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AN EVALUATION OF THE LIBRARY OF THE MIDWAY HIGH SCHOOL,

STARK CITY, MISSOURI, AND SUGGESTIONS

FOR ITS IMPROVEMENT

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

By

Paul Mitchell

PORTER LIBRARY

KANSAS STATE TEACHERS COLLEGE

Pittsburg, Kansas

July, 1948

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The writer is also indebted to the members of his advisory committee, Dr. Wm. A. Black, Dr. Ernest M. Anderson, Dr. Edward J. Humeston, Jr., and Dr. Robertson I. Strawn, for their kind assistance and many helpful criticisms.

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ABSTRACT

The problem was to determine accepted standards and criteria for library evaluation, make use of them in evaluating the library of the Midway High School, Stark City, Missouri, and make suggestions for the improvement of that library. This study is based on the assumptions: (1) that the library in the school must contribute to modern curriculum development and the preparation of youth for citizenship and life; (2) that continuous growth and adjustment of library services must be made in keeping with the needs of the individual pupil, the school, and the community; (3) and that improvement can be made with a minimum of library experience if fundamental objectives are set and recommended practices are followed.

This manuscript contains a report of an evaluation of the Midway library made during the school year 1947-48. The survey was based on recommendations of authorities in library science and minimum standards of state departments of education and other accrediting agencies. To obtain data for comparison, the author made during the same period a similar survey of five other high school libraries in the same county.

Results of the evaluation are revealed in Chapter IX, Summary. As shown in the summary, the findings of the study are made the basis of recommendations for improvement. The latter are given in Chapter X, Suggestions and Recommendations.

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CHAPTER I

INTRODUCTION

The Library in the Modern School

During recent years the author has noted a change in the basic philosophy of those who have need to be concerned with curriculum development in the modern school. This change in philosophy has been reflected in changes and adjustments in educational practices. The older philosophy and practice is described by Cecil and Heaps.

At first an attempt was made to educate all similarly because a belief existed that children are all alike, that they should have equal opportunity, and that the training they needed for citizenship and life consisted in acquiring certain fundamental knowledges. In carrying out this conviction the kind and amount of subject-matter for each grade was determined and everyone, regardless of age, previous experience, or mental ability, was required to take the same work.¹

According to the same authors experience and research are proving that this theory of education is false on three counts. First, children are not alike but vary greatly in individual differences; second, equality of opportunity is in reality not uniformity of opportunity; and third, while a narrow basic education of memorized fact knowledge helped to prepare youth for citizenship and life in the early days of our

¹H. L. Cecil and W. A. Heaps. School Library Service in the United States, pp. 16-17.

democracy, a very different training is needed in the twentieth century to help youth adjust himself to his rapidly changing environment and to prepare him for social efficiency in the life of tomorrow.²

As the modern curriculum expands around the child, the importance of the library is enhanced. This is implied in the following:

Present programs in schools regarded as progressive attempt to develop within pupils the ability to select problems easily, to plan work effectively, and to form opinions based on authoritative information. Such a program requires wide reading, the consultation of varied references, and the investigation of many extensive sources of information. Books, periodicals, newspapers, pamphlets, maps, visual aids, and the services of trained librarians in organizing and motivating this material becomes essential. Today no program of effective modern education can be carried on without some form of library and book service.³

Another authority in the field of school libraries emphasizes the importance of the library in the school in these words:

The curriculum of the modern school lays emphasis upon personal experience--the experimentation of the laboratory, the handling of tools and materials, the solving of practical problems. But vicarious experience is also important, since progress for the human race comes not alone from individual experimentation, but from consistent building of one

²Ibid., p. 17.

³Ibid., p. 18.

generation upon the findings of earlier generations. These findings have been set forth in written and printed records of which the textbook is a boiled-down summary or exposition. But the further the student goes beyond the text, the greater his accumulation of experience. Hence, an increasing emphasis upon such agencies as the radio, visual instruction, and last but by no means least books and periodicals.... the pre-eminent sources of information and vicarious experience.⁴

Thus, according to the authorities cited, there is an increasing demand for printed materials of many kinds and other materials of various types all organized for use as in the library.

Important as the library is in the organization of the modern school, it is of greatest value when it is used as a contribution to the fundamental aim of education: the growth of the individual child. This thought has been expressed by Johnson.

The library is not an end in itself; it is a means to an end--the adjustment, the growth, and the development of the individual pupil. This purpose is likewise the aim of the teacher, and the principal, the curriculum and the extra class activities.⁵

From this source it may be concluded that the library in the modern school must not be merely a collection of books stored on shelves in the least-needed room of the school plant.

⁴Lucille F. Fargo. The Library in the School. 3rd ed., p. 15.

⁵B. Lamar Johnson, "The Integrating Function of the School Library," California Journal of Secondary Education, XII (December, 1927), 461-4.

It must become a workshop or laboratory in which all students have free and ample access to many types of materials which can help them solve their problems. According to Cecil and Heaps, to accomplish this, the school library service must adjust itself first to the type of school organization best suited to the individual and his community, next to the methods of instruction, and finally to the aims of the school which it serves.⁶

Statement of the Problem

In this study the writer attempts to make, by the use of accepted standards and criteria, an evaluation of the library of the Midway High School, Stark City, Missouri, and suggests recommendations for its improvement on the basis of the same standards and criteria.

Reasons for this Study

In the pursuance of graduate study the author has been impressed by the emphasis directed toward a philosophy of education based on social forces within and around the individual child. A desire has been felt to express an acceptance of that philosophy by making an application of it to some practical improvement in the Midway Consolidated School System in which the author is serving as superintendent.

⁶Op. cit., p. 21.

It is believed that the improvement of the library of the Midway school will make a valuable contribution to the total school program. It is hoped that in achieving this purpose not only will the Midway school be benefited but also the cause of education in general.

Limitation of the Problem

The author is aware that organizing a high school library to its highest point of usefulness requires a comprehensive knowledge of library methods and library training. In this study an attempt is made only to show what improvement can be made with a minimum of library experience, the use of good reference material, and the advice of those trained and experienced in this field.

School and Community Background

The library of the Midway High School serves a rural school community. This high school is located 'midway' between the villages of Newtonia and Stark City, in Newton County, Missouri. These small towns are just one mile apart on Missouri State Highway 86, ten miles east of the county-seat, Neosho.

The enrollment of the high school during the past ten years has been from 90 to 118 pupils according to reports on file in the office of the county superintendent of schools in

Neosho. These students come mostly from farm families whose income is derived from dairying, fruit raising, and general farming.

The community has no library facilities other than those provided through the school.

Definition of Terms

Throughout this study the terms "teacher-librarian" and "librarian" are used to designate the teacher who has been assigned responsibility for the direction of the library in the school.

By the term "library materials" reference is made not only to books, magazines, and reference sets, but also to all library equipment such as tables, chairs, shelves, and the card catalog; to supplementary materials such as pamphlets, bulletins, clippings, and other vertical file material; and to illustrative materials such as slides, films, pictures, models, maps, as well as projection and auditory apparatus of all kinds.

