools

¹⁴C. A. Stott, "The School Library Movement in England and Wales," Library Trends, I (January, 1953), 405.

¹⁵Azile Wofford, "School Library Evolution," Phi Delta Kappan, XXII (February, 1940), 285-88.

gradually took over this responsibility when the public libraries were unable to meet the demands of the schools in the broadening of the concept of education. Opinions in education changed from the one book used as a text to supplementary or parallel texts and reference material.

Although libraries have been in a stage of evolution for over one hundred years, the date of 1920 stands out as the turning point in school library history, for that is the year in which the need for school libraries was given national recognition.¹⁶ With the tradition of thirty years behind it, its growth has been rapid in some respects, slow and uncertain in others.

The first school libraries with librarians in charge date from the beginning of the twentieth century, but their active development became evident in the twenties and thirties. The first librarian to graduate from a library school was Mary Kingsbury, Erasmus High School, Brooklyn, New York.¹⁷ A new era in Library Science began with the employment of the first trained school librarian.

¹⁶Wofford, op. cit., p. 286.

¹⁷Loc. cit.

CHAPTER II

INTERPRETATION OF THE DATA

The present interest in the standards of the high school library service stems from the knowledge of the fact that the library is a fundamental department of the high school and it affects the success of every department of the school.

Of particular interest in this study are the comments from administrators and librarians that more emphasis is being placed on library service today than ever before. The physical set-up is not so important as that the total program be functional and that there be materials available to teachers and students at all times. Yet, without a good physical set-up, it is extremely difficult to maintain good service. The librarians should be commended upon the brave stand they are taking to make the library useful in the face of many obstacles.

In the compilations from the writer's questionnaires, it seems evident from the data available that the state of Kansas should be vitally concerned about the libraries in the small high school.

In order to make a survey of the problems of the teacher-librarians in the small high schools in the state of Kansas, the writer compiled a list of questions designed to find the actual needs or problems. These questions were made into the

form of a questionnaire¹⁸ which was mailed to 400 small high schools in the state of Kansas. The writer hoped to contact the teacher-librarians who are actually engaged in the field, who were sincerely interested in improving the conditions, and would help to solve the problems by filling out the questionnaire and returning it in the enclosed, stamped, self-addressed envelope. The value of the survey is shown in the facts and opinions secured from these small high schools over the state of Kansas.

By means of these returns, the writer has related her findings to show the present status of the libraries and see what can be done to bring the libraries into systematic order and usefulness that have been operating for so long under adverse conditions.

Two hundred and twenty questionnaires were returned from the small high schools with enrollments of 16 to 105 students. Fifteen of these schools were on the 6-12 plan, but the questionnaires were used because they used the same libraries. The number of replies was disappointing but the writer feels that enough schools responded throughout the state to represent the various types of library problems.

An important part of the report of this survey is the presentation in table form of the information given on each of the questionnaires. These tables were designed to show

¹⁸In Appendix A of this study will be found a copy of the questionnaire and letter to the administrators.

the information obtained from the administrators and librarians on the items dealing directly with the status of the high schools contacted. The tables were derived through tabulation and evaluation of the 220 responses and represent a general picture of the status of the small high school libraries. The writer spent much time and effort in examining the responses and feels that while some libraries are in a deplorable condition, conditions are not all bad. There were some excellent reports showing libraries to be very good, and comments from the administrators and librarians show a desire to achieve greater progress and to make greater efforts to reach higher goals in library service.

The purpose of these tables is to bring to light what is hoped to be of value and of benefit to the teacher-librarians in all the schools of Kansas. It is hoped that the administrators will examine the data of this study with the purpose of improving the situation in their schools and understanding more clearly the problems that confront the administrators and librarians of these schools; and that the results of the study will assist the administrators in increasing the effectiveness of their school libraries.

An analysis of the data revealed that there were some ambiguous answers that were not applicable to the questions used in the tables. Therefore, they will be covered in the narrative of this chapter when they cannot be used in the tables.

The writer desires to make known at this point that after the returned questionnaires had been tabulated, it was found that some items listed were not explicit enough to be of interpretive value. The items were:

1. The use of the word "many" instead of a specific figure.
2. Two check marks when only one was needed for yes or no.
3. Two schools contacted had more than 105 enrollment and were too large to fit into the survey.

The data secured from the questionnaires have been summarized and discussed in the following sections of this chapter.

Enrollments

Table I on the following page shows the enrollment of the 9-12 and 6-12 high schools, listing the schools that fell within nine categories, each with its stated enrollment. There were responses from twenty schools with enrollments ranging from 16 to 25 students and 4 schools with an enrollment ranging from 96 to 105 students.

