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A PROGRAM FOR THE IMPROVEMENT OF THE
WALLACE HIGH SCHOOL LIBRARY, WALLACE, KANSAS

PORTER LIBRARY

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

By

Ruth Adair Mannoni

KANSAS STATE TEACHERS COLLEGE

Pittsburg, Kansas

August, 1939

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The writer is also indebted to her husband, Socrates A. Mannoni and to Miss Odella Nation, College Librarian, for their kind assistance and many helpful suggestions.

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ABSTRACT

The problem was to organize and improve the library in the small high school located at Wallace, Kansas. This study is based upon the assumptions: (1) that the secondary school library has increased in importance with changing methods of instruction for high school pupils; (2) that the textbook is now generally used as an outline and reference, and should be supplemented with reference books, magazines, pamphlets, and a wide range of printed matter; and (3) that the secondary school that offers its pupils an enriched curriculum must also have a well equipped library organized to give efficient service.

This manuscript is a report of the actual program carried out during the school year 1938-1939. The program is described in full in Chapter IV, Reorganization of the Library and Chapter V, Increase in Holdings and Equipment. The writer attempts to show what can be done to bring a library into systematic order and usefulness by one with a minimum of library experience.

The results of the improvement program are revealed in part in Chapter VI, Evaluations and Summaries. However, the wisdom of the organization program can best be determined by the increased use of the library during the years that follow.

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem is to reorganize and improve the library in the small high school located at Wallace, Kansas.

This paper proposes:

1. To present the problem of the library in the small high school.
2. To set up a reorganization and improvement program that can be carried out by one with a minimum of library experience.
3. To describe the work actually done to improve the library in the Wallace High School.
4. To report an evaluation of the library after the first year of reorganization.
5. To pave the way for future improvement in the same library.

Limitations of the Problem

It is granted that organizing a library to its highest point of usefulness does require a knowledge of library methods and library training. An attempt is made here to show only what can be done with a minimum of library experience, the use of good reference material on the

subject, and the advice of those trained and experienced in the field.

No attempt was made to catalog the books because that requires more library experience than the writer has. In her book Martha Wilson tells us, "This is a technical piece of work and should not be undertaken without study of cataloging methods and definite instruction."¹

School and Community Background

Wallace, now a small town of 115 population, was once a thriving cattle town. This town is located near the central part of Wallace County, which borders the state of Colorado. A point likely to be of interest to Kansas historians is summarized from a Kansas State Historical Society pamphlet: The present town site of Wallace is about one and one-fourth miles west of old Fort Wallace which was the last and most western military post of any permanency in Kansas. From its establishment in 1865-1876 Fort Wallace bore the brunt of contest with Indian tribes, who from time to time had claimed the Smoky Hill and the adjacent buffalo ranges as their own territory. The fort was abandoned in 1886.²

The School

The school district is a consolidated area of ten square miles. Since this section of Kansas is in the dust

¹Martha Wilson, School Library Management, 4th ed. (New York: H. W. Wilson Company, 1929), p. 81.

²Mrs. Frank C. Montgomery, "Fort Wallace and Its Relation to the Frontier," Collections of the Kansas State Historical Society, XVII (1928), 189.

area the rate of taxation on property has been reduced and expenditures for school purposes resultingly inadequate.

The Wallace school is organized under what is known as the 6-6 plan. This combines the junior and senior high schools into one unit and makes it possible for the school to combine its resources and offer a better program than would be possible under a different set up. This means that the library must be organized to serve the needs of the six grades from the seventh to the twelfth.

The Wallace High School has its work accredited by the State Board of Education and is ranked as a class "C" school under their standards for accrediting and classifying the high schools of Kansas.

During the year this study was conducted there was an average enrollment of 38 pupils. The faculty was composed of three teachers who taught six subjects each and the superintendent who taught five subjects and directed the school band. It is evident, in this small high school, that if the library is to function it must be through determined effort on the part of faculty and pupils. Even this effort must be accompanied by definite plans, because here, as in other small schools teacher tenure is short and what one corps of teachers has planned and put in working order may be sadly neglected another year.

Reasons for Making the Study

In the fall of 1937, a young lady, a graduate of the Wallace High School was appointed, by the district supervisor of the National Youth Administration, to work in the Wallace High School Library. The writer, who was a member of the high school faculty at that time, accepted the responsibility of supervising the work. The N. Y. A. worker was withdrawn at the close of the first semester. The time she worked was spent repairing books, checking out material, taking inventory, making reference lists, and other routine duties that could be delegated to one inexperienced in library work.

During this period it was necessary for the writer to read and study about library work in general and as a result an interest was aroused in the future of the school library. The problem of how to bring this library into better order and usefulness was undertaken and carried out the following year.

Evident Need for the Study

Needs Observed During the Year 1937-1938. The following conditions in the Wallace High School Library called for reorganization and improvement:

1. Only part of the books were classified and those rather broadly into the main subject divisions. Dewey advises libraries: "to use at least three figures at first,

even in the smallest collection."³

2. The presence of old and delapidated books and the absence of interesting up-to-date material was evident.

3. The pupils had little knowledge of the library and its uses. Example: They used the encyclopedia for nearly all reference work.

4. No definite amount of money was appropriated by the board of education for the library.

Needs Observed by a Former Superintendent. It is the opinion of a former superintendent, who headed the Wallace Consolidated Schools for seven consecutive years, that the library needs: more books, an extended classification of its materials, a dictionary card catalog, and a teacher-librarian with library training.

Suggestions of the State High School Supervisor. When the supervisor visited the school in the fall of 1938 he made the following suggestions concerning the library:

1. That a new large dictionary and several smaller dictionaries be purchased.

2. That the library needed some basic reference books for specific departments.

3. That the Wilson Standard Catalog for High School Libraries be used as an aid in determining the worth of a book.

³Melvil Dewey, Abridged Decimal Classification and Relative Index (Lake Placid Club, New York: Forest Press, Inc., 1936), p. 5.

4. That at least fifty dollars be spent annually for books for the high school library. He explained that this is more than the usual amount recommended per pupil but a school as small as ours should not expect to spend less and have a worth-while library.

The board of education agreed to the above suggestions and asked the superintendent of schools to see that they were carried out.

A Changing Curriculum Calls for Extended Library Service.

Since the part played by the school library is very closely in line with the work of the school as a whole we can see the implications that a changing curriculum has for the school library. The time of the single textbook is past; more and different material is needed to supplement the text. New subjects are entering the school curriculum which means that these subjects must be represented by some material in the school library.

The curriculum of the Wallace High School and other small high schools in general is of necessity restricted by the small number of teachers hired. One of the ways to offset this is to round out the book collection of the library to include subjects in which there is an interest or in which an interest is desirable. We are told of these implications by Caswell and Campbell who state,

The school should provide extended and varied opportunities for the individual to make wide and discriminate selection of material from the race experience that will help him achieve the worthy purpose for which he strives.⁴

The Need for Guiding Principles in Book Selection. For the past few years very few new books had been added to the Wallace High School Library. The purchase of a new set of Encyclopedia Americana, purchased in 1936, so diminished the book allowance that the usual book fund was curtailed for the next two years. Many copies of classics and standard books already on the shelves showed evidence of having never been read. No doubt these books would have had greater appeal if they had been chosen in more attractive editions.

How to spend the library money to the best advantage is a very definite part of the library problem. Haines states: "Any kind of library service that is designed to bring together people and books...must be based on intelligent book selection."⁵

Value of the Study

The working out of this problem will be of direct value to Wallace High School because it is a definite step in the improvement of the educational program of the school. It will increase the service rendered to pupils and teachers. It will be helpful to successive teacher-librarians to have the library in systematic order.

⁴Hollis L. Caswell and Doak S. Campbell, Curriculum Development (New York: American Book Company, ©1935), p. 289.

⁵Helen Elizabeth Haines, Living With Books (New York: Columbia University Press, ©1935), p. 16.

That the importance of the school library is being stressed by educators today, is brought out by Walter D. Cocking who states:

The library is the universal laboratory of the school. It is the gateway to the heritage of the past; it provides the horizon for the future. A school, if it is to guide those who enter its doors, must be built about the library. It is the one minimum essential for learning.⁶

Indirectly the study will prove of value to other small schools because it will furnish proof of what can be done to improve libraries in general.

It is hoped: (1) that the study will inspire the board of education, faculty, and pupils of Wallace High School to continue the program; and (2) that it may interest the state department of education in setting up more definite standards for small school libraries.

⁶Mary Helen McCrae, Mildred L. Batchelder, Beatrice Sawyer Rossell, compilers, The Significance of the School Library (Chicago: American Library Association, 1937), p. 3.

part of the program. The study was conducted in its main part since 1937 when the first survey was made. The study was conducted with the aid of the following:

The principles of the study were certainly the methods used in the study.

¹Lucile S. Hays, Chicago: American Library Association, 1937.

²Samuel I. Logans, Chicago: American Library Association, 1937.

CHAPTER II

THE LIBRARY IN SECONDARY SCHOOL EDUCATION

Historical Background and Growth

The association of libraries with education dates back to early times and the growth of libraries in general is closely connected with the history of intellectual and social progress.

Early libraries in the United States were associated with universities. "As far back as 1835 states began passing laws providing for the organization of school district libraries."¹ To summarize from Logasa: The first secondary school libraries were branch libraries established by the public library to increase the scope of its services. These early school libraries were received with more or less indifference by the school, because teaching procedures and curriculum content did not yet call for wide reading on the part of the pupils. The secondary school library has made its maximum growth since 1900 when the high school began to survey its practices, formulate objectives, and concern itself with standardization in general.²

The objectives of the public school program and more certainly the methods used to obtain those objectives have

¹Lucile F. Fargo, The Library in the School, 2nd ed. (Chicago: American Library Association, 1933), p. 11.