Sources of Data

For information concerning standards and criteria reference has been made to recommended books and surveys available in the library of the Kansas State Teachers College, at Pittsburg. Information and valuable suggestions were contributed by Mrs. Kate Turner Barton, Instructor in

Library Science at the same institution.

Use has been made of manuals and reports from the education departments of Missouri, Kansas, Iowa, Pennsylvania, Kentucky, California, West Virginia, and North Carolina. A Handbook for the High School Teacher-Librarian as published by the Kansas State Teachers College of Emporia has proved helpful.

Data concerning the existing conditions of the library of the Midway High School were obtained by making a survey of that library and personally checking each detailed item contributing to this study.

Interviews were held also with the superintendents and teacher-librarians of the high schools at Diamond, Granby, Fairview, Stella, and Rocky Comfort, Missouri. Data concerning these schools are used also in this study.

Related Studies in this Field

Throughout the past two decades numerous studies have been made of high school libraries. Some of these have been examined by the author in becoming acquainted with the various areas in which library services make a contribution.

In 1939 Mannoni compiled a check sheet against which she measured the services of the high school library at Wallace, Kansas.⁷

⁷Ruth A. Mannoni. A Program for the Improvement of the Wallace High School Library, Wallace, Kansas.

In 1933 Adams was in charge of a detailed study of twenty-four secondary school units located in various parts of the United States. This survey presented an analysis of library use by 17,616 schools with enrollments from 112 to 3563 pupils.⁸

Under the direction of B. Lamar Johnson, a survey⁹ was made in 1932 by the National Survey of Secondary Education among 390 junior high schools, senior high schools, and junior colleges in forty-six states and the District of Columbia.

In 1926 Lancaster made a study of school laws "to determine what provisions are made for establishing, supporting, controlling, and encouraging school libraries."¹⁰

Kirk made in 1934 a questionnaire study of eighty-four junior high school libraries in Ohio. He states that his purpose was to "call attention to the value of the school library."¹¹ He wrote that he hoped his study would result in the establishment of better libraries. Recommendations were given for the general improvement of the school library situation.

⁸Elwood Adams. The Use of Libraries in Junior and Senior High Schools.

⁹B. Lamar Johnson. The Secondary School Library.

¹⁰J. H. Lancaster. School Library Laws of the Several States.

¹¹H. E. Kirk. Status of Libraries in Junior and Senior High Schools in Ohio.

In 1926 Marsh made a study of Ohio libraries.¹² He concluded with recommendations which today are included in substance in a number of state lists of requirements.

Period of Investigation

Selection of materials and information for this study was begun in June, 1945, while the author was enrolled in a course in library science at the Kansas State Teachers College in Pittsburg.

A survey of the library of the Midway High School was begun in October, 1947, and completed in March, 1948. During this same period of time interviews were held with the superintendents and teacher-librarians of five other small high schools and data were collected concerning the libraries of those schools. In this study use is made of these data for purposes of comparison.

¹²C. L. Marsh. Conditions and Needs of High School Libraries in Ohio.

CHAPTER II

LIBRARY OBJECTIVES

Reasons for Objectives

"The library is a service institution."¹ From this statement by Fargo it may be concluded that the library must be justified in the light of its contribution to all educational objectives. Being a service institution, the library will need to have specific objectives in order that it may be organized for the performance of its services. Library objectives and services must be carefully fitted to the program of the local school. This is the thought expressed by Logasa.

For the school library no preconceived set of objectives is possible, aside from the important one of service, which is an objective that is compatible with any situation in which the library may be placed.²

From this it may be assumed that there is a necessity for library objectives which have been determined by taking into account the conditions in the community, adolescent characteristics, and the objectives of the school in which the library is located.

¹Op. cit., p. 11

²Hannah Logasa. The High School Library, p. 8.

School Library Objectives

Even though library objectives among schools vary because of differences in individual school objectives, a basis for development of library objectives can be found in objectives listed by Fargo:

1. To acquire suitable library materials and organize them for the use of pupils and teachers
2. To make the library an agency for
 - a. Curriculum development
 - b. Pupil exploration
 - c. The dissemination of good literature
3. To teach the skilful use of books and libraries in the interest of research and of self-education
4. To create an atmosphere favorable to the growth of the reading habit
5. To stimulate library appreciation
6. To demonstrate the desirability of books and libraries as the companions of leisure
7. To provide fruitful social experience³

In Johnson's survey of school libraries the following objectives are given:

1. To enrich curriculum and supply reference material
2. To provide for worthy use of leisure time
3. To train pupils in the use of books and the library
4. To serve as a centralizing agency for the school
5. To train for character
6. To serve teachers
7. To assist in the guidance program of the school⁴

³Op. cit., p. 23.

⁴Op. cit., p. 6.

Midway Library and School Objectives

That no organized set of library or school objectives have been formulated and adopted for the Midway High School is revealed in the first findings of this study. Inquiry among the faculty members, principals, and students supports the conclusion that the school is entirely lacking in this fundamental basis for library organization.

CHAPTER III

STANDARDS AND CRITERIA FOR LIBRARY EVALUATION

Value of Standards

It is obvious that the investigator must make use of some authoritative means of measurement in evaluating the worth or efficiency of the object or matter under consideration. The standards used in this study may be beyond complete attainment for the Midway High School library. That fact, however, does not necessarily lessen their value to the school.

While it is impossible and often impractical to meet specific standards such as those set forth by the Southern Association of Colleges and Secondary Schools and the North Central Association, they can be used as a guide or goal for smaller school libraries with very limited facilities, funds, and personnel.¹

Standards of the North Central Association

The Midway High School has enrolled an average of ninety-six students for each school year between September, 1942 and May, 1948, according to annual reports to the county superintendent of schools. So far as they apply to a school of this size, the standards of the North Central Association are

¹Eunice Wolfe. A Handbook for the High School Teacher-Librarian, p. 7.

given in the North Central Association Quarterly as follows:

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 is recognized as a member of the teaching staff.²

Standards of the Southern Association

The standards of the Southern Association as they apply to a library in a school the size of Midway are given in this order by Fargo:

I. Books

500 well-selected books exclusive of government documents and textbooks, to meet the needs for reference, supplementary reading and 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 students' use. Books selected from state approved list or from lists approved by the Southern Association.

II. Librarian

Teacher-Librarian with at least 6 semester hours in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

²"Proceedings of the Commission on Secondary Schools," North Central Association Quarterly, XIII (July, 1938), 101.

III. Appropriation

Annual appropriation of at least \$1.00 per student per year for books, periodicals, etc., exclusive of salaries.

IV. Course in use of library

Course of at least 12 lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school.

V. Organization

At least an adequate shelf-list made and an adequate loan-system installed.

VI. Equipment

Separate classroom or end of study hall fitted up with shelving, tables and chairs; always accessible to students, but under supervision.³

Standards of the Missouri Department of Education

The Missouri state department of education does not provide a set of detailed standards for high school libraries. However, broad objectives for the library are suggested in An Administrators Handbook for High School Districts⁴ as follows:

The library shall provide reference materials needed to make the educational program effective. It is essential in the modern educational program that a comprehensive and up-to-date collection of reference books, periodicals, bulletins, general references, pictures, maps, charts, etc., be provided for the use of pupils in organizing, interpreting, and using information. The school library must meet this need.