The total enrollment of the pupils in all the small high schools is not shown on this table, but the total enrollment of the 220 high schools answering the questionnaire is 11,927. The median enrollment for the four year high school is 62.0 and the median for the 7-12 schools is 80.0 of the 220 schools responding. It will be noticed from this table that 15 schools reported the 6 year plan, one of these schools

TABLE I
ENROLLMENT

Enrollment	<u>Number of Schools</u>	
	Four Years Sr. Hi. 9-12	Six Years Jr. Hi., Sr. Hi. 7-12
96-105	4	5
86-95	12	2
76-85	18	1
66-75	24	0
56-65	36	2
46-55	24	2
36-45	32	2
26-35	35	1
16-25	<u>20</u>	<u>0</u>
Total Schools	205	15
Median Enrollment	62.0	80.0

having an enrollment between 26 and 35 students. The smallest enrollment of the high schools responding was 16 and the largest enrollment was 105. The smallest schools are located in the sparsely settled communities or where geographical conditions made the enrollment small.

The typical Kansas library falls very much into the pattern of library organization and government throughout the

country. Applying this test of the American Library Association's¹⁹ standard for absolute minimum service of \$2.25 per capita after an initial \$1,000, we find that the averages indicate that Kansas libraries receive an income well below standard.

Eunice Wolf²⁰ makes the statement that the standards for libraries in small high schools varies somewhat, but they have many aims in common. The standards of the Commission on Secondary Schools of the North Central Association of Colleges and Secondary Schools as in effect January, 1939, names the annual appropriation for an enrollment of 150 or less students of at least \$1.00 per student per year for books, periodicals, etc. The appropriation has increased considerably by 1954.²¹

The Handbook on Organization and Practices for the Secondary Schools of Kansas²² advises:

- a. For a high school of 50 or more students, an initial appropriation of \$200 and thereafter an annual appropriation of \$50.
- b. Fifty-one to 150 pupils, an initial appropriation of \$300 and thereafter an annual appropriation of \$100.

¹⁹Gertrude Wolff, ed., Your School Libraries, Library Journal, p. 32.

²⁰Eunice Wolfe, "A Handbook for the High School Teacher-Librarian," Bulletin, Kansas, Emporia, August, 1945, p. 5-7.

²¹Ibid., p. 32.

²²Handbook on Organization and Practices for the Secondary Schools of Kansas, State of Kansas: Department of Education, Revised, 1936, p. 51.

In a progress report by Throckmorton,²³ this statement was issued: "....Legislation was enacted in 1925 requiring every district to spend annually not less than \$5 a teacher for library books."

The State Superintendent has urged that schools spend a minimum of \$15 for this purpose. The indications are that almost all schools spend more than the \$5 required by law and that many exceed the recommended \$15 minimum.²⁴

Finances

Table II shows the finances of the schools responding with answers to the survey. The schools were grouped for convenience into three groups and the average amount of the money for operation of the schools shown. The table brings to light the fact that the average library budget for the year 1953-54 was \$17.95 more than the average expenditures of the library in the year 1952-53. The average expenditures of the library for 1951-52 was \$66.11 more than that of the year 1952-53. However, there is the amount of difference of \$39.23 more spent for books than in the year 1951.

Since the questionnaires were mailed on March 31, 1954, there was no data on the amount spent during the year 1953-54, but it is assumed that there would be little difference in the amount spent than in the other two years.

²³Education in Kansas--A Progress Report. Biennium 1950-52. (Issued by Adel F. Throckmorton, State Superintendent of Public Instruction), pp. 55-56.

²⁴Ibid.

TABLE II

FINANCES

Enroll- ment	Total Budget Operating Expense	Library Budget 1953-54	Library Expenditures 1951-52	Library Expenditures 1952-53	Amount Spent 1951-52	on Books 1952-53
76-105 (N=34)	\$54,539.33	\$431.41	\$346.02	\$414.11	\$230.65	\$283.42
46-75 (N=84)	38,750.11	378.04	244.10	367.49	170.51	236.92
16-45 (N=87)	27,834.27	233.16	200.28	207.15	156.97	155.48
Average of All Schools (N=205)	\$40,374.57	\$347.53	\$263.47	\$329.58	\$186.04	\$225.27

The average budget for the number of schools that reported was \$40,374.57. The Library budget was averaged as \$347.53 for this past year 1953-54.

As indicated by Table II, the expenditures for the last two years have not been increased much, but the smallest schools spent less than \$30 below the average budget for that group.

The smallest library budget reported from a questionnaire of a single school was \$50 and the largest budget was \$2,000. Seventeen schools reported that the library money was taken from the general fund as needed and no library budget had been set up. This might indicate that it would be very easy to use the money that should be allocated to the library for other expenses in case there was need for money in an emergency in some other department.

It was noticed from this table that the schools with the smaller enrollment spent only an average of \$1.49 less in the school year, for books, in 1952-53 than in the previous year, 1951-52.

Publications

An examination of the data on the publications found in Table III show that the median of the number of total library books in the libraries of the small high schools that reported was 955.6 volumes. Of this number of books, it was learned that 415.1 books were fiction and 483.5 were non-fiction.

TABLE III

MEAN NUMBER OF PUBLICATIONS

Enrollment	Total No. Library Books	Fiction	Non- Fiction	Period- icals	Newspapers	
					Daily	Weekly
76-105 (N=34)	1185.1	531.3	653.8	18.6	1.7	1.3
46-75 (N=84)	940.8	367.7	352.2	5.4	1.3	1.2
16-45 (N=87)	749.7	346.2	444.5	8.6	1.3	0.8
Average All Schools	955.6	415.1	483.5	10.9	1.5	1.1

Eunice Wolfe gives the standards for school libraries in the Handbook for the High School.²⁵ The number of volumes and periodicals as follows:

Article II.

