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The Organization of a functional library for the Mound City, Kansas, high school

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THE ORGANIZATION OF A FUNCTIONAL LIBRARY FOR THE
MOUND CITY, KANSAS, HIGH SCHOOL

A Problem Submitted in Partial Fulfillment
of the Requirements of the Course
in Research Problems 390b

By

John L. Carmichael

KANSAS STATE TEACHERS COLLEGE

Pittsburg, Kansas

July, 1952

PORTER LIBRARY

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CHAPTER I

INTRODUCTION

Origin and Need for Study

The nature of the educative process widespread throughout the United States, with its emphasis upon textbooks and uniform learning, has tended to make the school library appear as an extra rather than an essential. Consequently, money has been spent on the library only when left over from other departments. Many teachers encouraged the pupil to use the library solely for leisure reading or for some other information if, or sometimes after, lessons were done.

Administrators in many schools have not been educational leaders. They have stood by and have been unaffected by controversies over teaching methods and materials to be used.

Many of our schools have not been able, due to inadequate funds or shortsighted administrators and teachers, to maintain suitable physical facilities for their school libraries.

As a result of these unfortunate circumstances, many, no doubt, being unpreventable, we have today in the majority of our school libraries a dire need for added space, more and better books, visual materials, and trained full-time and part-time librarians.

Mound City High School is no exception to the rule, being the product of a district heavily taxed to maintain the minimum requirements for public schools. It is in need

of a program which will start the school library upward, making it an adequate service institution and thereby improving the standards of the whole school system.

With this in mind the writer will attempt, in this problem, to set forth basic recommendations fundamental to the organization of a functional library.

Limitations of the Study

This study will necessarily be limited to the extent of being applicable to the finances which will be available to carry out the program.

The problem will deal with only one high school and will be one with workable and practical ideas arrived at through research and personal contact with this school library.

The writer plans to make the improvement program broad enough so that it might be carried out over a three-year period.

Method of Procedure

In order to formulate a sound program for the Mound City High School Library the writer plans to read and collect material written by specialists in the library field.

Of this material the best policies will be compiled as a manual to be used for improving this particular library.

By necessity, the changing of physical property in the library room will be limited because of inadequate space and funds.

Related Studies

Many library surveys and studies, ranging from small individual investigations to the extensive studies of accrediting agencies and organizations of national scope, have been conducted throughout the United States.

The library is an area which has gained research recognition in a limited way only within the last two decades. There are important studies of related fields which are worthy of mention here.

An outstanding study of national scope, is the study made by B. Lamar Johnson¹ in the National Survey of Secondary Education. Johnson² compiled information concerning a large number of outstanding high school libraries in the United States.

The purposes of his study were:

First, to list and describe activities and devices used in outstanding secondary school libraries.

Second, to present data regarding the administration, staff, and facilities of libraries in secondary schools (a) from studies already made, and (b) from facts regarding libraries in schools recommended as having outstanding library service.

Third, to interpret certain problems of the secondary school library in the light of evidence from a study of the use made of outstanding high school libraries.

¹United States Office of Education, "The Secondary School Library," Monograph No. 17. (Washington: Government Printing Office, 1932), p. 2.

²Ibid., p. 2.

Fourth, to propose, for further investigation, problems relating to the secondary school library.

The more important findings of Johnson's study were as follows:

1. It is agreed by librarians, teacher-librarians, and principals that the two most important functions of the secondary-school library are (a) to enrich the curriculum and (b) to provide for worthy use of leisure time.

2. Difficulties most often reported by the high schools are the inadequate facilities and inadequate staff provided for the library.

3. Teachers are encouraged to suggest books to be ordered in practically all high school libraries.

4. Pupil assistants are performing a wide range of activities in the library, and they are being used in most high schools.

5. Although principals look with favor on the combination plan of having the library and study hall combined, librarians do not approve of it.

6. Approximately two-thirds of the schools taking part in the study used regular instruction in the use of books and libraries.

7. The library is being adapted to the new methods of classroom procedure by such means as maintaining a classroom library, the departmental library, the circulation of books to the classroom for short periods of time, and the sending of pupils to the library during class periods.

8. Many devices were found for encouraging recreational reading, for interesting teachers in the library, and for encouraging the use of the library in the preparation of school work.

9. It was found that teachers can do much to improve library service by giving early notice of library materials which they or their pupils will need.

10. Cooperation and help from city libraries, county libraries, and state libraries are received

by a number of the high school libraries studied in this survey.