The location, arrangement, and general equipment of the library should contribute directly to the realization of the educational

³Op. cit., pp. 524-526.

⁴pp. 34-35.

program. The central library should be housed in a well-lighted and attractive room conveniently located so that it is accessible at all times to pupils. It should be well furnished and the shelving should be open to encourage maximum use. It is recommended that classroom libraries be set up to aid in regular classroom work and to stimulate the use of library materials.

The library should be well organized and administered and under the direct supervision of a regular faculty member with specific training in library science. In large schools a full-time librarian should be in charge of the library.

An adequate appropriation should be provided in the school budget each year for library materials and equipment. New references and current periodicals should be provided every year. Visual and auditory aids may be considered as library materials. It is recommended that every school spend at least seventy-five dollars per year on its library, and schools with enrollments in excess of one hundred fifty pupils should spend at least fifty cents per year per pupil for library materials.

CHAPTER IV

EVALUATION OF LIBRARY ORGANIZATION

Location of the Library

Fargo points out that the prime considerations in location are exposure, accessibility, relation to correlated school suites or offices, and possibility of expansion. She notes that the library should have the best of natural light and that it has been rather commonly accepted that the ideal location is on the second floor except when the adult public is to be served.¹

According to the Kentucky Library Manual for High Schools, the library room should be centrally located, near or adjoining the study hall, well heated, well ventilated, and well lighted. Its minimum seating capacity should be that of the average classroom, but it is recommended that there be sufficient floor space to seat fifteen per cent of the student body at tables with chairs.²

The situation of having the library combined with the study hall practically forces itself upon the small high school. Currin says that under certain conditions a library-study hall is an economic necessity and that the plan is

¹Op. cit., p. 266.

²Kentucky Library Manual for High Schools, pp. 147-148.

acceptable in rural areas or in small schools where the total student body studying at one time need not exceed fifty or seventy-five pupils, or the capacity of a small library unit. The school man who wants to combine the library and the study hall sees such a move as a means of placing the student and the book collection in one spot without the administrative problem of moving pupils about the building.³

From the authorities cited the conclusion is reached that in the small high school it can be necessary and advisable to locate the library and study hall together.

Judged by the standards and authorities cited, the Midway library is favorably located. It is a part of a combination library-study hall on the second floor. It has a central location with reference to classrooms and corridors. With a floor size of thirty-five feet by fifty feet it provides floor space for seating at least fifty per cent of the student body at tables with chairs. A southern exposure on the long side of the room, with nine large windows, provides for good lighting and ventilation. There is no cross-lighting. Heating is provided by steam radiators located under one-third of the windows. Students and faculty members report that the room is uncomfortable during the coldest weather in winter.

In the other schools investigated it was found that four have library-study halls and that in one the library is located

³Althea M. Currin. School Library Management, p. 31.

in a room to itself, insufficient in size to accommodate anything more than shelving for books.

The Library Equipment

Th standards and recommendations on library furniture and equipment are uniform among various authorities. Those listed for the small high school library in the North Carolina School Library Handbook include:⁴

A. Shelving

1. Shelving should be not over 7 ft. high.
2. Each shelf 36 in. long with solid upright between sections.
3. Shelves should be 8 in. in depth.
4. When stationary shelving is built, 10 in. in the clear should be provided between shelves. One section should have 12-14 in. space between shelves for large volumes, such as encyclopedias.
5. Metal strips and brackets provide adjustable shelves.
6. All projections along uprights, tops, or sides should be avoided.
7. Shelves should have a veneer or composition board back, or should be fastened to the wall to assure firmness.

B. Tables

1. Standard size 3 ft. by 5 ft. to seat 6, or 3 ft. by 7 ft. to seat 8; 28 in. to 30 in. in height.
2. They should be strongly built without foot rests or drawers.

C. Chairs

1. They should be strongly built to a standard height of 18 inches, without arms.

⁴North Carolina School Library Handbook, pp. 12-13.

D. Librarian's Desk

1. A flat-top desk similar to that for a teacher is desirable in the small school.
2. The top drawer should be deep enough to hold 3 in. by 5 in. book cards.

E. Vertical File

1. There should be a pamphlet or vertical file to care for pamphlets, pictures, clippings, etc.
2. It should contain at least four drawers and be preferably legal size.

F. Card Catalog

1. At least 6 drawers to hold 3 in. by 5 in. catalog cards. Each drawer should be fitted with a rod.

G. Bulletin Board

1. Construction of cork, masonite, or celotex.
2. It should be at least 24 in. by 36 in. in size.

H. Magazine and Newspaper Racks

1. A type that will provide for display and accessibility.
2. They may be made as part of the shelving.

I. Dictionary Stand

1. One made of wood.

In the Midway library the shelving extends along the wall on the long side of the room opposite the windows. It meets the standards cited by being no more than six feet high, but in all other respects it would not be approved. Instead of being a maximum of thirty-six inches in length, each shelf is eight to ten feet in length. There is no space of eighteen

inches between each two shelves. There is no provision for adjustment of the space between shelves. The shelving is stationary and, because of a mop board projection along the floor, it stands about two and one-half inches from the wall. There is no back of any kind to the shelves to prevent books being pushed or dropped behind the shelving.

The room is equipped with tables of the folding-leg type, which are used for other purposes throughout the building as needed. They are of standard size and height to seat six pupils. They are not substantially built and show evidence of much use. There are twelve tables, sufficient to seat more than fifty per cent of the student body.

In this library folding chairs are used. They are in poor condition and provide much distraction by their squeaking and scraping on the wood floor.

The teacher-librarian's desk is the ordinary classroom teacher desk.

There is no vertical file of any type in this library; neither is there any kind of card catalog.

No bulletin board is provided. There is a blackboard along one end of the room. Announcements and school notices are written on this board.

No provision is made for magazine or newspaper racks. Periodicals are stacked on the shelves. Thus, they are not displayed, and students must hunt through a large stack in order to find the copy desired.

This library has no dictionary stand of any kind. It was observed that students desiring to use a dictionary proceeded to hunt until one was found.

The author has shown in Table I the results of the investigation of library equipment in the Midway library and the libraries of five other small high schools of the same county. In each table of this study, numbers have been substituted for the names of all schools referred to except Midway.

TABLE I

HIGH SCHOOL LIBRARY EQUIPMENT

School	Std. Shelving	Std. Tables and Chairs	Lib. Desk	Vert. File	Card Cat. Case	Display Racks	Wood Dict. Stand
Midway	No	No	Yes	No	No	No	No
2	Yes	Yes	Yes	No	No	No	Yes
3	No	No	No	No	No	Yes	No
4	No	No	Yes	No	No	Yes	No
5	No	No	Yes	No	No	No	No
6	No	No	Yes	No	No	No	Yes

Of the six schools surveyed, only one had shelving which met recommended standards. This school was also the only one with tables and chairs of standard specifications. Five of the schools had an acceptable type of teacher-librarian's desk. None of the schools provided a vertical file and in

none of them was there a card catalog case. Two of the schools had some type of magazine and newspaper magazine racks. Only two of the six schools had a separate wooden dictionary stand.