- I. Books. Enrollment of 100 or less students--500 well selected books exclusive of government documents and textbooks, to meet the needs for reference, supplementary reading, cultural, and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for student's use. Books selected from state approved list or from lists approved by the North Central Association.

²⁵Wolfe, loc. cit.

The Handbook: Organization and Practices of the State of Kansas suggests for high school libraries:

An accredited high school with an enrollment of 100 students should have a library of not fewer than 1,000 carefully selected, usable books. This means practically ten volumes for every student in the high school. Small high schools require more volumes per student than large high schools.²⁶

Too many libraries have a great quantity of books and materials which are so seldom used that shelf space for them cannot be justified.

The mean number of periodicals indicated was 10.9. The daily newspapers listed made the median of 1.5 and 26 schools reported that they did not subscribe to a daily newspaper. The schools reporting a median of 1.1 weekly newspaper, of which 41 reported that they did not take a weekly newspaper and 33 schools left both spaces blank, indicating that the schools did not subscribe to newspapers.

Twenty-six schools did not state the number of periodicals. Some schools obtain their periodicals from local people who have read the magazines for which they subscribe and donate to the school library.

The largest number of subscriptions to periodicals was 52 and the smallest number was 0. This, of course does not mean that these schools were without periodicals. Some may have obtained their magazines from community donations.

Sixteen schools did not indicate the total number of books because there was no record and no librarian to attend

²⁶Handbook: Organizations and Practices, Secondary Schools, Kansas, p. 51

to the matter. Three administrators said that they had no record of books previous to this year. One reported that their school was burned and the library is not yet fully organized.

Schools with enrollments of 46 to 75 students reported less subscriptions to magazines than the smaller schools with an enrollment of 16 to 45 students. This may indicate that the smaller schools prefer periodicals to books, since the number of books for the 46-75 group is more in proportion.

Magazines should be selected to provide a well-rounded reading diet related to the curriculum and to individual interests.²⁷

In answer to the question, "Who selects the books for purchase, the librarian, the principal or the faculty," 205 schools gave reports that totalled 467 answers, because a few schools said that all three cooperated in selecting new books. The frequency of answers were: (1) librarian, 182, (2) principal, 135, and (3) the faculty, 140.

The disposal of old or ragged books and magazines brought the frequency of answers from 185 schools as follows:

1. Burned	123
2. Sold	28
3. Wastebasket	24
4. Cuttings	5
5. Other ways	28

²⁷Mary Peacock Douglas, The Teacher-Librarians Handbook. (Chicago: American Library Association, 1949), p. 99.

There were 208 answers indicating that some schools used several of these ways of disposal. One school stored the old magazines for future reading and bound some of the better ones. Another school gave them to the Salvation Army. Welfare agencies, paper drives, and "file 13." A few schools rebound the usable books. Five librarians kept the magazines and old books for cuttings for the vertical file or to use in making notebooks, which was very commendable. Twenty-eight gave no way of disposing of the books and magazines.

The largest number of books in a library reported was 3559 volumes and 250 books made up the smallest library. The writer assumes that the schools that left that space on the questionnaire blank may have a sizable library. The facts reported by the writer are taken from the figures shown on the questionnaires.

Books which will receive considerable handling, such as fiction, essay books, biography, and travel, may well be purchased in reinforced binding which is a saving in money and mending.

In selecting books for purchase, the first consideration in preparing a list of books to buy is the amount of money available. The teacher-librarian should discuss with the principal the needs of the library for specific types of books and with him decide upon the amount to be requested for books.²⁸

²⁸Douglas, op. cit., p. 90.

The writer gave every student in her school a short check sheet or questionnaire²⁹ on which they checked their preference for certain types of reading or specific books. On the basis of this and the cooperation of the faculty and superintendent, the writer felt that the books would not be left on the shelves if the students had a hand in the selection. Not all desired were purchased, as a few students did not use good judgment.

In selecting books for the school library, the present book collection, the pupils' needs, and the available funds must be taken into consideration. The opinions of the teacher-librarian, the teachers, and the local public librarian may well be considered. Gift books should be examined critically to see if the book should be accepted and if not usable for the needs of the pupils they should not be accepted and should not be put on the library shelves. Money gifts would be more acceptable.

The Library Room

It is interesting to know the names the schools give to the library. One question asked in the questionnaire concerned the name usually given to the library in their local school. The name Library-Study Hall was used by 58 per cent of the schools, Study Hall was named by 16 per cent, and Library by

²⁹See Appendix B.

21.8 per cent of the schools. Less than one per cent of the schools called the library a library period.

To the question of a separate room or combined with others, 73 per cent of the respondents said they had the library combined with study hall. That the library was in a separate room was the reply from 21 per cent of the schools, and 3 per cent kept the books in the classrooms. As the schools needed more space for classrooms and no qualified librarian could be found, 1.8 per cent of the schools kept the library books and periodicals in the principal's office.