11. Permission to use the libraries is granted to more persons from outside the school in small high schools than in the larger ones.

12. Satisfactory library service in the small high school is particularly difficult to develop due to the situation surrounding it.

Although Johnson's study neither made recommendations nor suggested standards, it did serve to focus attention of educators on school libraries and to develop a realization on the part of librarians that a need existed for further study of school library problems.

Custer³ conducted a survey study of libraries in twenty-seven representative Kansas high schools. He found:

1. The median natural light was above the Strayer-Englehart standards, but artificial lighting in general was poor.

2. Fifty-five per cent of the study hall stations were used.

3. Twenty-two schools alternated teachers for study hall duty, four had full time study hall teachers, four had full time librarians, and in eight schools student librarians were used.

4. Twelve of the twenty-seven libraries had their books classified by the Dewey decimal system and the median number of volumes per pupil was over eight.

5. One first-class city studied kept its books under lock and key and used the city library.

6. Only 76 per cent of the books in the library collections had value for use in the school

³R. E. Custer, "A Study of Libraries and Study Halls in Twenty-seven Kansas High Schools" (unpublished master's thesis, University of Kansas, 1938), p. 30 ff.

system according to the administrators. Custer stated that where this opinion prevailed the libraries were merely places to store books.

7. Newspapers were held unimportant, and only thirteen out of the twenty-seven schools took a daily paper.

8. The median annual budget per pupil was slightly over one dollar, based on average daily attendance.

A questionnaire study of the status of 186 school libraries in Kansas class "A" and class "B" high schools was made in 1933 by Lehman.⁴ He compared the status of class "A" and class "B" high school libraries having enrollments over two hundred with those under two hundred. He found class "A" schools superior to class "B" schools in twenty-six items, equal in two, and below in fifteen, when compared with present standards. The median number of books and the average book budget per pupil were found to be greater in schools under two hundred enrollment than in schools with over two hundred enrollment. The study particularly emphasized physical housing inadequacies.

Lerew⁵ studied the library facilities offered by secondary school libraries of Cumberland County, Pennsylvania, with respect to the library staff, library contents, library facilities, business practices of the library, utilization of

⁴R. A. Lehman, "Status of One Hundred Eighty-Six High School Libraries and Librarians in Kansas Class "A" and Class "B" Schools" (unpublished master's thesis, University of Kansas, 1933), 80 ff.

⁵R. A. Lerew, "A Study of the High School Facilities of Cumberland County, Pennsylvania" (unpublished master's thesis, Pennsylvania State College, 1936), 50 ff.

the library, teachers and the library, and the needs and problems of the high school library. He concluded that libraries in Pennsylvania do not have definite objectives which would guide them in developing an efficient library service. Other findings were:

1. Inadequate and insufficient housing, furniture, equipment, reference books, and budget appropriations were found.

2. Too few reading rooms with adequate seating space for the enrollment were found.

3. Too few periodicals and newspapers were furnished by the library.

4. Too few trained librarians and not enough teacher-librarians (persons who have had, in addition to library training, training as a teacher, as defined by Lerew) are employed in the schools.

5. Due to heavy teaching schedules and resulting duties therefrom, librarians do not spend sufficient time in the library to render efficient service.

6. Too little instruction in library use is provided for the pupils.

7. No definite courses of library instruction are provided, for the teachers or librarians, in training for their jobs.

8. Pupil assistants are used to provide a wide range of services.

9. Too many untrained librarians were employed.

10. Teachers in the school can do much to improve library service by abandoning those practices which impair library efficiency.

11. School administrators in Cumberland County, Pennsylvania, were trying to give pupils modern education without efficient library service. The high school library is not seriously considered as a vital part of the school by administrators.

Definitions

To help the reader better understand the terms as used in this paper, the following definitions are given:

"Library materials", as used in the study, include books, pamphlets, clippings, references, films, recordings, filmstrips, slides, charts, globes, maps, pictures, poster, periodicals, and other audio-visual aids.

The term "library" is used to refer not only to library materials but also to the rooms where the materials are housed, including the equipment and furniture in those rooms.

A "teacher-librarian" is a teacher whose time is divided between classroom duties and library duties.

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

CHAPTER II

FINDINGS OF STUDY

Library Objectives

Since this study involved the library and its services, it may be well to know the objectives and aims of the library as set down by professional groups in that field. Fargo⁶ has set down eight library objectives as formulated by authorities.