From this information it may be concluded that the library equipment of these schools is clearly deficient. This indicates that little provision has been made for physical organization of the library for effective use.

Financial Support of the Library

According to Fargo the school library must be considered a business organization. Its business activities are of the following types: financial, including budgets and accounts; the acquisition of books, miscellaneous printed matter, visual aids, borderline materials and supplies; reports, including inventory; circulation or book accounting.⁵

That the maintenance of the library should not depend upon incidental sources of income is expressed in the Kentucky Library Manual where it is stated that the board of education should definitely support the library by annual budget appropriations. It is stated that these appropriations should be exclusive of sums appropriated for salaries, library furnishings, and supplies.⁶

⁵Op. cit., p. 321.

⁶Op. cit., p. 159.

The amount of the appropriation for library purposes must not be less than \$1.00 per pupil per year, according to the Certain Standards.⁷ The North Central Association of Colleges and Secondary Schools recommends seventy-five cents per pupil as a minimum library budget for high schools.⁸ The high school standards set by the Association of Colleges and Secondary Schools of the Southern States call for an annual appropriation of at least \$1.00 per pupil for books and periodicals.⁹ More recently the Committees on Post-War Planning of the American Library Association have recommended that this annual appropriation be increased to \$1.50 per pupil per year.¹⁰

The amount of the annual appropriation per pupil must be expended for items other than such things as salaries and equipment. This is stressed by Fargo, who writes, "To all intents and purposes the library budget in the average school is a book budget."¹¹

⁷National Education Association, Committee on Library Organization and Equipment, Standard Library Organization and Equipment for Secondary Schools, pp. 24-25.

⁸Proceedings of the Commission on Secondary Schools, North Central Association Quarterly, XIII (July, 1938), 101.

⁹Op. cit., p. 524.

¹⁰School Libraries for Today and Tomorrow. p. 41.

¹¹Op. cit., p. 322.

The data presented in Table II are the results of examination of annual financial reports of the Midway Board of Education and interviews with the superintendents of the five other high schools referred to in this study.

It is the purpose of this table to show a comparison of the schools with reference to financial support in relation to enrollment.

TABLE II

FINANCIAL SUPPORT OF THE HIGH SCHOOL LIBRARY

School	Enrollment 1947-48	Total Lib. Expenditures 1947-48	Book Expenditures 1947-48	Book Expenditures Per Pupil 1947-48
1	59	28.00	23.60	.40
2	106	137.50	95.40	.90
3	116	65.00	46.40	.40
Midway	118	268.00	141.60	1.20
5	123	97.25	61.50	.50
6	187	225.00	140.25	.75

Of the six schools investigated, only one in 1947-48 met the recommendation for an annual appropriation of \$1.00 per pupil per year for book purchases. None met the more recent recommendation of the Committees on Post-War Planning for an expenditure of \$1.50 per year per student. Table II reveals

that each school included in its expenditures for library purposes amounts for items other than book purchases. This is shown by the fact that the total expenditures in each instance were greater than the amounts submitted for book purchases per pupil times the school's enrollment.

Table II shows that the library of the Midway High School measures up to the majority of cited standards in providing \$1.20 per pupil per year for book purchases. It does not meet the recommendation of the Committees on Post-War Planning.

The Book Collection

The Kentucky Library Manual recommends that high schools with an enrollment of 100 or fewer pupils have a minimum of 500 well selected books, exclusive of government documents and textbooks, selected to meet the needs of reference, supplementary and recreational reading. Schools having a greater enrollment shall increase the number of books at the rate of five volumes per pupil enrolled.¹²

The North Carolina School Library Handbook states¹³ that schools of more than 100 should provide a library containing not fewer than three books per pupil selected from the Standard Catalog for High School Libraries, the N.C.E.A. Library Book Catalog, and other approved lists.

¹²p. 143.

¹³p. 15.

Fargo shows that the standards of the Southern Association call for a book collection similar in number and size to that recommended in the Kentucky manual.¹⁴

The Handbook for the High School Teacher-Librarian published by the Kansas State Teachers College of Emporia suggests the same standards.¹⁵

As on other items previously mentioned, the recommendations of the Committees for Post-War Planning are considerably higher than those of other authorities. It may be assumed that this is due to an ever-increasing emphasis being placed on the responsibility of the library in the post-war educational program. This latter source recommends that in high schools enrolling up to 200 pupils the book collection include a minimum of 1,700 titles.¹⁶

That the mere counting of books is not an adequate measurement of the book collection is expressed by Fargo:

Laws and standards very generally base the size of the book collection upon enrollment. They agree that the number of volumes per pupil should be greater in the small school than in the large one. But they fail to go satisfactorily into several fundamental problems such as: the appropriateness of the titles on the shelves from the point of view of curriculum needs and the reading interests of boys and girls; distinctions between reference books, supplementary texts and pleasure reading, and the proper apportioning of these types....¹⁷

¹⁴ Op. cit., p. 143.

¹⁵ p. 5.

¹⁶ Op. cit., p. 21.

¹⁷ Op. cit., p. 208.

The results of an actual count of the books of the six high school libraries, including books on the shelves and in circulation, are shown in Table III. The figures given are exclusive of encyclopedias, dictionaries, atlases, handbooks, annuals, bulletins, and government documents.

TABLE III

BOOK COLLECTIONS

School	Enrollment	Actual Count of Books	Recommended, on basis of Enrollment
1	59	375	354
2	106	429	636
3	116	463	696
Midway	118	554	708
5	123	383	738
6	187	681	1172

Only one school in six had on the shelves and in circulation the number of books recommended for schools of the enrollments given. In respect to numbers alone, the Midway library, with 554 books and 118 pupils enrolled at the time of the survey, had an average of 4.6 books per student. Measured by any of the standards previously cited this number would not be considered adequate. That an insufficient number of books is available in the other schools, save one,

justifies the conclusion that the libraries of these schools are thus handicapped in serving their students. **PORTER LIBRARY**

Distribution of the Book Collection

Wolfe advises teacher-librarians to see that there are well-balanced book collections. She states that there are no percentages which can be fixed as suitable for each library. Any distribution must be determined by the needs in the school and the other sources of books available. She suggests a basis for a well-balanced collection in the table she quotes from The Standard Catalog for High School Libraries:

	Per cent
General reference and miscellaneous.....	4
Social science and history.....	23
Natural science and useful arts.....	24
Fine arts.....	8
Literature and languages.....	14
Biography and travel.....	14
Fiction.....	13 ¹⁸

Realizing that it requires training in library science to evaluate properly the library and its organization with respect to recency, appropriateness of title, and adequacy of the book collection, the author attempts only to present such facts concerning the book distribution as may be obtained

¹⁸Op. cit., p. 11.

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and used by the untrained worker striving toward library improvement. Therefore data presented in Table IV show the number of books in the Midway library distributed among the seven classifications just cited from Wolfe, and provides information for making a comparison of the corresponding percentages with those recommended.