²Hannah Logasa, The High School Library (New York: D. Appleton and Company, ©1928), pp. 16-24.

caused the rise of the public school library. According to Cox and Langfitt: "The high school library is an interesting and correlating part of every good high school organization."³

School Library Defined

Originally the library emphasized the collecting and safekeeping of books but today the emphasis has changed so that any collection of books can no longer be rightfully called a library. Fargo points out that the library of today is a service institution and that libraries have specialized until we have in addition to general libraries, law libraries, medical libraries, business libraries, and also, university, college, and school libraries.⁴

Wilson defines the school library as: "The special collection of books, magazines and indexes, pamphlets, clippings, pictures and maps kept in the school for convenience of the pupils and teachers for information and study."⁵

The above definition is accepted for this study with the following addition by way of interpretation: The collection is organized for service and contains books for pleasure reading as well as those for information and study.

³Philip W. L. Cox and R. Emerson Langfitt, High School Administration and Supervision (New York: American Book Company, 1934), p. 202.

⁴Fargo, op. cit., pp. 10-11.

⁵Wilson, op. cit., p. 131.

Recent Studies on the Library

The beginning of school library work was marked by the scarcity of authentic studies to guide its practices; however in the past ten years an excellent beginning has been made in the collection of objective data upon which significant conclusions can be based.

A complete factual study of the secondary school library was recently (1932) completed by the National Survey of Secondary Education:

This study shows inadequate facilities as the main difficulty encountered by librarians. The Dewey decimal system of classification is the dominant method of cataloging. In practically all the libraries teachers are invited to submit their lists of books before purchases are made. Too frequently, however, the library is in charge of a teacher who has a full-time teaching load. She is often assisted by pupil assistants, but this is not entirely satisfactory. It was found that most of the librarians do not approve of having the library and study halls combined, but nevertheless this method did produce the best results and was favored by the pupils and by the principals. It was found that the junior high school pupils use the library for pleasure reading more than do the senior high school pupils. To the latter the library is a workshop. Some experimentations are being made with classroom libraries, departmental libraries, and the like; but there is little cooperation found between the school libraries and public libraries. Library service in the small high school has not been so successfully developed as in larger places, due to scarcity of books and untrained librarians generally.⁶

A recent study, which includes the school library, is the Cooperative Study of Secondary School Standards sponsored by the six regional associations of colleges and

⁶B. Lamar Johnson, "The Secondary-School Library," Office of Education Bulletin, No. 17, 1932; (Washington: Government Printing Office, 1933), p. vi.

secondary schools of the United States with Dr. Walter Crosby Eells as coordinator. This organization was started in the summer of 1933 and from time to time has issued reports of the progress and results of the study in the leading educational magazines. One very definite phase of the study is the secondary school library. This year (1939) at the request of the American Library Association the library material was collected and published in a pamphlet which has been in great demand for individual evaluations and for group studies by school units.⁷

Literature on the school library is plentiful; several new books have been written and the reliable old ones have been revised or are in the process of revision. Professional authoritative books can be had dealing with nearly any school library problem: the use of books and libraries, book mending, book selection, classification, cataloging, and library administration and organization in general.

Individual studies, which report reliable data, have been made by educators, librarians, and students. Magazine articles have appeared to tell of enlightening experiences with school library work.

Some of these studies have discussed the small school library and its problems, but none has given a definite solution to this problem which is more or less prevalent in all sections of the country.

⁷Evaluation of a Secondary School Library (Washington: Cooperative Study of Secondary School Standards, 1938).

School Library Standards

Most of the state legislatures have considered public school libraries important enough to justify laws to aid and regulate their establishment. State departments of education have established standards, some more definite and extensive than others. These standards are usually based upon those of the regional accrediting association of which the state is a member. According to Cox and Langfitt:

The present interest in standards of high school library service may be traced to the valuable pioneer work of the Library Committee of the Department of Secondary Education of the National Education Association which was organized in 1915. The report of this Committee prepared under the direction of C. C. Certain was presented to the Department in 1918. This report was adopted by the Department, and by the North Central Association of Colleges and Secondary Schools, and the American Library Association. These three agencies have assumed the leadership in establishing library standards for high schools. The standards in this 1918 report and in subsequent reports have been the library standards followed usually by accrediting associations and state departments of education.⁸

Standardizing agencies in general have recognized that the library is a fundamental department of the high school affecting the success of every department of the school.

North Central Association Standards. This regional accrediting association is mentioned here because the high schools of the state of Kansas are affected by the standards it maintains.

One of the criteria for the Evaluation of the

Secondary Schools is "The School Library Service." This criterion concerns itself with:

1. The adequacy and suitability of the book selection.
2. The location, size, and appearance of the library room.
3. The classification and cataloging of books.
4. The qualifications of the one in charge of the library.⁹

Less definite standards were stated for the small school than for the large school. However the criteria are flexible to allow a school to be judged as a whole so that the deficiencies in one department may be compensated by the superiority in another. It is possible that standards of the North Central Association will be revised when the Cooperative Study on Secondary School Standards makes its final recommendations.

School Library Standards in Kansas. Minimum standards for high school libraries are usually set up by the state departments of education. In Kansas these standards are printed in the "Handbook of Organization and Practices." The subject is treated first under Suggestions for High School Libraries and again under Standards for Furnishings and Equipment. These standards mentioned which have a direct bearing on the small library with which this study is concerned are summarized here:

⁹Policies, Regulations and Criteria for the Approval of Secondary Schools, Pamphlet issued by the North Central Association of Colleges and Secondary Schools (1938), p. 9.

1. Encyclopedias to be of value should be copyrighted within the last ten years.

2. The library should be located in or near the study hall, equipped and organized for efficient work, and always well supervised.

3. The annual appropriation of \$50, or approximately 75 cents per pupil enrolled, is to be used for periodicals and library books not textbooks, dictionaries, and encyclopedias.

4. The ratio of books to pupils using them should be at least ten to one; however small high schools require more volumes per pupil than large schools.

5. The materials should be classified and cataloged. The Dewey decimal system is favored for classification.

6. A teacher-librarian should devote one to three hours daily to the library work.

7. Some provision should be made for instructing pupils in the use of the library.

8. Ragged and unsightly books should be mended, replaced, or discarded.¹⁰

Again standards are made flexible enough to apply to large or small schools and to allow a school to be judged as a whole. However if we are convinced that the library is essential in the modern educational scheme, a deficiency

¹⁰ Handbook on Organization and Practices for the Secondary Schools of Kansas (Topeka: Kansas Department of Education, 1936), pp. 50-51, 59-60.

in the library cannot be compensated by a superiority in any other department.

Several Kansas school laws refer to the library but none definitely affect the high school. "Section 630. Library Fund," considers the school library fund and provides that a minimum of \$5 per teacher shall be expended annually for library books by the district board of education.¹¹ This law has helped materially to build up rural and elementary school libraries; however, high school libraries would need to spend more than this law specifies to maintain minimum standards set up by the state. For example: The Wallace High School which has four teachers, would have to spend \$20 a year for the high school library, on the basis of the above law; yet, under the standard for accrediting and classifying schools, this school would be expected to spend \$50 per year. It would seem then that we need some state legislation to provide for the appropriation of these funds for the high school library.

Kansas Traveling Libraries Commission

The Kansas Traveling Libraries Commission has been established by law to send out traveling libraries to local libraries and community organizations. Through it a small high school may borrow books which are helpful in building up and rounding out its own limited collection. Many small

¹¹

Kansas School Laws Revised (1937), p. 195.

school libraries of the state are taking advantage of this aid.

The following points are important to schools interested in borrowing books from the Traveling Library:

1. No printed lists or catalog of books are available, but the applicant may signify the nature of the books desired and may send a list. No library shall contain more than 60 per cent fiction.

2. The purpose of the Traveling Library is to provide books for those districts too small to maintain adequate libraries. No trunks will be sent to "Class A" high schools.

3. Kinds of libraries include: fifty-book libraries, for which a fee of \$2.50 is charged; twenty-five-book libraries, for which a fee of \$1.50 is charged; and special libraries, consisting of from two to twelve books, for which a fee of \$1.00 is charged.

4. A fifty-book library may be kept six months and a twenty-five-book library or a special library may be kept four months but all libraries may be retained over time if an extension fee is paid.

5. The borrower must pay the freight on all except the special library.

6. The general management of the library during the period of its use is left to the judgment and discretion of the borrower.

7. Books lost or injured beyond repair are to be paid for or replaced.¹²

General Aims of the School Library

Since the library functions to further the school objectives, its aims are then based upon those of education in general. Johnson reports in the National Survey of Secondary Education that: "Librarians, teacher-librarians, and principals agree 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."¹³

The objectives and functions of the school library have been ably summed up by Fargo as follows:

1. To acquire suitable library materials and organize them for the use of pupils and teachers.
2. To provide through organization and intelligent service for
 - a. Curriculum enrichment.
 - b. Pupil exploration.
 - c. A growing realization of the library as the tool of intellectual achievement.
3. To teach the skillful use of books and libraries in the interest of research.
4. To create an atmosphere favorable to the growth of the reading habit.
5. To stimulate appreciations.
6. To demonstrate the desirability of books and libraries as the companions of leisure.
7. To provide fruitful social experience.¹⁴

¹²Traveling Library Regulations of the Kansas Traveling Libraries Commission (Topeka: 1937).

¹³Johnson, op. cit., p. 103.

¹⁴Fargo, op. cit., p. 21.

Aims of the Wallace High School Library

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 might be placed. Conditions in the community, adolescent characteristics, and the objectives in the school will determine the specific objectives of the library.¹⁵

This implies that the library should reflect the objectives of the school in which it is located and that no two schools should follow the same set of objectives. Taking into consideration this statement, the following aims for the Wallace High School Library are given:

1. "To acquire suitable library materials and organize them for use of pupils and teachers."¹⁶
2. To integrate all the subjects in the school and help each teacher and pupil carry out the aims of their specific courses.
3. To enrich the school curriculum and make it possible for the pupils to get an informal education, one not taught in the classroom.
4. To encourage and guide the pleasure reading of the pupils and to help establish reading as a habit that will last through life.