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

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

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

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

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

6. To encourage life-long education through the use of library resources

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

8. To work cooperatively and constructively with instructional and administrative staffs of the school.

Standards of Kansas Department of Public Instruction

The following statements have been used as standards for

⁶Lucile F. Fargo, The Library in the School, 4th Ed. (Chicago: American Library Association, 1947), p. 22.

the improvement of libraries in the State of Kansas.⁷

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

⁷State Department of Public Instruction, Kansas Secondary School Handbook. (Topeka: State Printing Office, 1950), pp. 42-43.

librarian who is a member of the teaching staff and has completed eight college hours in library science. The teacher librarian should devote one to three hours daily to the administration of the library and to the direction of library service.

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

North Central Association Standards

The North Central Association has set up library standards which they believe should guide schools in the administration of a library.⁸

The number and kind of books, reference materials, 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.

Physical Facilities

Library Housing. The library may be centrally organized and yet improperly housed. The library may be housed in a room adjoining the study hall, in a separate central library room, or combined with the study hall in the same room. It may be separated from the study hall by a railing or a glass

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

partition. The importance of proper and adequate housing has been stated as follows:⁹

Although the training, imagination, and resourcefulness of the librarian are of prime importance the total program requires proper and adequate housing and equipment, and these can be provided for only by the forward-looking administrator.

In almost every article the writer read on the library, it was evident that the library-study-hall plan is undesirable, psychologically unsound, and presents many problems to the librarian.

The library should be large enough to accommodate the largest class in the school. In the modern secondary school, where entire classes may desire to make laboratory use of the library, sufficient library space is essential. It should accommodate the largest group free at any one time to use it during school hours.¹⁰

The location of the library in the school building should be in such a place as to be near to the most student traffic.

Nothing can be done in the Mound City High School to change the position of the library. However, it seems to come up to recommended standards fairly well. It is located on the west end of the second floor, taking up the whole

⁹M. Kirk, H. D. Glannon, E. T. Schofield and R. B. Freund, "Other Aids to Learning," Nat'l Society for the Study of Education. Forty-second Yearbook, Part II, The Library in General Education, p. 215.

¹⁰N.E.A., Standard Library Organization and Equipment for Secondary Schools of Different Sizes, (Chicago: American Library Association, 1928), p. 24.

wing. It is located conveniently for the students and teachers and is large enough to accomodate the largest class in school. There are no reading rooms or work rooms in this library. The librarian uses her English room as a repair and cataloguing room. This seems to work out satisfactorily as her room is close to the library.

Furniture. Standard library furniture can be purchased from library equipment dealers. Tables, chairs, librarian's workdesk, vertical-file cabinet, and card catalog case should, by all means, be secured from library or school furniture dealers. Shelving, dictionary stand, bulletin boards, magazine and newspaper racks, and display table can be built locally by a good carpenter or cabinetmaker if funds are limited. The charging desk is better bought from a dealer.

The furniture should be arranged for maximum use with minimum effort. The charging desk should be near the entrance. A workdesk for the librarian should be near the workroom. The vertical file and the reference collection should be near the librarian's workdesk. To lessen possible confusion at the beginning of class periods, the fiction and reference books should be in different parts of the room. For a similar reason, the newspaper and magazine racks should not be near the door. All available wall space should be used for shelving. A bulletin board should be put in a conspicuous place, either as a part of the shelving or with a narrow display table beneath it. The card catalog case should be centrally

placed.¹¹

The furniture in the Mound City High School Library is in need of replacement. The old type stationary seats used for the students in the study hall section of the library should be replaced by tables and chairs. This could be done gradually by buying three tables and chairs each for three years. It is the opinion of the writer, that nine tables with six students to a table would give ample seating capacity.

At present there is no charging desk in the library and the study hall teacher's desk is used in its place. The work-desk is in the English room and is simply made up of students' desks. Under the present financial set up, these two items will not be replaced for some time, and the system now used is proving satisfactory for the time being.

The writer recommends that a vertical-file cabinet and card catalog case be purchased if possible for the coming school year as they are essential for smooth functioning of the library. With exception of the above items, the furniture in the library will do for awhile.