TABLE IV

DISTRIBUTION OF MIDWAY BOOK COLLECTION

Classification	Actual Count of Books	Per cent of Total	Recommended Percentage
General reference and miscellaneous	11	2	4
Social science and history	83	15	23
Natural science and useful arts	44	8	24
Fine arts	56	10	8
Literature and languages	112	20	14
Biography and travel	33	6	14
Fiction	<u>215</u>	<u>39</u>	<u>13</u>
Total	554	100	100

Table IV indicates that the Midway library has been the victim of neglect. Even though this be the result of having no trained individual responsible for book purchases in the proper distribution, the effects are none the less serious.

Only in the field of fine arts is the percentage at all near the recommended number of books. General references are about half the number which should be available according to the source cited. In social science and history little more than half the proper number of books are provided. In the field of natural science and useful arts the forty-four books are 8% of the total as compared with the recommended 24%. The books dealing with literature and language make up 20% of the library which is considerably higher than the recommended 14%. The total number of books in literature and language, amounting to 112, is perhaps not too high except in proportion to the total number of other books available. There is a shortage of more than 50% in books on biography and travel. Table IV shows that most book purchases have been made in the field of fiction. Exactly three times as many books are provided in this area as would be considered the correct proportion to books in other fields.

It may be concluded that the percentage distribution of the book collection in the Midway library is far out of balance. While the data presented indicates nothing concerning recency and the appropriateness of the book collection, the information revealed in Table IV encourages the assumption that the library would also fall far short of the standards in those respects.

Reference Books

In this study the investigation of reference books and reference sets has been separated from the survey of the general book collection because of the different functions which they serve. Justification for this is found in the words of Fargo:

The school library book collection may be considered under three principal headings: reference books; factual, or work-type books; and books for pleasure reading.¹⁹

Just what is meant by reference books is explained by Mudge in these words:

From the point of view of use, books may be divided into two groups: those which are meant to be read through for either information or enjoyment, and those which are meant to be consulted or referred to for some definite piece of information. Books of this second class are called reference books, and are usually comprehensive in scope, condensed in treatment and arranged by some special plan to facilitate the ready and accurate finding of information.²⁰

The author has made use of the information on the form of the State Annual Library Report as printed in the North Carolina School Library Handbook for a listing of the reference tools of the school library. They are as follows:

Encyclopedias:

World Book Encyclopedia
Americana Encyclopedia
Britannica Encyclopedia

Unabridged Dictionaries:

Merriam-Webster's New International Dictionary
Funk and Wagnall's New Standard Dictionary

¹⁹Op. cit., p. 209.

²⁰I. G. Mudge, Guide to Reference Books. 6th ed., p. 2.

Special Reference Books:

Lincoln Library
 Authors Today and Yesterday
 Living Authors
 Junior Book of Authors
 Who's Who
 Who's Who in America
 World Almanac
 Flower Identification book
 Tree Identification book
 Bird Identification book
 Artists Identification book
 Musicians Identification book
 Handbook of Composition
 Quotation Identification book
 Anthology of Children's Literature
 Anthology of American Literature
 Anthology of World Literature²¹

In the evaluation of the Midway High School reference tools it can hardly be said that the school has a library. There is one set of The World Book Encyclopedia and it is of 1936 copyright. There is no dictionary that would be listed on any recommended list. For dictionary assistance the students make use of a miscellaneous collection of small, cheap editions which can be purchased in any variety store. Aside from a badly damaged copy of The Lincoln Library and an ancient world atlas the school does not possess any of the special reference books which are included in the North Carolina list cited above.

Data obtained from the five other schools briefly referred to in this study reveal that their library service are dependent upon reference tools similar in number, age, and quality to those of the Midway library.

²¹Op. cit., p. 24.

CHAPTER V

EVALUATION OF SUPPLEMENTARY MATERIALS

Periodicals

The reading practices and the services rendered by periodicals go hand in hand as is shown by Fargo:

All recent studies are in agreement on the point that boys and girls read a great deal. At least one investigator reports reading as first among the leisure time interests of young people. But the studies also reveal that newspapers and magazines top the list of materials read.¹

The library manual of the Kentucky Department of Education gives importance to the use of periodicals in these words:

Magazines are invaluable for the school library. They are of first importance in supplying current information to supplement the book collection. Boys and girls who may not have formed a taste for reading will often turn eagerly to magazines. It is understood that cheap, sensational magazines will not be admitted to the school library.²

Wolfe emphasizes the value of magazines in the library and makes suggestions for the method of their selection.

Periodicals are the source of great wealth of current material which cannot be found in books. The choice of magazines should be based on the funds available, the type of school, the resources of the community, and the demands of the curriculum. It is a general practice to allocate 15 per cent to 20

¹Op. cit., p. 70.

²Op. cit., pp. 168-169.

per cent of the annual library budget for periodical subscriptions. In most high school budgets, this indicates that periodicals must be selected with great discrimination.³

The standards for choosing periodicals as set up by Walter are as follows:

1. It should be one that is actually read or used with some frequency. An unused periodical in a library of limited means is a mistake; to renew its subscription is worse.

2. It should be the best of its kind the users of the library will read. There is no more reason for deliberately lowering the standard of magazine reading than that of books. If different levels of quality are needed for different grades of readers each periodical should be the best which will appeal to readers of its special grade.

3. It should definitely meet an actual or potential intellectual, social, or industrial need or demand of the readers.

4. It should not give unnecessary offense to any considerable part of the community because of bad taste, low or dubious moral tone, unfairness or partisanship. Excessive license toward one's own and undue censorship of others' opinions are both too common today. Scarcely any periodical of positive policy or conviction will fail to offend someone. Rather liberal inclusion is better than unreasonable censorship. Doubtful periodicals may be passed upon by the library board or a group of citizens of differing viewpoints. This at least protects the librarian. In no case should the personal tastes or prejudices of the librarian be the only determining factor.

5. Each periodical should supplement others of similar purpose or scope and not needlessly duplicate others already taken.

³Op. cit., p. 13.

6. No periodical should cost more for its subscription and suitable preservation than the library can reasonably afford. The amount and character of its use, rather than mere cost, should be considered in deciding its real value to the library. Even a \$5 or \$10 magazine for which there is much legitimate demand is a better investment than an unused \$1 periodical.⁴

In the North Carolina School Library Handbook we are advised that:

Schools subscribing to magazines will find it desirable to place their orders with a reliable magazine dealer who can give combinations and discounts not possible with individual subscriptions.⁵

A list of magazine dealers who provide this type of service to schools is given in the Appendix to this study.

The North Carolina Handbook calls attention⁶ to the advantageous use for reference work which can be made of back issues of magazines if the library has available the Abridged Readers' Guide to Periodical Literature published by H. W. Wilson Company, 950 University Ave., New York City. This guide indexes about twenty-five outstanding magazines by title and subject. It is published monthly, except June and July, and is cumulated into a bound volume annually. It is sold on a service basis, the school paying approximately 30¢ a year for each magazine indexed in the Guide for which it subscribes.

⁴F. K. Walter. Periodicals for Small and Medium-Sized Public Libraries. 7th ed., p. 11.

⁵Op. cit., p. 54.