Lack of space in an over-crowded school would indicate that this would be a good solution for the problem at the present time, but there would not be so much freedom for browsing or time for reference work, especially when the office would be busy with the salesmen, visitors and other routine work. A few students would be denied reading privileges because they would not like to go to the office for the books.

The combination of the study-hall and library is an acceptable arrangement when no librarian is available or when there is lack of space for a separate library room. This arrangement is not ordinarily agreeable to librarians however. Two schools gave the place for books pertaining to their department as the book cases in the home rooms.

Many small high schools find it more economical and functional to combine the library and the study area. The emphasis today, however, is on the library, which means that the room

is equipped as a library, rather than as the traditional study hall.

From Table IV which shows the ratings of facilities, it is interesting to note from the answers received that the facility that rated as the most neglected is the location, seating arrangement, with lighting and attractiveness next. Only 5.9 per cent rated the shelving space as poor, 20 per cent gave their shelving as excellent while 44 per cent indicated that the shelving was good. Eleven per cent needed better lighting while 29 per cent had excellent lighting. One school did not answer the question about the ratings of facilities, but answered all the other 31 questions.

The seating was most often mentioned and the reason given was most always because of an over-crowded room. A few schools have no seating in the library room, the student must get the books in the library room and return to the study hall. Five schools rated all facilities as excellent, and one school explained that the new school built recently had the best library facilities they could find. One school rated everything poor but the heating facility. This librarian taught five classes and was pretty much discouraged about the whole situation. When the facilities were rated excellent there was also the high ratings and good comments on other points of the library. One school had poor facility ratings in everything but the heating which was rated fair, but this library had a large book collection with 23 current periodicals listed.

TABLE IV

RATINGS OF FACILITIES
(N=205)

Facility	Percentage Per Rating				Not Rated
	Excellent	Good	Fair	Poor	
a. Shelving space	20.9	44.5	25.4	05.9	03.3
b. Location	16.8	53.2	20.4	07.3	02.3
c. Lighting	30.0	34.1	23.2	11.8	00.9
d. Seating arrangement	09.5	33.2	31.8	19.1	03.4
e. Heating	32.3	47.7	10.9	05.5	03.6
f. Attractiveness	11.8	40.9	16.4	12.7	18.2

It is to be noticed from an examination of the ratings given in Table IV that the lighting situation was not thought as good as it should be for continuous reading and studying. Eleven schools have fluorescent lights, and there were probably more who did not mention it. One school rated everything poor but the location which was rated excellent. This school indicated that there was a lack of money and proper supervision to run the library properly. Two schools mentioned the handicap of being housed in an old building where it is difficult to make the proper adjustment for the modern demands of the high school library. Several schools commented upon the new equipment and newly decorated and refinished library-study hall with plans for building up the

book collection. Five respondents related that the entire library situation was inadequate, that no money was spent on that department.

Good news came from four schools. New buildings were being planned for the near future and much careful consideration was being given to the plans for an adequate library.

In many school libraries the lighting, acoustics, furnishings, and the rooms were below acceptable standards.

To make certain that the needs of the students are adequately met, Eunice Wolfe³⁰ gives many good suggestions in housing and equipment for the library. She makes it clear that it is possible to have all the physical parts of the library according to the standards and still fail in the main essentials of a library, the services of the librarian and the use of the materials by the students. She states:

...should be planned to provide the most adequate housing of the books and other materials and to provide the greatest comfort and conveniences for the people using the library....whatever space is used it should be arranged for the maximum effort. The room should provide seating capacity for 10 per cent to 25 per cent of the enrollment. The standard floor space allowed per person is 25 square feet....the standard measurements for shelves are five to seven feet high, six inches or more at the base from the floor, three feet long, eight inches deep; shelves which are more than three feet long sag under the weight of more books. The uprights should be seven-eighths of an inch to one inch thick. In estimating shelving space, eight volumes is the average per linear foot. As a rule ten inches in the clear between is often all that is necessary for large reference books.

³⁰Wolfe, loc. cit.

As a further indication of the inadequacy of many libraries, Eunice Wolfe gives a list of the equipment necessary in the small high school library. The following list is needed:

1. Librarian's desk, also used as a charging desk.
2. A built-in cupboard to store supplies and new books.
3. Catalog case of four or six drawers.
4. Bulletin board, steel book-ends, pencils, pens, ink, scratch pads, scissors, book pockets, book cards, date slips, catalog cards, marking ink, mounting paper for pictures, blotters, erasers, paper clips, mending paper, paste, rubber bands, stamp pad, date stamp, rubber property stamp, waste-basket, pencil sharpener, and an accession book.
5. Magazine and newspaper racks and display table.³¹

All librarians agree that the library should be in a central location with adequate lighting.

Library Hours and Student Help

Table V on the following page reveals the actual number of hours the school libraries are open during the school day, according to the data compiled from the questionnaires. The average number of hours the library is open in the morning is three hours. In the afternoon the time is shortened to an average of 2 hours and 54 minutes. A few schools stated that the library was locked up when there was no librarian in

³¹Ibid.