Furnishings. The walls of the library should be painted a light, soft color, such as cream, pale green, robin's-egg blue, or soft yellow. The ceiling should be very light. As for the floors, they are preferably covered with any heavy composition material similar to linoleum and having a dull

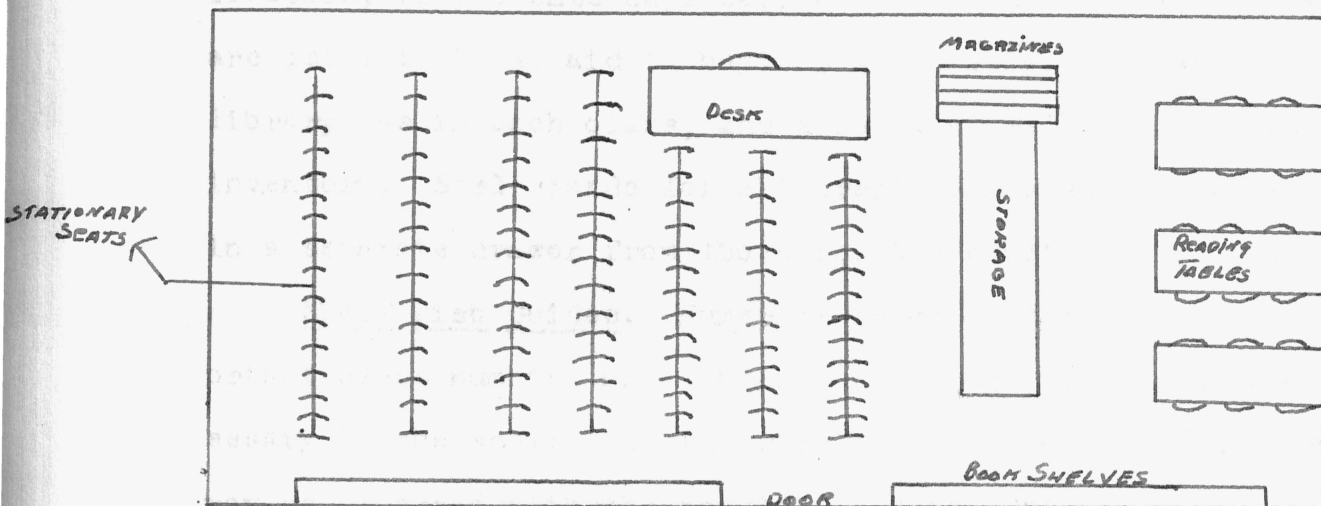
¹¹Mary Peacock Douglas, The Teacher-Librarian's Handbook, 2nd ed., (Chicago: American Library Association, 1949), pp. 134-37.

finish. Wooden floors in an old building should be refinished, or else scrubbed, stained, shellacked and waxed. If locally made shelving has been used, it may be stained to harmonize with the tables and chairs, or it may be painted colorfully. The edges of the uprights and the shelves on which the books sit should be painted colors which do not readily show soil. They should be finished with a coat of clear varnish which gives a hard finish to those surfaces which might otherwise scar or show soil easily. The interior of painted shelving should be light colored so that it reflects rather than absorbs light. Indirect or fluorescent lighting fixtures should be provided for artificial light on dark days. Venetian blinds add materially to the attractiveness of the room and cost little more than good double-roller shades. Good, colorful, bright pottery pieces improve the room's appearance. Growing plants and landscape pictures also help in making the room attractive.¹²

One of the greatest needs of the Mound City School Library seems to be in the improvement of its appearance. The walls are now painted with the traditional light-cream colored paint and should be repainted in one of the better colors mentioned above. The floors need to be refinished and made more attractive. The addition of two more fluorescent light fixtures would bring the lighting up to satisfactory standards. With the addition of venetian blinds and more pictures, the appearance of the library would be greatly improved.

¹²Ibid., pp. 136-137.

Floor Plan of the Mound City High School Library



Instructional Materials

Aids in the Use of the Library. In regard to classification and cataloguing of library materials it should be mentioned that the Mound City High School Library is organized under the Dewey Decimal classification system and is in need of a few of the library aids that will be mentioned below. It should also be noted that little attempt will be made to explain cataloguing and classification in this problem, because of the obvious fact that these topics can very well be made into a problem of some length by themselves.

Shelf List. The shelf list is a card record showing the specific subjects, such as Mathematics, Geometry, books in class or numerical order as they stand on the shelves,

and alphabetized in each class by the author's surname.

It is useful for maintaining uniformity in classification; it prevents duplication of book numbers when they are used; it is an aid in buying, as it shows what works the library has in each class, and should be used in taking an inventory. Shelf cards for children's books should be kept in a separate drawer from those for the adult books.