It is to be remembered that objectives are but the goals for which we strive, and that few school libraries have attained their objectives. Obstacles are sure to arise, but if we have well formed plans many obstacles can be obviated.

¹⁵Logasa, op. cit., p. 8.

¹⁶Fargo, op. cit., p. 21.

CHAPTER III

THE LIBRARY IN WALLACE HIGH SCHOOL

Historical Background of Wallace High School and Its Library

Facts concerning the history of the high school seem to be scarce. The material given here was obtained by answers to question sheets sent to the following:

1. A director of the board of education, a man who has served on the board for twenty years.
2. A former superintendent, who had charge of the school for seven years, 1930-1937.
3. A lady who taught in the high school during its beginning years.
4. A former student who attended the high school during its first year.

History of the High School. The high school was started in 1915 in the basement of the frame building which housed the first eight grades. For the first three years only the ninth grade was taught but in 1918 the tenth grade was added and about sixteen pupils attended.

In 1924 the present brick building with four classrooms, a study hall, an auditorium, and a gymnasium was completed. That year the full four-year course was offered with an increased enrollment.

The seventh and eighth grades were added to the high school in 1932 making it a six-year high school. No

reliable enrollment figures are available but it is thought that the enrollment has never included more than fifty students.

History of the Library. The collection of books known as the library was started in 1915 but it was a nondescript assortment with slight deviation from the ordinary textbooks of that time. No doubt there was the usual assortment of English classics, a few histories and novels, but few books of value to the modern school library.

The growth of the high school produced a need or desire for more books for the school library. This need was partially satisfied by the donations of second-hand books and the purchase of new books from the district funds or the proceeds from school entertainments. However, there were very few books until the last ten years and no individual was directly responsible for the growth or organization of the school library up to that time.

In 1932, when the seventh and eighth grades were organized as a part of the high school, the books of the two libraries were combined making a total of approximately 150 books. These were shelved in two sectional bookcases in a small room opening onto the hall. The room equipped with tables and chairs was used as the study hall.

The most notable improvement of the library was undertaken during the year 1935-1936, by the superintendent who had no library training or previous experience with library

work. During that time the library was moved into a large study hall where it is at present, the books were classified and marked, a card charging system was instituted, and a new set of Encyclopedia Americana was purchased. At that time new books were selected by the faculty but neither the list of books purchased nor the definite amount expended was available for this study.

The library is described here as it was at the beginning of the study. The changes that were made are described in Chapter IV, Reorganization of the Library and Chapter V, Increase in Holdings and Equipment.

Room and Equipment

The library is of the study-room type generally found in the small high school on account of the lack of available space and limited personnel. Although this arrangement is objectionable to many educators it has the advantage of placing library facilities close at hand during study hours. The presence of individual desks, the limited enrollment, and close teacher supervision solve the discipline problem.

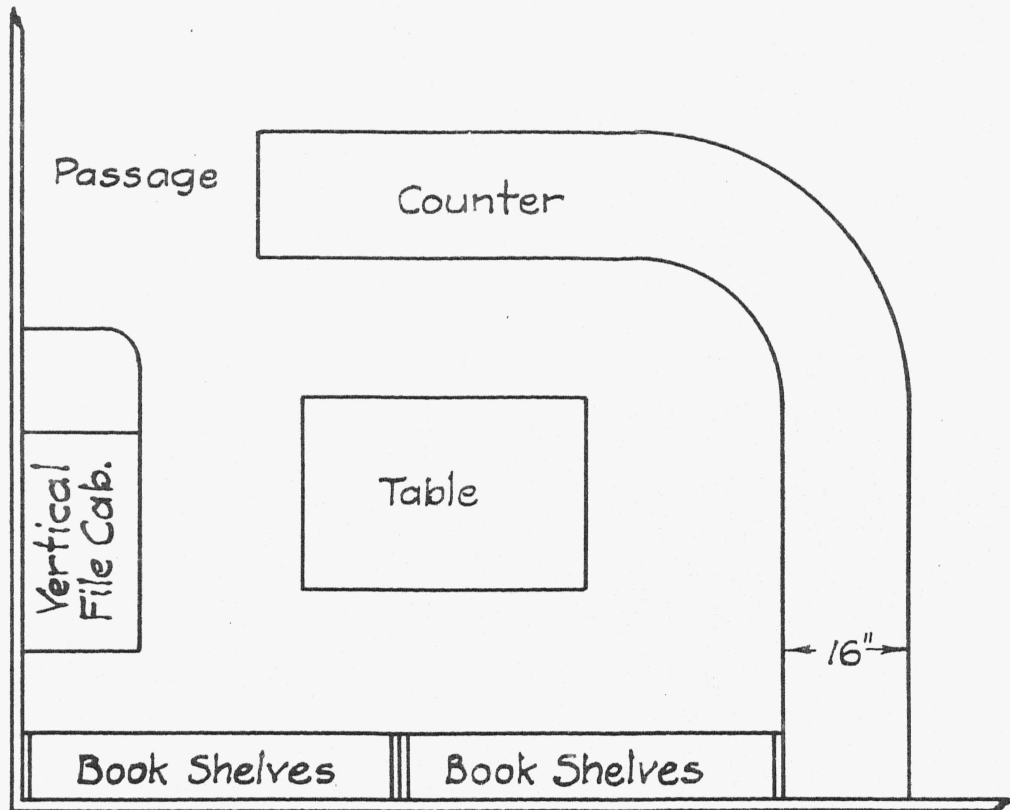
The study hall which measures 28' x 30', is equipped with forty adjustable school desks. It is a northwest room with windows along the west side. The room was once used as a classroom and has slate blackboards along the north and east walls. A counter in the southeast corner

separates the library from the study hall (Figure 1). The space inside the enclosure is large enough to allow room for a small library table at which the student-librarian may work. Under the counter and against the south wall are open shelves which provide space for approximately 1000 books and other necessary library materials (Figure 2). The library originally did not have the vertical file cabinet shown in Figures 1 and 2. This piece of equipment was added by the writer during the process of reorganizing and improving the library.

The library has a covered charging tray for filing the cards of books loaned. It is fitted with guide cards printed with numbers of the days of the month from 1 to 31. There is also a band dater and a stamp pad used to stamp the dates in books and on book cards. Four metal book supports are used to support books that do not completely fill the shelves. A bookrack is available for holding ready reference books or to display new books.

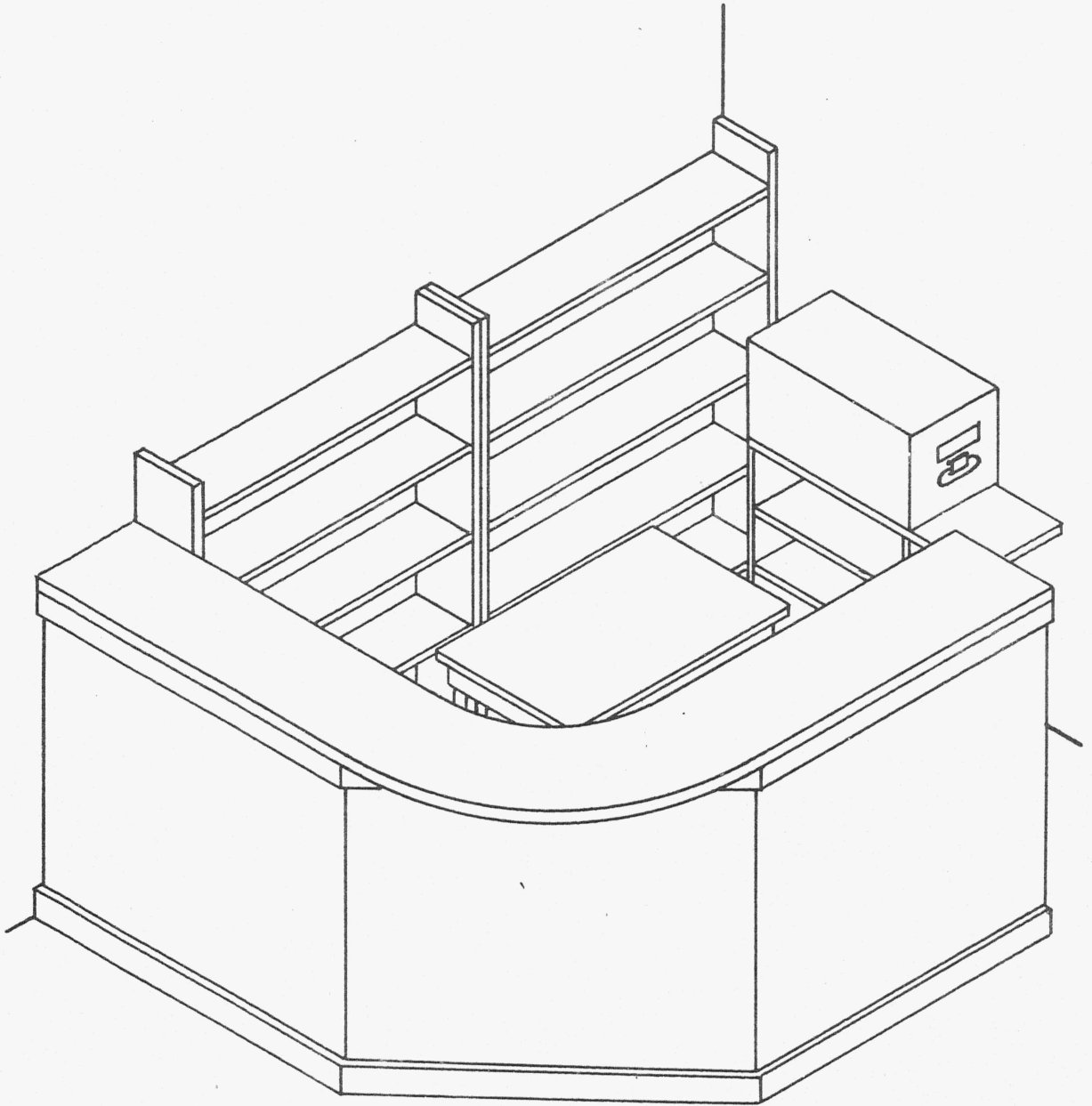
Organization and Administration

Library Personnel. As is expected in the modern school the superintendent, who is also principal, is responsible for the administration of the school library. In this school the class schedule is so arranged that each teacher takes charge of the study hall for two periods each day. No teacher is free to assume library duties but since it