TABLE V

LIBRARY HOURS

Enroll- ment	Time Open During Day				Time Open Before and After School		Mean No. Hours worked by students
	Morning Hrs.	Afternoon Min.	Hrs.	Min.	Min.	Min.	
76-105 (N=34)	2	59	2	46	27	20	16.0
46-75 (N=84)	2	58	3	1	27	23	17.6
16-45 (N=87)	3	3	2	56	31	28	7.7
All Schools (N=205)	3	40	2	54	28	24	13.7

charge; one of these indicated that the library was open only one hour a day for checking out reading materials. This school kept the reference books in the home rooms for student use all day.

Not all schools reported such limited use of the library. Nine schools kept the library open all the day, an hour before and an hour after school, also. Good reports came in from many schools about the free use of the library room with the help of student assistants and free browsing in the reading room.

Many librarians and teachers with library responsibilities have such heavy teaching loads that they cannot spend enough

time in the library to make it really effective, and the added burden of opening the library so early in the morning is too much for the teacher who must get her work laid out for the first hour classes.

As shown in Table V, the schools were grouped into three groups for convenience of comparison. The number of hours worked by student assistants per week varies from 7.7 hours for the schools with an enrollment of 16 to 45 students, to 16.0 hours for the schools with the largest enrollments. Fifty-four schools reported no hours worked by assistants, and 23 school administrators failed to put any figures at all in the space for the hours worked by student assistants.

A school in the larger enrollment group reported 125 student hours worked, having students on hand every hour for checking books and replacing books and periodicals. The average number of hours worked by all the students of schools reporting is 13.7, and the average number of student assistants using all the data from all the schools reporting, came to 3.6, or, in round figures, the schools average four student assistants for each library.

Twenty-two schools had two assistants and 20 schools reported one assistant. Two schools had 12 student assistants, and one school had 27 assistants which is the total enrollment of the high school, indicating that at some time every student has a duty to perform in the library. This school gave the total number of student hours per week as 30 hours which is a fine record for so small a school.

In view of the increasingly amount of work it takes to keep a library efficiently managed, student assistants are often used to do services that a paid clerical staff member should do, but the students acquire valuable experiences which result in "...individual growth and development along educational, vocational, and social lines."³²

The most frequent reasons given for using student assistants, arranged in order of importance to the librarian, are as follows: (1) relief to librarian from routine duties, (2) more efficient service to students and faculty, (3) training in the use of books and libraries, (4) vocational values and recruitment in the library field, (5) opportunity for service, (6) opportunity for work experience, and (7) good school-library relationships. One librarian wrote, "Without the help of my efficient assistant, I should never be able to do the tremendous amount of work that has to be done in our library."

Lack of money for a qualified librarian creates many problems for the administrator. When there is no one else available, the students volunteer to work without pay, but a few schools give academic credit for a stated amount of work done each semester. Many schools would not be able to keep their libraries open without student help.

The great amount of time and effort put forth to train and supervise the work of the assistants is rewarded in most

³²Catherine S. Blanchard, "Student Assistants in High School Libraries," Library Journal, XL (April, 1949), 637.

cases in the friendly attitude of the students toward the librarian, and it promotes a cooperative attitude among the students.

Librarian Qualifications

The qualifications of the librarian are shown on Table VI. In the larger schools from an enrollment of 76 to 105, the semester hours and years of experience are a little higher than in the smaller school. The average number of semester hours in the larger schools are 8.8 while the years of experience are 5.8. The smallest enrollment shows semester hours of 6.8 and the years of experience are an average of 4.7. The mean of the three groups of schools is shown as 7.9 as the number of semester hours for the librarian and an average of 5.0 years of experience. Some had none before this year.

The required minimum number of hours according to the State of Kansas library regulations is 8 semester hours in library science. A few schools contributed no hours to the figures on the table, but according to the median for schools of 16-45 enrollment, the requirement is not met, the figure being slightly under 7 semester hours. One school was most unusual in that the librarian had 25 hours of library science, with 3 years of experience, the building was new, the books new, and 8 student assistants received instruction in library usage. That was a good report.

TABLE VI

MEAN SEMESTER HOURS OF LIBRARY SCIENCE
AND YEARS OF LIBRARY EXPERIENCE
OF LIBRARIAN STAFF MEMBERS

Enrollment	Semester Hours	Years of Experience
76-105 (N=34)	8.8	5.8
46-75 (N=84)	8.0	4.5
16-45 (N=87)	6.8	4.7
Mean All Schools (N=205)	7.9	5.0

The maximum number of hours was 41 and the minimum number of hours was zero. In the years of experience, the range was from 30 years to none before this year.

Sixty-two schools have a satisfactory library situation in the qualifications of the librarian and ten schools do not. The teacher training classes in the colleges should by all means give a minimum number of hours in library science.