Shelf List Guides. Numerous guide cards showing the important class numbers and subjects which they represent are necessary in the shelf list in order to facilitate its use. These may be procured with the headings already printed which saves the time of lettering by hand. These guides are available either of buff stock with celluloid tabs or of grey press-board without celluloid on the tabs.

The Dictionary Card Catalog. The record of most practical use is the catalog, which is the key to the resources of the library. It is a record on cards of all the bound books in the library. Each book may have several cards. One card gives the author on the top line as a heading, another gives the title, and another the subject. All the cards should be arranged alphabetically according to the first word (not an article) on the top line.

Such a catalog will show how many books there are in the library by a given author, who wrote certain books which are better known by title than by author, and all the books about specific subjects, such as Salesmanship, Aeronautics, Moving

pictures, England-History, or U. S. Army.

Author Card. The first card to be made for every book is the author or main card. In typing the card, the spacing should be uniform.

Title Card. Every book which may be asked for by a distinctive title should have a title card. If in doubt whether a title is distinctive or not, it is better to make a card.

If a secondary or catch title is better known than the full title, a title card under the catch title will be more useful. Example: "Tom Sawyer" not "Adventures of Tom Sawyer."

A copy of the unit author card is made including the class number.

Subject Cards. Beginners should make a thorough study of the process of making subject cards before attempting to make them, otherwise much time and money will be wasted.

The subject or subjects of the book are selected by examining the table of contents or introduction and by reading the book itself. The title of the book alone is frequently misleading as to the real subject of the work.

Careful choice of headings is necessary, and, for consistency, the "List of subject headings for small libraries" by M. E. Sears, should be consulted for books for adults, and Elva Smith's "Subject Headings of Children's Books" for juvenile books.

Arrangement of Catalog Cards. All cards are arranged in

alphabetical order the same as the words in a dictionary.

The reader who knows no rules should be kept in mind, and arbitrary arrangements should be avoided as much as possible.

Card Guides. Use a sufficient number of guides to assist the reader in finding what he wants. A guide every forty cards is not too many. Guides with plain tabs, half cut are recommended for small libraries, as they are interchangeable in position, and give enough space for the headings. Printed guides with celluloid tabs and carefully selected headings should be purchased for larger libraries, as they save the librarian much time.

Shelf Labels. No library may be considered complete in its organization without proper shelf labels, which assist both the reader and the librarian in finding the books readily.

It is quite as important that a library should be well marked with shelf labels as it is for a city to be well provided with street signs. It is much easier for the searcher to read signs than it is to ask questions.

Printed labels which fit all Library Bureau label holders are available and are more legible than hand printed labels. They bear the chief class numbers and the subject words they represent. Various sets have been compiled to meet the requirements of actual collections of books, from which a selection may be made to fit individual needs.

Card Catalog Chart. To aid the reader in the use of the dictionary card catalog, a brief printed explanation with a

few illustrations should be provided. This is available in two printed forms, one a companion piece to the classification chart, intended to hang near the catalog, and another in the form of a guide card for use in each drawer of the card catalog cabinet.

Classification Chart. Another very desirable help in the intelligent use of the library is a chart to hang on the end of a bookcase or on the wall near the shelving. Upon this are printed one hundred main divisions of the Dewey Decimal classification.¹³

After examination of the Mound City High School Library, the writer recommends that the following aids be incorporated there: More card guides in the catalog card file, more shelf labels of uniform size with standard printing, a card catalog chart to aid students in using the file, and a classification chart to aid pupils in their understanding of the Dewey Decimal system of classification.

The above additions to the library would be very inexpensive, in relation to most library materials, and would greatly improve the student's ability to find material in the library. They should be among the first improvements made.

Present Library Volumes. The writer experienced some difficulty in finding a criterion with which to evaluate the book collection of the Mound City High School Library. After

¹³Zana K. Miller, How to Organize a Library, Eleventh Ed., (New York: Remington Rand Inc., 1947), p. 20 ff.

examining material available, it was decided that the recommendations set down by the Northwest Association of Secondary and Higher Schools would be most suitable for the evaluation.

The Association recommends that schools with an "Enrollment of 100 or less pupils have one thousand selected books exclusive of government documents and text books. Ten to twenty per cent of these may be duplicate copies."¹⁴

The Association recommends that, where available, the current state library list should be used in the selection of books. The distribution of titles should approximately meet the per cents as suggested in the most recent Standard Catalog of High School Libraries.¹⁵

The Fifth edition, 1947, recommends as follows:

General Works (class 000)	1.5%
Philosophy (class 100)	1.0
Religion (class 200)	1.0
Social Studies (class 300)	9.6
Philology (class 400)	1.0
Science (class 500)	7.6
Useful Arts (class 600)	16.7
Fine Arts (class 700)	8.0
Literature (class 800)	10.8
Travel (class 910-919)	6.0
History (class 900-909; 930-999)	9.9
Biography (class 92-920)	9.9
Fiction (class F)	17.0
	<u>100.0%</u>

After finding material suitable to be used as a measuring stick, the writer took a reading of the shelves in the Mound City High School Library and compiled the following information.