LIBRARY FLOOR PLAN
6'-0" x 8'-0" Scale $\frac{1}{2}" = 1'-0"$

Figure 1



PICTORIAL VIEW OF LIBRARY CORNER

Figure 2

is important that the library be in charge of one person a teacher is usually appointed librarian by the superintendent. This appointment often falls to the English teacher, perhaps because of her interest in books in general. For the school year 1938-1939, during which this study was carried out, the writer was appointed librarian and assumed the librarian's duties in addition to carrying a full teaching load. N. Y. A. students have assisted with the library work for the last few years. The use of student help is described elsewhere in this study.

Library Materials and Their Organization. The accession book listed 327 books but there was also a miscellaneous collection of approximately 200 books that had never been accessioned. This group contained the four sets of encyclopedias, about 78 volumes in all. The large unabridged dictionary, an old edition, was in a delapidated condition. There was no stand for the dictionary so it had been moved from desk to desk and had seen much rough usage. There were also four small dictionaries of little value. Old magazines and pamphlet material that were stacked on the bottom shelves had been little used because there was no index and no systematic file to indicate its value or whereabouts.

The 327 accessioned books had also been classified by the Dewey Decimal System and their call numbers written on their backs with white ink. The books had never been cataloged nor had lists been made to inform teachers of the

material available on definite subjects. A charging system had been introduced and many of the books had book pockets, book cards, and date-due slips. No definite rules and regulations had been established.

It might be well to mention here that although the resources of the library are usually estimated in number of volumes, the subjects covered and its adaptation to needs must also be considered. The evaluation made at the close of this study considers these points in measuring the adequacy of the book collection.

Finances

In its appropriation, the board of education had never designated a specific amount to be spent for the library. It is estimated that \$50 was the average amount spent per year on all library materials, although no records are available to prove this point. Before this study was undertaken the superintendent presented the problem to the board of education and gained its permission to proceed with the work. It was also decided to appropriate a minimum of \$50 annually for the purchase of library books with the understanding that this amount was to be used for library books in addition to the amount expended for periodicals and library supplies.

CHAPTER IV

REORGANIZATION OF THE LIBRARY

The reorganization of the library was started during the first week of school in September, 1938. It was necessary to carry on the reorganization and keep the library open for use at the same time. Most of the work of reorganizing the library was done as opportunity presented itself during the school day or on Saturdays; therefore, no account of the actual time required can be stated. As the work progressed detailed notes were taken to aid in writing this chapter which gives an account of what was accomplished during the school year 1938-1939.

The problem had been studied and the procedure necessary was clearly in mind before the opening days of school. Wilson's book, *School Management*, contains a description of the routine processes necessary in putting the library in order. The following books purchased by the writer to facilitate the work of reorganization are mentioned here and it is believed that they should be the property of every school library:

Lucile F. Fargo, *The Library in the School*, Second Edition, Revised, Chicago: American Library Association, 1933.

Standard Catalog for High School Libraries, Third

Edition, Revised, Edited by Dorothy E. Cook, Agnes Cowing, and Isabel Monro. New York: The H. W. Wilson Company, 1937.

Melvil Dewey, Abridged Decimal Classification and Relativ Index, Edition 5. Lake Placid Club, New York: Forest Press, Inc., 1936.

The following manuals on the library which also proved helpful may be obtained free of charge from the publishers:

Zana K. Miller, How to Organize A Library, Ninth Edition, Revised, Buffalo: Library Bureau Division, Remington Rand, Inc., 1938.

The Small Library, Public or School, Syracuse: Gaylord Bros., Inc., n.d.

From the above references a tentative outline for re-organization was prepared, keeping in mind the future of the library as well as the adaptation to the present needs. Standard library techniques in their most simplified though practical form were adopted to make the work easier for the inexperienced worker.

Early in the year the interest and cooperation of the faculty members and student body were secured. Teachers offered worth-while suggestions and passed judgment on all matters important to their respective departments. The students volunteered their assistance whenever they were called upon.

Two N. Y. A. students were especially assigned to assist in the library and four more could be counted on at

odd moments to do some of the routine work. The reorganization of the library was explained to the entire group but each mechanical process assigned to student help was explained and closely supervised. All that need be said here is that the N. Y. A. students were ready and willing to do anything they were capable of doing.

Purchase of Library Supplies

The catalogs issued by firms dealing in library supplies were studied and a list made out that was checked against those already on hand. Only standard supplies were considered because they can be reordered and the work kept uniform. The supplies used heretofore were of standard quality and the new supplies were ordered from the same company with which the school had done business in past years. When the salesman made his regular visit early in September the following needed supplies were ordered:

250 book pockets.....	\$1.00
500 book cards (white).....	1.25
500 date-due slips.....	.90
500 catalog cards.....	1.60

Other supplies to be used during the year were already on hand or were purchased as needed from local dealers or the usual supply houses. Many of the supplies used were taken from those purchased for general school use. All library supplies were classified as instructional supplies in reports to the board of education because it would have been a difficult matter to separate these items from the

regular school supplies. Classified lists of supplies for the school library may be found in each of the books mentioned at the beginning of this chapter.

Collecting and Shelving Books

During the first week of school several N. Y. A. girls helped to collect all the books that could be claimed for the school library. No attempt is made to describe this collection except to say that the books were not unlike those that many small high schools have accumulated in the years since their establishment. About 300 books that had been classified and marked were placed on the shelves in their respective groups. Some 200 other books were shelved separately to await classification, but the books were not kept from circulation after the first week unless it was absolutely necessary to do so.

Sorting the Books

After the books were collected and placed on the shelves of the library it was evident that some weeding out process was necessary. Drury says: "It is indeed doubtful if the efficiency of most libraries would suffer if one quarter of their present collection were weeded out."¹ Systematic sorting is a continuous process which

¹Francis K. Drury, Book Selection (Chicago: American Library Association, 1930), p. 54.

demands a great deal of time and study and calls for careful scrutiny of each book with reference to its future usefulness. Only a preliminary sorting was done at the first when each book was examined and tentatively grouped as follows:

1. Books of known usefulness were returned to the shelves and considered ready for use as soon as they could be prepared for charging.

2. Books to be mended were removed from the shelves and stored until they could be mended and placed back in circulation.

3. Books of doubtful value were removed from the shelves and stored in a large box until they could be more carefully examined.

4. Books beyond repair and known to be useless were classed as discarded books, removed from the shelves, and placed in a box.

5. Books to be given to the grade school were classed as discarded books but were placed in a separate box.

Taking Inventory from Accession List

The accession book, explained elsewhere in this chapter, listed only 327 of the 500 or more books that were now collected on the shelves. As the books were sorted this list was checked to see what books were missing and to make a note of the disposal of any book which was permanently

removed from the collection. The accession numbers on some were difficult to find because they had only been placed in the upper left hand corner of the inside cover. Often the title had to be searched to make sure a book had never been recorded. As the books were located a check mark was placed beside the number in the book and in the remark column of the accession record. A thorough and prolonged search was made for all missing books. The list was posted and an appeal made to students to return all books that had been retained through carelessness, oversight, or intention. All lost books were noted in the accession book by writing lightly in pencil in the remark column "missing" followed by the date on which this fact was discovered. When a book was found the word "missing" was erased. Common practice dictates that a book should not be noted "lost" until it has been missing for two or more years. The books given to the grade school were checked off the list and the words "donated to grade school" followed by the date written in the remark column. Those books beyond repair and known to be useless were also checked off the accession list and so noted in the remarks column.

Preparation of Books for Charging

In order to have the books available for use as quickly as possible all books were prepared for circulation by the most simplified method that would be effective. Other

details of the mechanical preparation that could be postponed were completed later when time permitted a more thorough treatment.

Book Charging System. Each book is supplied with a book card, book pocket, and date-due slip. The business of keeping track of the books is then very simple: The reader signs the book card which is left in the library and filed in the charging tray under the date the book is to be returned; the date-due slip in the book is stamped with the date due; and book is in circulation. When the book is in the library the book card is in the book but when it is in circulation the book card is in the library-charging tray.

Mechanical Processes. In order to conserve supplies only the books of known usefulness were prepared for circulation. Many of these had already been equipped for charging but each book was examined and the missing items supplied. The N. Y. A. students who assisted with these processes were required to do neat and accurate work. The process consisted of the following steps:

1. Pasting in the book pocket. An open-end manila pocket was pasted firmly and squarely on the inside of the back cover in the same relative position in each book. No identification mark was placed on the book pocket because book numbers had not yet been assigned to the books.

2. Pasting in date-due slips. This printed form was lightly tipped in on the first fly leaf opposite the book

pocket so that it could be removed easily when filled and a new one inserted.

3. Typing book cards. Printed forms were used and the following information typed on: Author's name (surname first) on the first line; a brief title of the book on the second line; and later, the classification and accession numbers near the top of the card. These cards were inserted in the book pocket and the book was put on the shelf ready to be checked out.