Duties of Librarian

A study of Table VII shows that the median hours the teacher-librarian spends in the library is one hour and 22 minutes. These same teacher-librarians must teach an average of 3.8 classes, or roughly four classes each day. Some reported they taught five and six hours daily. Three librarians teach

TABLE VII

AVERAGE DUTIES OF LIBRARIANS

Hours in Library Daily	Other Classes Taught	Number of Student Assistants	<u>Reports</u>	
			Month	Year
1	33	4	0.7	1.7
1	24.3	3.6	0.2	0.5
1	8.9	3.8	0.1	0.6
Mean	22.2	3.8	0.3	0.9

seven hours but still must supervise seven student assistants who work daily in the library. This is a great load for any teacher to carry. Two teachers have six hours of teaching and 45 teacher-librarians have five classes. One hundred twelve teacher-librarians teach four other classes and 35 have only three classes besides the library hours. Some of the teachers indicated that they had just two classes to teach and two said they had only one extra class but had the library-study hall the rest of the school day. Some spaces were left blank on the questionnaires and those answers may have helped with the value of the report. However, the writer realizes that some schools do not have a librarian.

From Table VII, it is noticed that very few schools make out monthly reports of library services, which is understandable when it is known how difficult it is for a teacher-librarian

to give time to extra duties. It is required, however, to make yearly reports to the State Superintendent when the principal sends in his reports of the school organization.

Thirty-one schools did not make reports of any kind. Negligence in making reports makes it hard for the next librarian or for the next year with the same librarian in point of time.

By the figures on this table, it is clearly seen that the duties of the teacher-librarian are exacting and increase as the library grows when there are more services to render.

Library Services and Uses

In regard to the services and uses of the library, the data revealed below give an overview of some of the problems the teacher-librarian must face in her library. A perusal of this outline will be informative, and it will also bring to light some of the ways in which the administrator can help the librarian do her job better.

Percentage of pupils in attendance at library per hour...16.4

Instruction given to pupils in use of the library: Yes...58.6
No.... 9.1

Percentage extent of use by faculty of library materials
in class work:

Constantly.....12.3
Often.....52.7
Occasionally.....28.6
Seldom.....04.1

Percent of schools reporting various library activities
promoted this year:

Library or reading clubs...06.4
Displays.....36.4
Free reading programs.....17.7

Bulletin boards.....	61.4
Book Mending	38.6
Audio-visual programs.....	53.2

Percent of schools reporting good cooperation among teachers, principal and librarian:

Yes.....	80.5
No.....	14.5

Percentage of schools' responses to: Does the library have discipline problems?

Yes.....	24.1
No.....	75.4
Undecided.....	00.9

What do you find to be the main hindrance to more effective service in your library: Percentage of Schools:

Time.....	27.3
Location.....	02.7
Lack of cooperation.....	14.1
Finances.....	12.7
Lack of librarian.....	07.7
Library and study hall.....	03.6
Lack of space.....	12.7
Poor facilities.....	15.0

The librarian should have the understanding and support of the administrator, an appreciative faculty aware of the library services offered and cooperation in trying to make the library effective in that particular school. There are many factors that contribute toward making a functional school library. A librarian with a keen sense of humor and a friendly manner will be able to cope with almost any situation.

Discipline problems as an outgrowth of the study-hall library combination often cause the librarian to perform police duty as well as keep up her duties as teacher-librarian. The library must adopt some rules to govern its practices and keep the best order in the study hall. The problem is created by

students who either do not like to read or who have too much time on their hands after their lessons are done. The more intelligent students can be drafted into helping in the library and perhaps the unruly one could be put on a committee to draft rules and regulations which should be submitted to the teachers and the principal before the final form is adopted. These rules should not be in the form of restrictions but to instill in the minds of the students that the books and magazines are to be taken care of and due respect shown to every part of the library. It seems that there are sometimes too many students in the study-hall at once. Perhaps the home room would take care of that situation or the first part of the class time could be study time and every student is in some class at all times of the school day, except for the time he spends in actual work in the library, such as doing reference work and reading periodicals or books.

Pupils from other classes should not be sent to the library-study hall for punishment or for disciplinary measures. Losing library privileges is given as a measure of discipline for misbehavior in the library by three teachers. Six teachers sent the pupils to the principal's office for a reprimand. Five teachers could not cope with the problem.

Problems of Library Service

The most pressing problems of the library services are pointed out in Table VIII. The frequency of the answers shows that the shelf space is indeed a problem that should be remedied

TABLE VIII

THE MOST PRESSING PROBLEMS OF LIBRARY SERVICES

Problem	Number of Schools
Need more shelf space.....	83
Lack of money.....	69
Lack of interest.....	53
Carelessness.....	53
Discipline.....	53
Lack of time.....	52
Need more equipment.....	44
Qualified librarian.....	44
More books.....	39
Checking out books.....	37
Library instruction.....	33
Faculty cooperation.....	12
Lack of supervision.....	9
Student helpers.....	9
Attractiveness.....	7
Loss of books.....	6

more easily than some other problems listed. Makeshift shelves will help the situation until some arrangement can be made. There are many ways to improvise equipment that will serve the purpose.