¹⁴ Northwest Association of Secondary and Higher Schools. Manual of Accrediting Secondary Schools. 1950 revision, pp. 4-5.

¹⁵ Standard Catalog for High School Libraries. Latest edition and Supplements, (New York: H. W. Wilson Co.), pp. 7-8.

It was found that there were only five hundred books that could be used in this study. The distribution of these titles are compiled in the table below.

General Works (class 000)	1.0%
Philosophy (class 100)	0.9
Religion (class 200)	1.6
Social Studies (class 300)	10.0
Philology (class 400)	0.6
Science (class 500)	5.0
Useful Arts (class 600)	19.3
Fine Arts (class 700)	6.0
Literature (class 800)	12.0
Travel (class 910-919)	6.8
History (class 900-909; 930-999)	6.0
Biography (class 92-920)	9.0
Fiction (class F)	21.8
	<u>100.0%</u>

By using simple arithmetic, the writer was able to see that the library is in need of approximately three hundred additional titles, exclusive of duplications. These books can be purchased over a three-year period and the first books bought should be distributed in the following classifications in order to bring each class up to approximately the recommended number.

General Works (000)	3
Philosophy (100)	1
Philology (400)	2
Science (500)	13
Fine Arts (700)	10
History (900-909; 930-999)	20
Biography (92-920)	5

These recommendations are by no means to be taken as maximum figures for a library of this size. The more good books a library has the better it can meet the needs of the school it serves.

Periodical Materials. A school with an "Enrollment of

100 or less pupils should subscribe to at least one good metropolitan newspaper in addition to a local one, and a list of from 5 to 10 periodicals, suitable for student use."¹⁶

In any library it is important to keep a record of the current periodicals in order to show whether all the copies to date have been received, also to give information as to expirations, renewals of subscriptions, cost, and so forth.

Ruled cards should be used for this purpose. They provide a convenient method and ample space for checking daily, weekly, and monthly publications. These cards are filed alphabetically by name of periodical.

The Kardex Visible periodical record is recommended, as it saves time, and colored signals reveal at a glance whether or not the current issue has been received.¹⁷

The Mound City High School Library subscribes to one metropolitan newspaper and a local one. Last year they were receiving eight good periodicals. The library would seem to be meeting accepted standards in relations to periodicals so no recommendations will be made here. However, the records kept on periodicals are inadequate and need improving. Ruled cards, filed alphabetically, one to a magazine, can be recommended to insure checking on the magazines.

Services to School

The Library is a Service Agency. The library functions

¹⁶ Northwest Association, op. cit., pp. 44-5.

¹⁷ Miller, op. cit., p. 35.

to further the school's objectives. It has no distinct subject matter but provides materials for all subjects and all interests of pupils and teachers. It becomes increasingly effective as teachers and pupils learn to use its resources and employ its services for their work and play purposes. Through the library, books and other materials are distributed to individuals, groups, and classes. They are sent freely to classrooms, laboratories, shops, and study centers - wherever they will be used. From all parts of the school, pupils, teachers, committees, classes and individuals go to the library to use books, magazines, and other materials.

The school library has a positive, active, teaching function. It suggests the reading of books which might otherwise be unknown or neglected. It supplies all types of materials for developing and expanding interests. It stimulates new interests. Through its reference tools, indexes, bibliographies, and catalogs, the realms of information and knowledge may be explored.¹⁸

Library Instruction. When library instruction was first introduced, the usual procedure was to outline a series of lessons for presentation by the librarian in regular sequence. If the series was long enough it was considered to be a "unit course" leading to one-half point or more of credit. But experience proved that instruction which was not functional, being unrelated to student activities and subject matter

¹⁸Douglas, op. cit., p. 3.

courses, largely failed in its purpose. There was little or no follow-up and pupils promptly forgot what they had learned.