4. Stamping marks of ownership. The school stamp, "property of Wallace Consolidated Schools," was stamped squarely and neatly on the top edge of the closed book, on the inside of the front cover, on the book pocket, on the title page, and on page 99 or the last numbered page ending in nine if the book had less than ninety-nine pages.

Rules and Regulations

Before many books were checked out, it became evident that the library must adopt some rules to govern its practices and keep them uniform. No set of rules used in former years could be found but a general idea of those followed was obtained by questioning the pupils. A list of tentative rules was first drafted to cover the usual items such as: length of loan, renewal privileges, fines, penalties, and damages. Rules adopted by one school library are

morning.

not likely to fit another without minor changes. Such rules should be governed by the size of the book collection, the demand for books, and other factors definitely related to the local situation.

The rules and regulations of the Wallace High School Library were drawn up by a committee of pupils and teachers and submitted to use before the final form was adopted. Hectographed copies were then distributed to the students and one copy posted in the school library. A copy of the rules in their final form follows:

1. A pupil may consult the shelves for a book he wishes to use and may remove the book for use in the study hall without having it charged at the desk.
2. All books or magazines taken from the study hall are to be charged by the librarian or her assistants and no more than one book may be charged at a time.
3. The books used during study-hall periods must be replaced on the shelf or handed directly to the student-librarian in charge.
4. Encyclopedias, large dictionaries, and books belonging to special sets are not to be taken from the study hall without special permission and under no condition are such books to be taken from the building.
5. Reference books in which class assignments are made may be checked out for overnight or from Friday until Monday morning.

6. The loan period of all other books is one week with renewal privileges unless the book is in demand.

7. A fine of two cents a day is charged for overdue books. No fine is charged for books kept out over holidays.

8. No pupil with unpaid fines may check out a book for home use. The use of books during study-hall periods will not be prohibited.

Study-Hall Librarians

Near the close of the first month of school a discipline problem, an outgrowth of the study-hall library combination, presented itself. Although a teacher was in charge of the study hall each hour of the school day, she could not keep order if she stayed behind the library counter. The problem was satisfactorily solved by appointing a student to take charge of the library. Eight study-hall librarians were chosen by volunteer method, one for each period, from the group present in the study hall at the given period. Later, another group of students were chosen to alternate every six weeks with the first group. These students sat inside the library enclosure at a small table, where they could proceed with regular study except when their services were needed. Their duties were:

1. To help pupils locate material needed to complete an assignment.

2. To keep an account of books checked out for study-hall use and to see that they were replaced in their proper

place at the close of the hour.

3. In general to keep the library in order by replacing material left upon the counter or otherwise misplaced.

4. To keep order in the library corner of the study hall by refusing to permit students to congregate and create a disturbance.

Definite responsibility was placed on these students and overloaded teachers were released from some of their responsibilities. These pupils became well acquainted with books and gained a practical though rudimentary education in library care. In spare moments they often assisted with routine processes in the organization of the library in general. They could be relied upon to remove books in need of repair and often made minor repairs and replaced the book without taking it from the library.

This small beginning was a growing organization by the close of the year. Short meetings were held when the need arose and many worth-while suggestions were contributed by this volunteer group. It is the opinion of the writer that student-librarians, if organized and managed with foresight and understanding, have unlimited possibilities for the small high school.

The Use of the Kansas Traveling Library

A trunk of fifty books was borrowed from the Traveling Library early in November. These books helped to revive

and strengthen the school collection during the time the library was in the process of reorganization. The books, already classified and marked, were supplied with book pockets, date-due slips, and book cards; then shelved with the regular library collection. When the allotted loan period of six months expired the books were returned.

Circulation data kept on this loan library show that twenty-six books were charged sixty-four times for home use and twenty-four books were not used outside of the study hall; but, it so happened that ten of these books were duplicate copies of those owned by the school. The cost of the Traveling Library is summed up as follows: Initial loan fee, \$2.50; cost of one book (lost), \$1.25; and freight on books, \$1.80 making a total expense of \$5.55.

Classification of Books

The work of classifying the books was started early in November and proved to be a continuous process that extended almost until the close of school. As defined by Miller: "The classification of books is the process of grouping them in logical order according to subject and giving to each book a class mark which will indicate the particular group to which it belongs."²

This classification is for the purpose of bringing

²Zana K. Miller, How to Organize a Library, 9th ed. rev. (Buffalo: Library Bureau Division, Remington Rand, Inc., 1938), p. 4.

books that are on the same subject together on the shelves. Some such definite arrangement is necessary if the books are to be located without difficulty.

A school library should be classified by a standard system to be brought into harmony with other libraries. Since the Dewey Decimal Classification is the one most commonly used in school libraries, it was followed except for the slight deviation of the Standard Catalog for High School Libraries which is more in line with the school use of library materials.

Logasa describes the Dewey Decimal Classification as follows:

As the name of the classification would indicate, all human knowledge, is divided into ten classes, and each class can be expanded decimally. Since there may be many books on the same subject with the same classification number, an author number is given to each book, and in this way each book in a class is differentiated from others in the same class.³

Since the actual assigning of class numbers to books demands mature judgment none of it was delegated to student assistants. Most of the classifying was done when at least one hour could be devoted to it, because this work does not lend itself to hasty decisions. Classification numbers were assigned to the second level unless the book demanded a more extensive subject division.

It was thought best to check all the books previously

³Logasa, op. cit., p. 62.

classified first, but upon examining a few of these it was found that they had been classified too broadly for effective use. The order was then changed and all books were grouped together roughly by subject. It is considered easier to classify several books on the same subject at one time than it is to assign numbers singly as you come to the books on the shelves among others of all classes. Books that could not be classed into groups without careful study were put aside until the classifying of those of more definite subject matter gave the classifier some experience.

Since classification is based upon subject matter the most important step was to decide upon which subject the book was written. If the title did not indicate the subject, the table of contents was studied, then the introduction, and even part of the book read if the subject had not yet been fully determined. If there was a choice the book was placed where it was most likely to be used.

When the class number of the book had been determined it was noted in pencil just inside the front cover and the book replaced on the library shelf. Since classification calls for careful study of the subject matter contained in a book, the usefulness of a book was often determined at the same time. Books that were found to be useless were discarded. Some twenty-five volumes that were left unclassified because of their uncertain usage were not discarded because they were government documents. These were

placed on the lowest shelves out of the way of the more useful books.

The task of classifying proved to be a difficult one for the untrained librarian and the Standard Catalog for High School Libraries, which gives the decimal classification numbers of all books listed, served as an invaluable guide.

Marking and Arranging Books

The class numbers with the author's initial beneath it is known as the call number of the book. The work of classification is not complete until this number has been placed on the back of the book. The work of marking the books was entrusted to an N. Y. A. girl who had gained some skill in lettering. The shellacking was done by several different workers as this does not call for definite training. Books that had been classified were treated in groups and few books were kept off the shelf for more than a day at a time. Most of the books were treated as follows:

1. Old labels or old call numbers were removed from the back of the book with a damp cloth and the book left to dry thoroughly.

2. The position for the call numbers was measured two inches from the bottom of the book. This makes the numbers appear at a uniform distance on all books and improves the appearance of the library.

3. The class number was lettered on the back of the book with the author's initial directly beneath it. White ink was used for all books with dark covers and black ink for those with light covers.

4. If the library had more than one copy of a book a small letter "c" was placed below the author's initial followed by the copy number. It was intended that no book should have the same call number.

5. Fiction books were not classified but were marked on the back with the capital letter "F" and if the author's name did not appear on the back of the book it was lettered on near the center.

6. When the ink was thoroughly dry the back of the book was lightly coated with white shellac to prevent the call numbers and printing from wearing off.

7. When the books were dry they were returned to the library. The non-fiction books were arranged on the shelves in numerical order according to class numbers and alphabetically within the class by author. Fiction books were placed on shelves apart and arranged alphabetically by author's surname.

The Accession Record

The accession book, an important business record, is a chronological list of books added to the library. This record should show how many books the library has ever had,

what they cost, and whether they have ever been withdrawn. During this study the accession book was first used to check the collection and later it was posted whenever a book was added, lost, destroyed, or discarded. The complete directions for accessioning as given in the front of the accession book were followed.

The work of accessioning was turned over to two N. Y. A. students. One copied the desired information in the accession record, and the other handled the books and placed the distinguishing marks in the designated places. No accessioning was started until the books of known usefulness had been classified. Each bound book was taken as it came on the shelf and if after a thorough examination no previous accession number was found, it was assigned its accession number. This number was printed immediately in the book and the book returned to the shelf. The accession number distinguishes a book from all other copies of the same title and from all other books in the library.

A summary of the accession record at the close of the school year 1938-1939 is given in Chapter VI, Evaluations and Summaries.

Mending Books

The books set aside to be mended were sorted according to the amount of repairs needed. Books that were falling apart or had pages missing were discarded. Those calling for simple mending such as tears, loose pages, or loose

hinges were mended first. N. Y. A. students were instructed to do this simple mending. Other books that called for more skill and time were repaired by students in the art class under close supervision of the writer who has had some experience in bookbinding work. Only those books with sewing firm and stitches unbroken were repaired. No book was considered valuable enough to send to the bindery.

At the close of the year all books were in good repair, except one set of encyclopedias which should soon be replaced by a revised edition.

Discarding Books

The collection of books to be discarded that had been started at the first of the year grew as the reorganization process continued. Before the final decision was reached concerning any book it was examined and its usefulness decided upon in the following way:

1. General appearance shows that it is obviously worn out and cannot be reclaimed by the bookmending skill of the school.
2. General appearance shows the book is in good condition but the teacher of the particular subject decides that it is useless to the library.
3. The superintendent has examined the book and gives his consent for it to be discarded.