It is interesting to note that the least frequent problem is the loss of books. The writer does not charge fines in her small high school library, preferring to do personal work in getting books back sometime within the semester if they get lost. The loss of books is nothing compared to the lack of reading and interest that can be stimulated if reading is a privilege.

Lack of money continues to be of great importance in the efficiency of the library services to the school.

It is important for the administrator to be aware of these problems so that he, too, can evaluate the library and its services to the school. He may see where his support is needed, where the faculty and pupils are not utilizing the services to the fullest extent, or where the librarian needs his recommendation to the board for more money to run the library. Above all, the administrator and the board of education must recognize the fact that the library is one of the most important departments in the high school.

A number of administrators commented on the library situation indicating that some are alert to the importance of the library services to the youth in the public high schools. A Superintendent writes, "We are fortunate in having a well-prepared and experienced librarian and English teacher in our system. The State Department by raising qualifications for librarians, has improved the situation noticeably. However, in the small high schools it is often very difficult to meet the standards."

One high school principal was also the librarian. A librarian "...hopes that the (writer's) survey will lead to a lightening of the teaching load for the teacher-librarians in the small high schools." That librarianship seems to be just an extra-curricular duty is expressed by an overburdened librarian. One administrator returned the questionnaire

because he said his library was in such bad shape that it was not worth-while to take part in the survey, but he would have an approved librarian for the year 1954-55. Many administrators were eager to see the results of the survey, which shows an urgent need for something to be done to improve the status of the libraries.

CHAPTER III

SUMMARY AND RECOMMENDATIONS

Summary

This study has been an attempt to present something of the status and problems of the librarians in the small Kansas high schools.

The study was made possible by mailing questionnaires to 400 small high schools in the state of Kansas. The survey tended to draw a smaller per cent of responses than was anticipated, but fifty-four per cent of the schools contacted gave the information used in compiling the data for the study.

The information gained through the study of the problems of the teacher-librarians in the small high schools leads to the following general conclusions:

1. The small high school must have the facilities and supervision it needs to make the library useful.
2. The financing of school libraries is an important problem in the small high schools.
3. The limited experience of the teacher-librarian influences the efficiency of the library in a negative way.
4. There is no one solution for the library problem. It must be worked out cooperatively by the administrators and the staff of the school in that community.
5. The standards prepared by the American Association of School Librarians are not met in many of the small high schools.
6. The state of Kansas should be concerned with the present status of the small high school libraries and attempt to find the answers to their problems.

No secondary school, whether large or small, should attempt to function without a library. A functional library is dependent upon an understanding principal and the use made of it by the faculty. The administrator needs to prevail upon the local board of education and the community that the library is required in the school of today and tomorrow, that the modern curriculum demands it, that it is equally as important as the class-rooms, that it is as essential as the gymnasium and other special departments.

In evaluating the services of the library in the school the board of education should consider the following:

1. The school library is dependent upon four factors in determining the effectiveness of its services. Each one is in agreement with the other, and no factor takes precedent over the others. These are: the quarters, the librarian, the materials, and the library program.

2. No administrator could be unmindful of the services of the library, nor negligent of the provision for its services.

3. The school and library budgets should be conditioned to promote the best library use possible.

In the opinion of the writer there is no question about the existence of the problem which faces most schools and communities: how to finance the operation of a school library.

The first essential for an efficient library is that it may have ample, well-located, properly arranged space for

shelves. Sometimes the provision for the library is merely a place where the books are kept. This leaves much to be desired; but a makeshift is better than none and may be the start of a fine library later on.

The efficient library gives evidence of the large use made of it. Some pupils seldom or never use the library.

The financing of school libraries is an afterthought, and frequently the "thought" has never arrived. Such practices result in "starved" libraries, and the only way in which to correct them is to place in the budget each year a sum to be expended for the school library. The minimum of respectability for this purpose would be approximately one dollar per pupil exclusive of the librarian's salary; in the case of libraries which have been permitted to run down, a larger expenditure will need to be made to bring them to a fair standard. Most school systems do not meet the minimum just mentioned.³³

Recommendations

The findings of the data from the tables in Chapter II indicate the following recommendations:

1. The libraries in the small schools need more money to purchase adequate and useful materials.
2. The librarian in the small high school must have her library load treated as teaching load to equalize for more efficient service.

³³Ward G. Reeder, The Fundamentals of Public School Administration, (New York: Macmillan Co., 1951), p. 663.

3. The librarians should keep adequate records of the library service, not only to evaluate the library service but to make adequate plans for the future improvement.
4. Administrators, librarians, and faculty members must become aware of the problems of the teacher-librarians and cooperate in an earnest effort to solve them.
5. Every effort should be made to meet the standards of the American Association of School Libraries.
6. The functional library must be evaluated by its continuous use.

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Personal Interview

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APPENDIX A

March 31, 1954

I am conducting a survey of the problems of the teacher-librarians in selected small high schools in the state of Kansas to determine what problems exist and what recommendations may be offered for improvement in that area.

In order to find the actual needs or problems, I am asking those who know--the teacher-librarians who are actually engaged in this field and who are sincerely interested in improving the conditions and helping to solve the problems. Will you please help in this survey by giving a few minutes of your time to check the enclosed questionnaire concerning the library in your school?