⁶Ibid.

An extensive list of magazines recommended for high schools is printed in the Evaluative Criteria published by the Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C.

The standards listed in Chapter III of this study recommend that the library provide from five to fifteen magazines in schools with enrollment of 100 to 200. It is also recommended that there be at least one good daily state newspaper. The Sunday edition of a large newspaper with world features is desirable.

The author found that the schools surveyed more nearly met the standards for magazines and newspapers than those for other items. The results of the survey are presented in Table V.

TABLE V

PERIODICALS IN SCHOOL LIBRARIES

School	Enroll- ment	No. of Mag.	Expend. 1947-48	Expend. per Pupil	Daily State Paper	Sunday Edition Large News
1	59	6	18.85	.32	Yes	No
2	106	10	27.50	.26	Yes	No
3	116	8	23.20	.20	Yes	Yes
Midway	118	15	40.12	.34	Yes	Yes
5	123	8	25.80	.21	Yes	No
6	187	12	28.05	.15	Yes	No

Table V reveals a variation from .15 per pupil to .34 per pupil in expenditure for periodicals. The school with the least expenditure per pupil met the standard with reference to number of magazines because of its smaller enrollment. Each of the schools provides a daily state newspaper but only two make use of a large Sunday edition with world features.

The Midway library fully meets all recommendations with reference to the number of magazines and newspapers. All of its magazines are found on approved lists for high schools. It does not make use of the Abridged Readers' Guide to Periodical Literature.

Audio-Visual Aids

To the novice entering upon his first approach to library science it comes somewhat as a surprise to learn that pictures, films, phonograph records, maps, and other such materials are a part of the library collection in the modern school. This is a carry-over from the days when in the minds of many people the only thing associated with the library was books. In School Libraries for Today and Tomorrow appears this statement:

In addition to books, challenging new materials are becoming an important part of library resources. Some new audio-visual aids for learning are 16mm. films, film-strips, slides, museum objects, radio programs, recordings and transcriptions, as

well as flat pictures, maps, and other non-book materials which are essential in a good learning situation.⁷

There is evidence that the use of audio-visual aids as a part of library service is a new concept in the fact that the library standards, previously listed in this study, make no recommendation concerning them except as they refer to the vertical file.

"A vertical file is a name applied to envelopes or folders arranged in an upright position in a drawer or tray."⁸ Wolfe suggests that if funds are not available for a file cabinet for housing pamphlets, clippings, and pictures, the teacher-librarian can start a vertical file by using large, heavy brown envelopes and keep them filed in a box. Each envelope should be assigned a subject heading in the upper left-hand corner to fit the nature of the material and be filed alphabetically by that heading.⁹

That the care and direction in the use of these newer instructional tools is a part of the service of the library is pointed out by Greer.

. . . but if the library is to keep abreast of the times in adequately supplying the school with needed materials of instruction, it must concern itself with all these and others as soon as modern invention makes their use possible.¹⁰

⁷p. 23.

⁸Ira Oliver, "The Vertical File," Wilson Bulletin, VI (September, 1931), 42.

⁹Op. cit., p. 25.

¹⁰M. R. Greer. "Visual Aids and the School Library," Wilson Bulletin, X (May, 1936), 573.

In the investigation it was found that little effort has been made to consider audio-visual aids as a part of library services.

The audio-visual aids being used in the six schools of this study and their correlation with other features of the library are shown in the following table.

TABLE VI

AUDIO-VISUAL AIDS

School	16mm. Proj.	Strip Film Proj.	Sound Recorder	Vert. File	School Museum	Radio	Aids as Part of Library Service
1	Yes	No	No	No	No	No	No
2	Yes	No	No	No	No	Yes	No
3	Yes	Yes	No	No	No	No	No
Midway	Yes	Yes	Yes	Yes	No	Yes	No
5	Yes	No	No	No	No	No	No
6	Yes	No	No	No	No	No	No

The striking revelation of Table VI is that no school makes use of audio-visual aids as a part of library service.

All six of the schools have motion picture projectors and half of them use strip film projectors. The Midway school alone has a sound recorder. Its late model wire recorder is used in the speech and music classes but not in any sense as a part of library service.

The Committees on Post-War Planning suggest that the librarian should take the initiative in making these aids known and often in securing and promoting their use.¹¹

Where the services of a director of audio-visual education or of a music department are available, the librarian should work closely with that staff member in order that the whole materials program may be closely integrated and a central record of all materials may be maintained.

The Committees also state that the principles governing the selection and handling of audio-visual materials closely parallel those which are used for books. The selection of material should be made cooperatively by teachers, pupils, and librarians. It is recommended that when the film collection is handled by the library, additional funds should be added to the library purchasing budget.¹²

CHAPTER VI

EVALUATION OF LIBRARY STAFF

The Teacher-Librarian

The importance of librarianship is emphasized by Fargo:

Educators are unanimous in demanding that librarianship be carried on as high-grade disinterested service, while pupils look to the librarian for guidance and direction in their reading and in their efforts at research.¹

The need for capable direction of the library is as important as for standards in its establishment. This is implied by Logasa:

Important as it is to establish favorable physical conditions under which the library is to function, the choice of the person who is to administer the library should demand much more careful attention than any adjustment of material details. For, in the last analysis, the library is rather an accurate reflection of the capacity and personality of the librarian in charge.²

A realization of the necessity for improving library services in the modern school is seen in the trend towards increasing requirements for those who are to serve as librarians or teacher-librarians.

The standards used in this study as listed in Chapter III are uniform in stating that in schools enrolling from 100

¹Op. cit., p. 144.

²Op. cit., p. 67.

to 200 students provision should be made for a half-time librarian with a one-year course of 24-30 semester hours in an accredited library school. For a school enrolling 100 or less students the teacher-librarian should have at least six semester hours in library science.

According to Dickinson, the solution to the library problem in the small school cannot be found short of the employment of a teacher-librarian.³ This teacher must meet the minimum requirement of at least six semester hours in library training and should be given a schedule which provides for a part of each day in library service and the remainder of the day as classroom teacher.

The librarian in the small school will have less time for library service, but the fact that she has fewer students will permit her to give more personal attention.

As the following reveals, the schools in this survey depend on the teacher-librarian arrangement for library direction.

³C. W. Dickinson, Jr., "What is Adequate School Library Service?" Wilson Bulletin, XIII (October, 1938), 11-16.

TABLE VII
LIBRARY SUPERVISION

School	Full-Time Librarian	Teacher-Librarian	No. of Teachers With Six or More Sem.Hrs. Lib.Sc.	No. of Teachers With any Sem.Hrs. Lib.Sc.
1	No	Yes	0	0
2	No	Yes	0	0
3	No	Yes	0	0
Midway	No	Yes	0	1
5	No	Yes	0	0
6	No	Yes	0	0

It is shown that no school of this group has the services of a full-time librarian. Each depends on a faculty member, with almost a full load of other teaching duties, to direct the library services. Only one school in six, Midway, has a faculty member with any semester hours credit in library science. The Midway school has one faculty member with one two-hour course in library management, and in this case the schedule is not arranged so that teacher has any time allotted to the library.