Disposal of Discarded Books. Those in good condition were boxed and stored in the unused building devoted to storage purposes. Those obviously worn out were placed with old magazines and later examined for worth-while material to be used for verticle file or scrapbooks. After all worth-while material had been culled the residue was burned.

Data on Discarded Books for 1938-1939. The records at the close of the year show that 73 out of 327 accessioned books were discarded. Of this number 55 were old textbooks, 10 were juvenile books which were given to the grade school, and the remaining eight were miscellaneous books of no value. This indicated that approximately 22 per cent of the library collection was discarded without lowering the value of the collection. It is well to note here that if books are used they may be expected to wear out and some books will need to be discarded each year but probably no other time will call for so many books to be discarded at one time.

Making Shelf-List Cards

Dana defines the shelf-list as follows: "It is a catalog of all the books in the library arranged in the order in which they stand on the shelves. It is a subject-index of the library."⁴ The shelf-list is used for the following: to take the annual inventory; to show how many copies of a given book are in the library; to show how

⁴John Cotton Dana, A Library Primer (Boston: Library Bureau, ^c1920), p. 128.

many are in a given class, and as an aid in classifying to show how many books are already in a given class.

The shelf-list cards were made as soon as the books of the library were classified. For this work standard catalog cards approximately four by five inches were used. Since our library uses an accession book the shelf-list cards were simplified to contain the following: call numbers, name of author (surname first), brief title of the book, place published, publisher, date of publication, and accession number.

Two N. Y. A. girls were responsible for the actual typing of the cards. Sample cards were studied and trial cards were typed before the actual shelf-list was undertaken. Each book was removed from the shelf and the needed information obtained first hand. As the cards were completed they were filed in small inexpensive metal files. The box used for filing the cards of non-fiction books was fitted with guides on which were printed the main subject divisions of the Dewey Decimal Classification. The other box was fitted with alphabetical guides and used for filing the cards of fiction books.

Rearranging the Library Shelves

A library should provide space to accommodate shelving of all the books owned by the school and to allow ample room for growth. Wilson suggests that: "To determine the shelving capacity, eight books are counted to the running

foot. One-third of each shelf should remain vacant, to avoid constant shifting of books as additions are made."⁵

The crowded condition of the shelves in the Wallace High School Library and estimates based upon the above statement proved that the library needed more shelf room. This was provided by the superintendent with the help of N. Y. A. boys. Under the counter on the north side old shelves were placed closer together to allow two new ones to be inserted. Three new shelves were also placed in the short curve at the corner of the counter (see Figure 2, page 25). After the new shelves had been installed the book collection was rearranged with ample space for growth and easy removal and replacement of books.

Marking Shelves and Posting Classification Outline

Shelf labels, which are a great aid in locating books quickly, were provided as soon as the books were definitely placed on the shelves. A small library set, consisting of fourteen printed labels bearing the chief class numbers and the subject words they represent, was purchased. These were inserted into steel holders which were fastened with brads at the desired place on the shelf.

A chart of classification was posted near the shelves to aid students in learning the classification and in

⁵Wilson, op. cit., p. 10.

finding books upon the shelves. The one posted listed 100 main divisions of the Dewey Decimal Classification.

Final Inventory

An inventory was taken from the newly made shelf-list cards at the close of school. This was done by the writer who read from the shelf-list cards and by a student helper who found the books on the shelves. The principal purpose of this inventory was to make a final check to see if all books had been shelf-listed, classified, and accessioned. When the library was closed for the summer all the books with the exception of twenty-five government documents had been accessioned, classified, shelf-listed and arranged in order on the library shelves.

CHAPTER V

INCREASE IN HOLDINGS AND EQUIPMENT

The report on the reorganization and improvement program is continued in this chapter which describes the acquisition and addition of new library materials and the installation of new equipment.

The Selection of Books

The selection of new books for the school library is one of the most important phases of the library problem and probably the most difficult for the untrained librarian. Wilson states: "Economical book selection is not possible until the library is put in order and classified."¹ The writer accepted the above statement; and therefore, the selection of new books for the Wallace High School Library was postponed until early in the spring when a more definite idea of the needs of the specific library being studied had been ascertained.

The American Library Association motto: "The Best Reading for the Largest Number at the Least Cost", which was devised by Melvil Dewey, expresses three important factors in book selection: "The Best Reading", meaning the best for a definite purpose; "The Largest Number", meaning to provide book service for all; "At the Least Cost", meaning

¹Wilson, op. cit., p. 22.

to employ every means to stretch the funds available.² The book selector should have a knowledge of books, know the demands and needs of those expected to use them, and keep within a specified budget.

To gain a rudimentary knowledge of books suitable for the use of the Wallace High School Library the writer studied: (1) the annotated lists put out by reliable publishing houses, (2) two publications of the National Council of Teachers of English, entitled: Leisure Reading for Grades Seven, Eight, and Nine; and Books for Home Reading for High Schools, and (3) the Standard Catalog for High School Libraries. Other aids are available for the selector who has access to a large library but the above mentioned publications can be obtained with a minimum of expense.

To gain a knowledge of the demands and needs of those expected to use the library:

1. Teachers were consulted and encouraged to submit lists of books which they considered necessary or desirable in connection with their specific subjects or for the recreational reading of the student body. For example: a detailed list of suggested titles sifted from literature and English texts was compiled by the English teacher.

2. A canvass of the study and reading interests of pupils was made in the form of a questionnaire, a copy of which was submitted to each of the thirty-five pupils (see Appendix). The opinions of twenty-two pupils who

²Drury, op. cit., Chapter VIII.

answered the questionnaire indicate that in rounding out the general collection the following types of books should receive first consideration: dictionaries, fiction, atlases and maps, religion, inventions, art, health and safety, biography, engineering, English grammar, American history, electricity, business, vocations and careers, hobbies, and agriculture. The answers to the question: "What kind of story books for leisure time reading do you like best?" places western stories first, followed by historical, mystery, adventure, biography, and humorous. The small number of titles suggested by these pupils in response to the quest for actual titles for the school library indicates a limited knowledge of books in general rather than a lack of the desire for books.

Considering the suggestions of the teachers and pupils which were obtained in the above mentioned ways and keeping in mind the goal of a well-rounded collection, a recommended list of books was accumulated.

It was decided to accept the Standard Catalog for High School Libraries as a guide in making the final decision and no book was purchased that was not listed in this Catalog. The following description of the Standard Catalog for High School Libraries will explain why it can be used as such an authority in book selection: The Catalog includes 3450 titles fully cataloged and 786 books mentioned as notes for the benefit of libraries desiring more titles on a subject.

These titles have been selected with the aid of high school librarians, educators, and specialists in various fields. The Catalog also lists 558 pamphlets and includes an annotated list of sources for picture and illustrative material. The Catalog is in two parts: Part I has the books arranged in classified order according to the Dewey Decimal Classification and contains author, title, descriptive annotations, analytics, and prices for each book included; Part II is a Dictionary Catalog which lists all books in Part I by title, author, subject, and analytics. The Catalog is sold on a service basis, and is therefore cheaper for the small school than for the large school. A subscription to the Catalog includes supplements until a new edition is published.³

The recommended list of books that had been accumulated for Wallace High School was first checked against the shelf-list to avoid duplicating titles and subject matter, then each title was looked up in the Catalog and the desirable data such as: correct title, author, edition, publisher, date, and price were ascertained. Every means was employed to stretch the funds available: the cheapest editions were substituted if quality permitted and advantage was taken of special sales and discounts. The final list to be ordered was submitted to the superintendent for approval and the actual order mailed.

³ Standard Catalog for High School Libraries, 3rd ed. rev., edited by Dorothy E. Cook, Agnes Cowing, and Isabel Monro (New York: The H. W. Wilson Company, 1937), p. vii.

When the books arrived they were checked with the bill, entered in the accession book, classified, marked, prepared for charging, shelf-listed, and arranged on the shelves ready for use.

During the study 58 books were purchased with school funds at a total cost of \$50.09. The cost of each book ranged from 20 cents to \$2.93, and an average of 86 cents was spent for each book. Eight used copies of modern fiction that were in good condition, purchased from a lending library at 20 cents each, were considered well worth the price paid. Most of the books were purchased from reliable dealers at discounts ranging from 10 per cent to $33\frac{1}{3}$ per cent. This practice proved to be satisfactory and the most economical of time and money.

The purchase of an unabridged dictionary was postponed and the present need for dictionaries was supplied by purchasing four copies of Webster's Student Dictionary, published by the American Book Company.

By purchasing a copy of the Cumulative Index to the National Geographic Magazine, 1899-1936, the material in approximately 100 unbound copies of National Geographic Magazine was made available for use. These magazines were reinforced with construction paper covers glued in place with gummed paper tape. The volume number and date were lettered plainly on the back of each magazine which was then filed in order on the shelf.

The Selection of Magazines

The importance of providing magazines for the use of teachers and pupils is expressed by Fargo who states:

They supplement the basic book collection in its every phase; reference, factual, and recreational. It goes without saying that information of a current nature, always in demand for reference, can be secured through no other channel.⁴

The selection of magazines for the Wallace High School was based upon: the recreational and instructional needs and interests of teachers and pupils, the use of magazines subscribed for in former years, and the Periodical Scale devised by the Cooperative Study of Secondary School Standards (see Appendix).

The magazines were ordered through a wholesale magazine subscription agency at reduced rates (agent's price). Those subscribed for by the school at a cost of \$15.55 follow: American Boy, American Girl, Balance Sheet (gratis), Education Digest, Life, News-Week, Popular Science Monthly, Reader's Digest, Scholastic (combined edition), Western Times (county news paper), and the Wilson Bulletin for Librarians. The following magazines, subscribed for by teachers, were available for school use: American Cookery, Journal of the National Education Association, School Arts, and Good Housekeeping.

Installation of Magazine Rack and Bulletin Boards.