Please fill out this survey completely and return in the enclosed, stamped, self-addressed envelope as soon as possible. The value of the survey lies in the extent to which it will show facts and opinions. It is only through a high percentage of response that I can achieve a balanced survey; I need complete returns to make the survey worthwhile to everyone concerned.

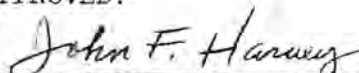
Needless to say, your response will be treated anonymously. If you wish a summary of the results, please so indicate on the questionnaire.

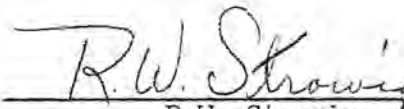
Thank you for your cooperation and assistance.

Sincerely yours,

Pauline Winn Smith
Graduate Student
Kansas State Teachers College
Pittsburg, Kansas

APPROVED:


John F. Harvey
Head Librarian
Professor of
Library Science


R.W. Strowig
Assistant Professor
Education and Psychology

LIBRARY QUESTIONNAIRE

Name of school _____

City _____ State _____

Please fill in the blanks or check the choices as indicated.
 If you do not know the answer to a question and cannot secure
 the information called for, draw a line through that question.
 Every question should be answered or lined out.

1. Which grades are in your high school? _____
2. What is the enrollment of your school in 1953-54? _____
3. What is the total school budget in current operating expenses for the
year 1953-54? _____
4. What is the total library budget for your school in 1953-54? \$ _____
\$ _____
5. What were your library's expenditures for
1951-52 \$ _____, 1952-53 \$ _____
6. Give the amount spent on books in 1951-52. \$ _____
Give the amount spent on books in 1952-53. \$ _____
7. Give the total number of books in the library to date.
Non-fiction _____
Fiction _____
8. Give the total number of periodicals currently received. _____
9. To how many newspapers do you now subscribe?
Daily _____ Weekly _____
10. State the amount of training and experience in library science of the
librarian in
(a) semester hours to date _____
(b) years of experience in libraries _____
11. How much time is given daily by the librarian to work in the library?
Daily hours _____
12. How many hours is the library open during the school day?
Morning hours _____ Afternoon hours _____
13. How many classes (not subjects) are taught per day (on the average)
by the teacher librarian? _____
14. How long before school takes up in the morning do you keep the
library open? Hours _____ Minutes _____
After school? Hours _____ Minutes _____
15. Do you refer to the library as the library-study hall _____
library period _____, library _____, study hall _____?
16. Is the library in a separate room or is it combined with others?
(a) study hall _____
(b) class rooms _____
(c) principal's office _____
(d) separate library room _____

17. How many students assist in your library? _____
 Total student hours per week? _____
 Why do you use students rather than no help or other persons?

18. What is the typical number of pupils in attendance at the library
 per hour? _____
19. Do you give instruction to students in the use of the library?
 Yes _____ No _____
20. To what extent do the members of the faculty use the library materials
 in their class work?
 constantly _____, often _____, occasionally _____ seldom _____
21. Who selects books for purchase?
 Librarian _____, faculty _____, Principal _____
22. Please evaluate the following conditions in the library or study hall.
 Indicate by checking excellent, good, fair, or poor.

Facility	Rating			
	excellent	good	fair	poor
a. Shelving space				
b. Location				
c. Lighting				
d. Seating arrangement				
e. Heating				
f. Attractiveness				

23. What library and reading activities or projects have been promoted
 this year, such as:
 Library or reading club _____ Bulletin Boards _____
 Displays _____ Book Mending _____
 Free reading programs _____ Audio-visual programs _____
24. Is there good cooperation among the teachers, principal and the
 librarian as to the rules and regulations of the library?

25. Does the librarian make reports to the principal?
 Monthly _____, annually _____

26. How do you dispose of the old or ragged books and magazines?

27. Does the library have problems of discipline? Yes_____, No_____
A. If so, why? _____
B. What can be done about them? _____
28. What do you find to be the main hindrances to more effective service in your library? _____

29. Please state the two most pressing problems that you have in the matter of student use of the library: (a brief phrase or sentence will do.)
1. _____
2. _____
30. Please state the two most pressing problems that you have in the matter of the school administration and library service, for example, problems involving space, equipment, staff, money, attitude, etc.:
1. _____
2. _____
31. If you wish a summary of results of this study, please write your name and address below.
Name: _____
Position: _____
Street: _____
City, State: _____

APPENDIX B

READING INTEREST INVENTORY (for Pupils)

1. Do you enjoy reading?
2. What kind of things do you like to read most?
3. What kind of things do you least like to read?
4. Do your parents like to read a lot?
What do they read?
5. How many books do your parents have at home?
6. Do you take any newspapers at home?
What sections do you like to read best?
7. What magazines do your parents take? Which ones do you read?
8. Do you wear glasses now? Have you ever worn glasses?
9. Do you feel you have any special difficulty in reading?
If so, what is it?
10. What are your particular special interests or hobbies?