Student Assistants

Fargo states in The Library in the School that the student assistant is a volunteer worker who spends more or less time in the library performing simple tasks under the supervision

of the librarian.⁴ He may or may not be enrolled in a class where he receives from the librarian formal instruction covering his work.

Student assistants can perform many duties or great detail which will relieve the demand on the time of the teacher-librarian. This will be a contribution to library efficiency and will offer something of value to the student. Some of these values are given by Currin:

1. A pre-vocational tryout for those showing ability along clerical lines by developing manual skill and accuracy in routine.
2. An exploratory experience for those expecting later to study for the library profession.
3. A civic opportunity where personal service to the school is stressed.⁵

Teacher-librarians of schools in this survey report the following duties being performed satisfactorily under their supervision:

1. Checking attendance
2. Shelving books
3. Charging and discharging books
4. Mending books
5. Filing book cards
6. Checking and stamping magazines
7. Accessioning books
8. Pasting book pockets
9. Mounting and filing clippings
10. Typing book cards

⁴p. 173.

⁵Op. cit., p. 124.

11. Writing over-due notices
12. Cleaning books
13. Helping students to find books
14. Helping students check references
15. Recommending student reading materials
16. Preparing book orders
17. Collecting and recording fines
18. Taking inventory
19. Preparing newspapers for use
20. Arranging flowers and plants in room
21. Placing chairs and tables in order
22. Preparing book displays
23. Preparing reviews of new books
24. Preparing posters and bulletin boards
25. Checking new book orders received

It was found that student assistants were being used in each of the libraries in the schools that were examined in this study. Unfortunately in some of the schools the students were entirely in charge of the library, without supervision, for one or more periods each day. This is a situation to be expected in schools without adequate provision for direction of the library services.

In the Midway library two student assistants are used each of the eight periods of the school day. There is a faculty member in charge of the library-study hall each period but not the same person for more than two periods. There is no part of the day when the library or the work of the student assistants can proceed under the supervision of a teacher with training in library science.

CHAPTER VII

EVALUATION OF LIBRARY RECORDS

Necessity for Records

Efficiency in the management of the library should be no less desirable than efficiency in any other department of the school. The school library must be well organized if materials are to be of service. Support for this contention is found in Fargo:

. . . the only library that serves efficiently is the organized library. But the recognition of this fact by schools is of comparatively recent date; consequently the librarian called to a school position finds repeatedly that what is known as the school library is only an accumulation of books. How to get the accumulation organized while carrying on the daily routine of charging and discharging, answering reference questions, and looking after attendance, as well as finding time for reading guidance and instruction in library use is a problem. It is not surprising that there is a tendency to reduce mechanical processes to the last degree of simplicity.¹

Recommended Records

As described in the North Carolina School Library Handbook² the following records are needed to meet the standards for high school libraries:

Accession Record

A numerical record of books as they are added to the library. Accession books may be secured from one of the library supply houses. Directions given in the book should be followed and this record kept up to date.

¹Op. cit., p. 356.

²pp. 22-35.

Dewey Decimal Classification

Under this scheme of classification all knowledge is divided into ten main classes.... the trained librarian can classify the book collection herself, using a copy of the Abridged Dewey Decimal Classification. The untrained librarian should send her list to be classified for her.

Shelf List

The shelf list is a card record of all books in the library and is arranged in the same order that the books stand on the shelves. Each title is put on a separate card. The shelf list in the library corresponds to the table of contents in a book.

Card Loan System

A system of keeping a record of book circulation. Use is made of pocket, card, and date due slip in books to be circulated.

Record of Collection

This is a record of yearly additions, discards, losses, total number of books, and circulation statistics.

Inventory

A complete inventory for the year with all information needed to show the number of books at the first of the year, the number lost and discarded, the number added, and the total number of books at the end of the year.

Card Catalog

The preparation of a dictionary card catalog with author, title, and subject cards should not be undertaken unless the teacher-librarian has had training in library science.

The writer found library records available in the six libraries referred to in this survey as revealed by the following:

TABLE VIII

LIBRARY RECORDS

School	Acc. Record	D.Dec. Syst.	Card Loan Syst.	Circ. Rec.	Shelf List	Card Cat.	Annual Inv.
1	No	No	Yes	No	No	No	Yes
2	No	No	Yes	No	No	No	No
3	No	No	No	No	No	No	No
Midway	Yes	No	Yes	No	No	No	Yes
5	Yes	No	Yes	No	No	No	No
6	No	No	Yes	No	No	No	No

A consideration of the information just presented will convince even the casual observer that in these libraries organization does not exist. In only one-third of the libraries is there an accession record. Not one of the schools makes use of the Dewey Decimal Classification System, or any system whatsoever. All schools but one use a card loan system, but the systems are not standard. Circulation records do not exist in these schools. There has been no compiling of a shelf list. Not one school in six makes any attempt to use a card catalog. In view of the lack of other records it would be of no value. Although two of the schools report that they take an annual inventory, the latter consists however of no more than a haphazard check to determine roughly if there are approximately as many books on hand at the end of the year as at the beginning.

Four other schools accomplish the same thing with no attempt to taking an inventory. When procedure is based on guesswork, details need not be important.

Considering these results it may be safely concluded that library efficiency is at low ebb among these schools. Few will doubt that this is partially true because the libraries do not have the benefit of trained supervision. In its present status the Midway library is in no position to provide library services worthy of the name.

CHAPTER VIII

EVALUATION OF LIBRARY SERVICE

Service Through Use

In the evaluation of the service of the library first consideration must be given to the use made of library facilities. In The Library Survey this idea is presented in this manner:

The final criterion of the library's services is the extent to which those services are used....the final and most conclusive evidence of library efficiency, therefore, is facts disclosed by measuring library use.... For many years, the most popular measure of library service has been the number of books circulated....The use of books is most often measured by using the library's regular records of circulation.¹

Inasmuch as there are no reliable data available concerning the book circulation in the Midway library, an evaluation of the use of the library is difficult to obtain. Interviews with members of the faculty indicate that the use made of the book collection is very limited. This appears to be due to the absence of materials which are complete and up-to-date. Stimulation of library use, by pupils and teachers, will be difficult until instructional materials of the library are adequately provided and organized to meet the educational needs of the pupils enrolled.

¹E. W. McDiarmid, Jr. The Library Survey, pp. 119-142.

Reference Service

In School Libraries for Today and Tomorrow² another service area of the library is suggested:

The school library should serve as a laboratory for reference work in the school. It can more nearly fulfill this function when provision is made for systematic and thorough training in the use of books and libraries on all grade levels. The ability of pupils and teachers to use library facilities and their habitual use of them may well be major criteria in evaluating the effectiveness of the reference service of the school library.

In the Midway library no training is given to develop the ability of pupils to use books as tools for locating specific information. At best the students make only undirected use of the inadequate reference aids. There is no instruction given in how to use the library as a laboratory for exploration and experimentation with printed and audio-visual materials.

Guidance Service

According to the authority last cited³ the library should perform an effective role in the overall guidance program of the school. The school library in cooperation with guidance counselors has a distinct contribution to make to the social and occupational development of pupils. Materials on personal development and on occupations should be readily available through the library collections. It is highly important that

²p. 13.