Various things were tried to prevent such results. Lessons were incorporated into the reading or English curriculum, not only because every pupil would thus be exposed to library training, but also because these were once thought to be the subject areas most vitally concerned with the library. Sometimes lessons were incorporated in orientation courses offered high school freshmen or in instruction in study techniques; or a block of lessons was offered in connection with the social studies, students in this field presumably having more need to use library resources than others.

Such arrangements were improvements on earlier procedures. There was more follow-up. Library assignments in English and social studies classes were more frequent and had more point. Instruction was better integrated. But fully integrated instruction arises out of a felt need on the part of the pupil and should be offered when and where the need arises.

Orientation periods for junior high and senior high school pupils may be arranged in many ways. If the school provides a general orientation course, the first visit of incoming pupils to the library may occur in conjunction with that. Or, the library may schedule orientation periods independently, usually through some arrangement whereby freshmen classes in

English or social science, subjects in which all pupils are presumably enrolled, visit the library in relays. Some schools arrange for a library "Freshman Day" during which all other students are barred from attendance and successive groups of beginning pupils are welcomed and shown around by the librarian or members of the library club, or both. They receive library handbooks or simple oral instructions as to library use and engage briefly in some activity such as filling out a library floor plan or playing a library game.

Arranging for instruction in the average elementary school is often simpler than in the high school because of scheduled attendance. All that is necessary is joint planning by librarian and instructors.

Pupil groups brought into the school library, either for orientation or for later instruction, should be kept small even though the library will accommodate a considerable number. Forty or fifty should be the limit. Even with an assistant librarian, greater numbers are a hazard.

Methods. Prospective school librarians are now presumed to be versed sufficiently in educational methods previous to their entering satisfactorily in the field of library instruction, and if they have not had teacher training or experience adequate for this purpose, they should take steps to secure the necessary training with the least possible delay, meantime resorting to volumes on educational methods and closely observing the teaching techniques successfully employed by the instructors with

whom they work.¹⁹

The Mound City High School has no provision for library instruction. It is the opinion of the writer, that a suitable program could be set up for the coming school year that would suffice until a better one could be worked out.

The teacher-librarian is also the English teacher in this high school. This would seem to offer a good start in formulating a program of instruction. The writer would suggest that the Freshmen English class, under the direction of the teacher, be divided into groups of six and taken to the library for their library instruction. This could be accomplished by putting the remainder of the class under the direction of the study hall teacher, thereby allowing the English teacher the full hour to instruct the students in the small groups individually. If one hour were spent with each group, this would allow time for each student to go through the mechanics of selecting and finding a book. Planned lessons on the instruction of the Dewey decimal classification system should precede this group method.

Financial Administration

The librarian, principal, and supervisor of libraries, if there is one, must cooperate with the superintendent in preparing the budget for library materials.

¹⁹Aldrich, Grace. "The Place of Library Lessons in the Curriculum." *Wilson Library Bulletin* 9:494-95, May 1935.; Hostetter, M.M. "Integration and Library Instruction." *A.L.A. Bulletin* 30:770-77. August 1936.

Ibid., p. 77.

The need for an adequate financial basis for library service is apparent to students of library work. A definite school library budget is assured in Kansas by the budget form used. The library materials appropriation is listed in the budget under auxiliary agencies. Library authorities agree that library budget preparation for materials must be a cooperative undertaking. Cooperative participation in its preparation will assure that library financial demands will be more adequately considered.²⁰

A special provision should be made in the library budget for encyclopedia replacements at least every five years in addition to the normal library materials appropriation.

Encyclopedia replacements cost considerable more than ordinary books. If they are purchased from the library book appropriation, the librarian may be deprived of the means to purchase other vital materials. These expensive replacements are a necessity for the library fact-finding, information functions.²¹

A library appropriation of at least \$1.50 to \$2.00 per pupil is necessary for smaller schools with enrollments less than five hundred students. Schools with over five hundred students need at least \$1.25 to \$1.50 per pupil.²²

²⁰H. L. Cecil and W. A. Heaps, School Library Service in the United States, (New York: The W. H. Wilson Company, 1940), p. 314; and Fargo, op. cit., p. 248.

²¹American Library Association, Committees on Post War Planning, School Libraries for Today and Tomorrow, (Chicago: American Library Association, 1945), p. 23.

²²Ibid., p. 32.

Library writers have listed certain standards for secondary school library budget appropriations. They do not agree exactly on the amount of per-pupil appropriation necessary to supply adequate library materials. The principles stated above are concluded to be desirable minimal provisions necessary for adequate library service.