During the first month of school a magazine rack of the display type, was installed in the study hall. The rack, constructed at a total cost of \$2.50, provided space for eighteen

⁴Fargo, op. cit., p. 208.

or more magazines. A shelf under the rack provided for shelving the thirty volumes of the Encyclopedia Americana and the four student dictionaries. After the installation of the magazine rack the care and use of materials thus displayed increased. When the rack became crowded with magazines the oldest issues were removed to library shelves reserved for the purpose.

Two small bulletin boards were placed on either side of the magazine rack and used for advertising the material in the magazines or for study-hall notices of general importance to study-hall pupils. A larger bulletin board which was placed in the hall was often used to advertise new books, display school posters and character mottoes, and post other material worth bringing to the attention of pupils and teachers.

Beginning a Vertical File

The vertical file has proven the most simple as well as practical and economical way to care for the pamphlets, circulars, clippings, pictures, and other inexpensive supplementary materials that are of unlimited value to the school library.

Our problem was to obtain with the least expense some satisfactory equipment for the proper care of the materials collected. An old steel letter file that had been little used was brought from the superintendent's office and used for the vertical file for our library. This file was set

upon a small wooden bench to bring it to the desired height for proper use. Bench and file were placed in the library enclosure against the West wall (see Figures 1 and 2). Two shelves built below the vertical file provide the needed space for filing old copies of the National Geographic Magazine.

Plain pressboard guides cut in fifths were chosen for the alphabetical guides. The first three positions at the left were used and these lettered alphabetically with India ink. Manila folders one-half cut, were purchased for subject holders. Part of these folders were refolded in order to have all the subject headings appear on the right hand side of the file and not be covered by the index guides.

As material was collected and mounted the necessary subject headings, chosen from Part II of the Standard Catalog for High School Libraries, were lettered on folder and clipping alike. The clipping was inserted in the folder which was then filed alphabetically in the vertical file. Newspapers, magazines, discarded books, and other unclassified materials were clipped for the vertical file. For the most part these were mounted on gray bogus paper cut in file size. When more than one page was required for an article the pages were stapled together before filing. Pamphlets, circulars, and clippings of doubtful value were assigned subject headings and placed directly in the file.

Two girls on N. Y. A. time did most of the work of

trimming and mounting the clippings. It is estimated that they spent 50 hours and mounted some 400 pages of clippings. The number of pages stated is not a fair estimate of the amount of material filed because some pages were completely filled while others were only partly filled. Clippings were filed under sixty-eight different subject headings.

Since the vertical file was not completed until the close of the year no test of its usefulness was made. It is believed that should it be continued it will more than repay for the time consumed in keeping it up.

CHAPTER VI

EVALUATIONS AND SUMMARIES

This study of the school library would be incomplete without some attempt at evaluation. In an improvement program it is necessary to stop and survey, to gain a knowledge of the advancement made and to indicate the direction of further growth. The summaries included at the end of the chapter indicate the extent and value of the improvement program that has been carried on this year.

Evaluative Criteria Chosen

At present the most suitable evaluative criteria available are those in the pamphlet, Evaluation of a Secondary School Library, published by the Cooperative Study of Secondary School Standards with the American Library Association as co-sponsor. This pamphlet is a part of the comprehensive Cooperative Study of Secondary School Standards and gives complete information on how to evaluate and score your library. The writer questioned the use of these criteria for such a small library, but was advised by Mr. Eells who is coordinator of the Study, that the evaluative criteria contained in the pamphlet had been used successfully in schools varying from 25 students to 10,000 and with libraries varying from 125 volumes to 20,000 volumes.¹

¹Personal letter from Walter C. Eells, dated November 21, 1938.

It was decided to use only those evaluative criteria that dealt especially with the book collection and periodicals of the library because this paper has been chiefly concerned with that phase of library service. However, a complete evaluation should be made before proceeding further with the improvement program.

Interpretation of the Evaluation

Method of Presenting Data. The same method of presenting data adopted by the Cooperative Study has been used in this evaluation of the Wallace High School Library. It consists of a series of thermometer scales which exhibit the data graphically in convenient form and is explained as follows: a series of thermometer scales, which when properly filled out, are used to show graphically the relative standing of a secondary school on a number of significant factors. The left side of each thermometer is graduated, as a percentile scale, from 0 to 100 and the right side has a scale particularly adapted to the feature under consideration. The left side is a relative scale; the right side an absolute scale. The national norm is the 50-percentile mark. Regional, size, type, and accreditation norms have been completed and indicated by appropriate abbreviations on each of the thermometers. Norms for regional associations are placed on the left side of the scale and the other three sets of norms on the right side of the scale.²

²Evaluation of a Secondary School Library, p. 40.

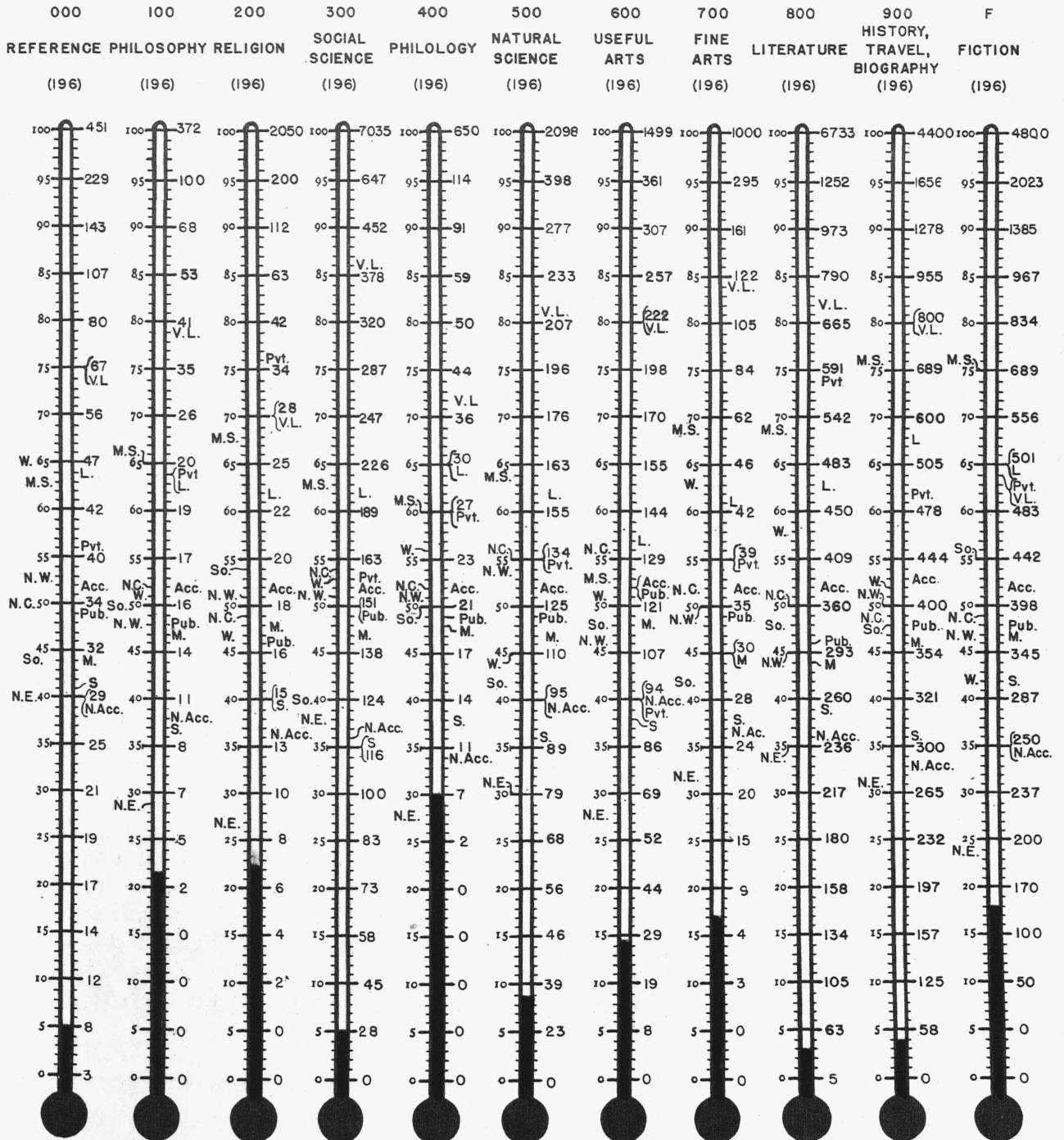
Book Distribution. The criteria decided upon were used to secure a measure of the distribution of the titles in the Wallace High School Library. The results are exhibited graphically in Figure 3, which shows eleven thermometers dealing with the number of titles in each of the main divisions of the Dewey Decimal Classification. All the thermometers in Figure 3 are based upon data furnished in the first column of the Inventory of the Book Collection (see Appendix). This graphic picture of the book distribution shows in general that books should be added in every field if the collection is to be brought up to the norms established for the small high school as indicated on the right hand side of the scale by the letter "S". Special attention should first be given to reference, social science, literature, and history; and, second to natural science and useful arts.

Adequacy of the Library. According to Mr. Eells: "A satisfactory book collection for a secondary school library should have a fairly high rating in (1) number of titles, (2) balanced distribution, (3) appropriateness for secondary school purposes, and (4) recency of publication."³ Figure 4 shows that six thermometer scales were used by the writer in measuring the adequacy of the Wallace High School Library.

³Walter Crosby Eells, "Measurement of the Adequacy of a Secondary School Library," Bulletin of the American Library Association, XXXII (March, 1938), 157-163.

LIBRARY - BOOK DISTRIBUTION

Fig. 3



LIBRARY -- SERVICE

General Statement

This is the last of three pages on the library service of the school. This page contains one summary thermometer and six thermometers dealing with aspects of the library service not included in the two preceding pages. All thermometers are based upon Section F of the Evaluative Criteria, LIBRARY SERVICE. Sources for each thermometer are indicated below. The special scales on the first four thermometers are in terms of the regular five-point evaluative scale ranging from 5.0, "highly satisfactory or practically perfect," to 1.0, "very poor."