³Ibid., p. 12.

the librarian plan with guidance counselors, home-room teachers, health and physical education instructors, home economics instructors, and other teachers for personal, social, and occupational guidance of students.

This study has revealed no evidence that the library of the Midway High School is performing any worthwhile service in the field of guidance, other than what may be incidental. No materials concerning personal development or occupations are available except those to be found in periodicals and newspapers. The school has not taken any steps in keeping with the modern efforts in the broad field of pupil guidance. There is no program of the school in this area with which the teacher-librarian can cooperate. This is a serious indictment in view of the emphasis being placed today on guidance programs and their apparent values.

Curriculum Development Service

The wealth of materials for curriculum enrichment should be supplied through the library.⁴ The librarian, working with all pupils and teachers in the school, should be able to give valuable assistance in curriculum development. All authorities on library organization, who have been cited in this study, have taken the position that the library should be the center of total school program. Therefore, in any curriculum

⁴Ibid., p. 14.

development within the school, the library must be organized to take a leading part and make a helpful contribution.

The data presented in this study show that the Midway library is not organized and directed so that it can be of value in a program of curriculum development. Its materials are inadequate and its leadership is untrained.

Community Service

The North Carolina School Library Handbook⁵ makes suggestions concerning the responsibility of the school library to the community where there are no other library facilities.

In many localities the librarian or teacher-librarian is the only individual trained for consultation on book problems. In such communities the residents should be encouraged to use the resources of the school library in so far as such use does not interfere with the school's needs and purposes. The school library can serve as a center for library and book information. It may provide books and library service for social agencies working with children and young people. There can be cooperation with local book clubs and reading clubs. Newspapers can be encouraged to publish articles on libraries and on books. Former students and graduates of the school should be encouraged to make continued use of the library.

Interviews with members of the Midway school faculty provide the information that the Midway library makes little or

⁵p. 125 f.

no contribution to the community other than indirectly through the students of the school. Residents of the community do not obtain books from the school library. There is no record that the reference materials of the school library are used by the adult citizens of the community. Here again the explanation lies in the inadequacy of the resources of the library as well as in the failure to give the library trained supervision.

CHAPTER IX

SUMMARY

This study represents an effort to determine the present status of the Midway High School library as measured by the available standards recommended by authorities in the field of library science.

It has been shown that the library in the modern school should make an important contribution to curriculum development and the establishment of newer educational adjustments and developments. The concept that the library is a mere collection of books does not serve the modern school situation.

The writer has indicated that the problem has been to make an evaluation of the Midway library in respect to the manner in which it is or is not making its proper contribution to the total school program.

It has been recognized that a comprehensive evaluation can be made only by one who is trained in library science. In this study, therefore, one of the aims has been to show what improvement can be made with a minimum of library experience.

Data have been used which can be taken as reliable in respect to the standards and recommendations of library authorities and state departments of education.

As a means of gaining information concerning similar studies in this field the writer has made a preliminary examination of the reports of others who have made similar investigations.

It has been shown that the activities of the Midway school and library have not been the result of any predetermined program of objectives.

The location of the library in the school building was found to be acceptable, but the arrangement of the room with reference to necessary library furniture and equipment is unsatisfactory for library efficiency.

The amount of annual library appropriations in the school's financial budget meets the recommended expenditure, but there is no evidence that it has been expended in accordance with well considered needs of the library.

In numbers alone the book collection is far short of recommended standards. Investigation of the distribution of the books among the various fields disclosed that the classifications are not represented in the proper proportion.

Reference books were found to be inadequate as to number, condition, and recency. No provision is made for making them available to students in any organized way.

The Midway library makes its best showing in its provision of periodicals and magazines. The number available exceeds the minimum number recommended. The use of these items

is handicapped by failure of the school to provide any kind of racks for their display and accessibility.

In the Midway school no effort has been made to make audio-visual aids available to students as a part of the library program. The school has provided audio-visual aids of various kinds, but they are not used as a part of library service.

The library staff is untrained and poorly organized. There is no teacher-librarian who is held responsible for the supervision of library services. No member of the faculty assigned to library-study hall duty has had any professional training in library science. Student assistants are used but without training and supervision.

The absence of accurate and complete records has made the task of evaluation difficult. The Dewey Decimal System of Classification is not used. There is no circulation record or shelf list. The annual inventory amounts to little more than a half-hearted check on the book collection.

Results of this study indicate that the Midway library is making little contribution to pupil growth through reference service, guidance service, or curriculum development service. There is no evidence that the library facilities are being used for any community benefit.

CHAPTER X

SUGGESTIONS AND RECOMMENDATIONS

The writer believes the results obtained indicate that there is much improvement which can be made in the Midway High School library without having to wait until such time as the services of one trained and experienced in library science are available.

In offering these suggestions the writer does not assume that meeting them will make the library ideal. It is believed that the suggested improvements will enable the library to serve better in the school program and will thereby in turn become an inspiration and incentive towards greater improvement.

It is suggested and recommended:

1. That the administration and faculty cooperatively and democratically develop a list of objectives toward which the total school program and the services of the library may be directed. These objectives should be in harmony with the modern trend in the philosophy of education.
2. That standards of the North Central Association and the Missouri State Department of Education be studied and used as a guide in determining improvements to be effected.
3. That the library room be provided with furniture and equipment which will serve the needs of recommended library organization.

4. That additional steam radiators be installed to make the room more comfortable in extremely cold weather.

5. That an additional budget item be provided for bringing the book collection up-to-date and to the recommended distribution among the various classifications.

6. That the final selection of books and other materials be in the hands of a teacher-librarian and based upon the recommendations of teachers and the needs of the students.

7. That the library be provided with a dictionary stand and the latest editions of recommended dictionaries.

8. That the old set of The World Book Encyclopedia be replaced and that the Encyclopedia Americana and Encyclopedia Britannica be obtained as funds are available.

9. That the present adequate list of periodicals and magazines be continued and that racks be provided for their display and accessibility.

10. That a cabinet be built in the library for storage of audio-visual aids which are now kept in miscellaneous places throughout the building.

11. That the superintendent delegate supervision of the library to a faculty member who has a definite interest in the services of the library.

12. That the teacher-librarian be relieved of some of the teaching load and be given time and opportunity to develop improved library services.

13. That the use of student assistants be continued, and that a plan be provided for their training and supervision.

14. That all students of the school be given instruction in the use of the library facilities.

15. That library records be started and kept up-to-date.

16. That no attempt be made to catalog books until the library is under the supervision of a trained librarian.

17. That an inventory be taken immediately to ascertain the facts concerning present library materials and that all purchases be made on the basis of information thus obtained.

18. That books and magazines be purchased through dealers who are in a position to offer the most satisfactory service and discounts.

19. That among the first materials purchased be those which will aid in the guidance program.

20. That interest be aroused throughout the community in the improvement of the library to the end that it may adequately serve first the school and second the community.

21. That there be frequent conferences of the faculty, students, and community leaders to re-evaluate the objectives of the library and make plans for further improvement in library service.

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