Special supplies, printed materials, replacements, binding and repairing, and supplementary textbook expenses may properly be taken from money appropriated for library materials.

If special provision is made, audio-visual aids may be included in the above list. The librarian's salary, library equipment, and other general maintenance expenditures should be included in other parts of the general budget. The librarian's salary is listed in a subdivided section of the library budget under auxiliary agencies apart from the appropriation for materials in Kansas.²³

The salary of the school librarian should be budgeted as an item of the instructional staff. Practices vary from state to state. Placing the library appropriation under "Auxiliary agencies" is a result of the earlier conception of regarding the school library as an appendage to the school. Until administrators become more library minded, the separate Library appropriation section may insure that there will be an appropriation for the library. If the appropriation were submerged in other general divisions of the budget, possibly

²³Fargo, op. cit., p. 247; A.L.A. Committees on Post War Planning, op. cit., p. 31.

the library would not receive as much financial support as it does today.

Money appropriated for library materials should never be used for other school needs. If the librarian is to build balanced book collections and to do long term planning in supplying school library needs, he must be assured a stable budget. When administrators use library money for other school needs, the librarian cannot be assured an adequate or stable appropriation. Money budgeted for library purposes should be segregated so it will not be used for other school needs. Although Kansas school law permits the administrator to do so, he should never expend library budget appropriations in the undesirable manner mentioned.²⁴

A contingent fund kept at the immediate command of the librarian should be provided. There are many small items such as thumb tacks, scotch tape, and so forth that a librarian will need occasionally. Small recently published pamphlets costing a few cents may be wanted, and such a fund will provide for obtaining the small miscellaneous items.²⁵

The Mound City High School Library has no provision for replacing encyclopedias and at this time needs a new set. The writer would like to see this replacement made for the coming school year.

The library appropriation for last year was \$3.00 per

²⁴N.E.A., op. cit., p. 157; Fargo, op. cit., p. 248.

²⁵Fargo, op. cit., p. 329.

student and the same amount was appropriated for each student this year. This budget is ample as there are one hundred students in the high school. If this amount were continued for three years, the library situation would rapidly improve.

It has been the policy of the school to keep the library information current and to try to determine the needs of the students necessary to make the library a more useful institution to serve the school. The library has been a part of the school made up of books and other materials which are used by the students.

The following are the items which are included in the library:

1. The books which are used by the students in the library.

2. The books which are used by the students in the library in this library which are used by the students in the library.

3. The books which are used by the students in the library.

4. The books which are used by the students in the library and which are used by the students in the library.

5. The books which are used by the students in the library and which are used by the students in the library.

6. The books which are used by the students in the library and which are used by the students in the library.

7. The books which are used by the students in the library and which are used by the students in the library.

8. The books which are used by the students in the library and which are used by the students in the library.

CHAPTER III

SUMMARY AND RECOMMENDATIONS

Summary

It has been the purpose of the writer to collect information concerning the Mound City High School Library and to try to determine what essential improvements are necessary to make this library functional and better able to serve the school for which it exists. All recommendations made are based upon information found concerning this library.

The following summary seems to be warranted:

1. The location of the library in the school building seems to be in the best possible place.
2. There are no work rooms or reading rooms in this library but the English room is serving the purpose very well.
3. The library furniture needs replacing.
4. There are no vertical file cabinets or card catalog cases in the library.
5. The library needs to be redecorated and floors refinished.
6. The library needs more card guides in the catalog card file, more shelf labels of uniform size with standard printing, a card catalog chart to aid students in using the file, and a classification chart to aid pupils in their understanding of the Dewey decimal system of classification.
7. The book collection is inadequate for the size of enrollment.
8. The magazine supply is above requirements for this size school.

9. There is no provision made for library instruction.

10. The library appropriation is very substantial.

11. No provision is made for the replacement of encyclopedias.

Recommendations

The writer feels that this study would not be complete unless some recommendations were made to aid in correcting some of the apparent problems. It should be understood that these recommendations will not, necessarily solve the problem but they may suggest the methods by which a successful solution may be found.

1. A committee of teachers should be formed to work with the superintendent and librarian in formulating better library policies.

2. The present library furniture should be discarded and new tables and chairs should be purchased and arranged for maximum usefulness.

3. File cabinets and card catalog cases should be added to the library equipment.

4. The library should be redecorated in modern colors.

5. Many new books should be added to the present supply of titles.

6. The lighting in the library should be improved.

7. A program for library instruction should be instituted.

8. Present encyclopedias should be replaced and a replacement program be adopted.

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