1. Organization and Administration

Based upon II, "Organization and Administration" (pages 43-45). Average of 8 evaluations.

2. Selection of Materials

Based upon III, "Selection of Library Materials" (page 46). One evaluation.

3. Use by Teachers

Based upon IV, "Teachers' Use of Libraries" (page 46). Average of 2 evaluations.

4. Use by Pupils

Based upon V, "Pupils' Use of the School and Other Libraries" (page 47). Average of 4 evaluations.

5. Library Staff -- Qualifications

Based upon data recorded in Sections M and N of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS and INDIVIDUAL EVALUATION, as filled out for individual librarians and as summarized in VII-A-3, "Summary of Data for Individual Librarians" (page 49), in Section F, LIBRARY SERVICE. The special scale is a combined score including six different measures of the preparation and qualifications of the librarians. For full details see How to Evaluate a Secondary School, pages 75-77.

6. Library Staff -- Improvement in Service

Based upon data recorded in Section M of the Evaluative Criteria, PERSONAL DATA FOR STAFF MEMBERS, as filled out by individual librarians and as summarized in VII-B-2, "Summary of Data for Individual Librarians" (page 50), in Section F, LIBRARY SERVICE. The special scale is a combined score including two measures of the extent of reading and the extent and quality of research and related activities as carried on by the librarians. For full details see How to Evaluate a Secondary School, pages 77-78.

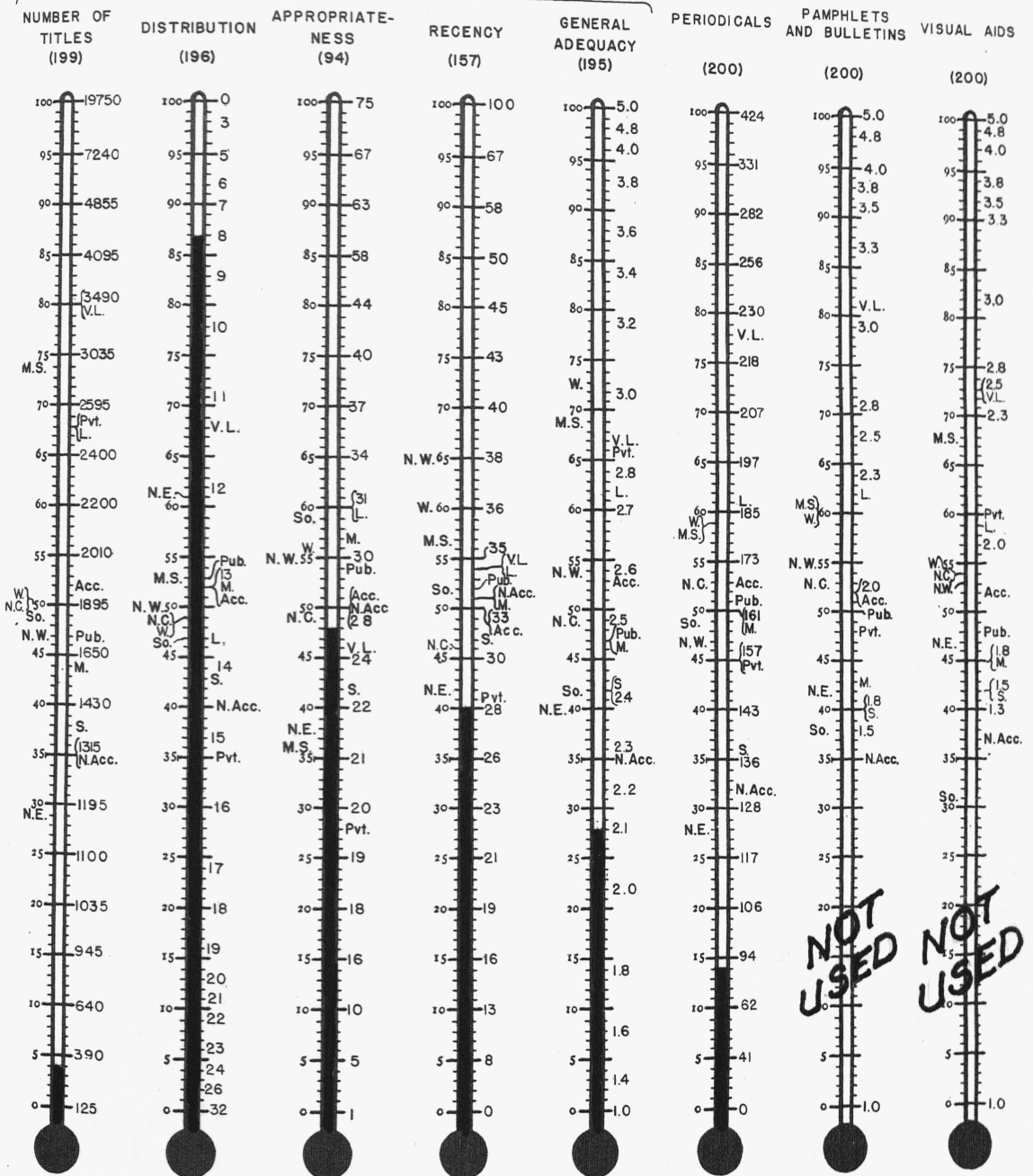
7. SUMMARY

Based upon the other fourteen thermometers on this page and page 7, each weighted as indicated below its bulb.

LIBRARY - ADEQUACY

Fig. 4

BOOK COLLECTION



	★	★★	★★★	★★★		
	Weight	Weight	Weight	Weight	Weight	Weight
ALPHA	6%	6%	4%	5%	10%	8%
BETA	5%	—	—	—	20%	25%
GAMMA	—	—	—	—	30%	30%

LIBRARY -- BOOK DISTRIBUTION

General Statement

This is the second of three pages on the library service of the school. This page contains eleven thermometers dealing with the number of titles in each of the main classes of the Dewey decimal classification. All thermometers on this page are based upon data furnished in the first column of I-A, "Book Collection" (page 41), in Section F of the Evaluative Criteria, LIBRARY SERVICE. All special scales are in terms of the number of titles in the library.

No weights are given to the rankings on each thermometer, but the average deviation from the school average for all eleven thermometers is used as the basis of the second thermometer, "Distribution," on page 7.

The data presented in each of these thermometers are based upon that shown in the different columns of the Inventory of the Book Collection and the Evaluative Scale for Periodicals (see Appendix).

The data presented in the six thermometers in Figure 4 are explained as follows:

1. Number of Titles. The first thermometer shows that the Wallace High School Library with a total of 351 different titles is equal to or better than 4 per cent of the 199 schools reported by the Cooperative Study, and that it stands decidedly lower than small high schools with an enrollment of 200 or less.

2. Distribution. The second thermometer shows that there is a fair balance in the distribution of the Wallace High School book collection and that it is equal to or better than 87 per cent of the 196 schools reported by the Cooperative Study. The data sheet on the book collection (see Appendix) shows the average percentile ranking for this school is 14, with an average deviation of 8 which is used in Figure 4 as a single degree of balance in the distribution of the school's book collection.

3. Appropriateness. To secure a measure of the appropriateness of the library's holdings for high school purposes, each title was checked against the Standard Catalog for High School Libraries. This third thermometer shows that only 94 of the schools of the Cooperative Study

furnished this information. The Wallace High School Library had approximately 26 per cent of its titles listed in the Standard Catalog and ranked equal to or better than 48 per cent of the 94 schools reported by the Cooperative Study.

4. Recency. In recency of publication as shown in the fourth thermometer in Figure 4 the Wallace High School Library collection ranks equal to or better than 40 per cent of the 157 schools reported by the Cooperative Study. It will be noted that this ranking only applies to books in the social science and natural science fields which have been copyrighted within the last ten years (see Appendix). The ranking thus given to Wallace High School Library is due to the selection of the new books which were purchased this year.

5. General Adequacy. The fifth thermometer scale in Figure 4 is based upon the evaluation in "Column E" of the data sheet on the book collection (see Appendix). The five point rating scale used was suggested by the Cooperative Study as follows: five points for highly satisfactory or practically perfect, four points for very good, three points for average, two points for poor, one point for very poor or wholly lacking, and "N" if the item does not apply. These evaluations were made by the writer on the basis of personal observation and judgment, then subjected to the superintendent for approval. Care was taken to make the evaluations as accurate as possible because it was felt a

false impression might affect the future growth of the library. The average for the twenty-six ratings made was approximately two points which indicates in general that the library is below average in adequacy; however, the thermometer scale in Figure 4 shows that Wallace High School Library ranked as good or better than 28 per cent of the 195 schools reported by the Cooperative Study. Again this ranking is due to the selection of the new books which were purchased this year.

6. Periodicals. The data on this thermometer scale were furnished under the Evaluative Scale for Periodicals (see Appendix). This special Periodical Scale is one devised by the Cooperative Study to measure the quality and quantity of library periodicals. According to this Scale the periodicals subscribed for by the Wallace High School ranked equal to or better than 16 per cent of the 200 schools reported by the Cooperative Study.

Comparison of Wallace High School Library with Libraries of Other High Schools in the Locality

This comparison of the Wallace High School Library with other high school libraries of similar size was made to show the resemblances and differences of these small school libraries. The data presented in Table I were collected by the writer who made out a set of pertinent questions and obtained answers to them by visiting and observing the libraries and by interviewing the superintendents of the

TABLE I

COMPARISON OF WALLACE HIGH SCHOOL LIBRARY WITH
SIX OTHER HIGH SCHOOL LIBRARIES

School	Enroll- ment	No. of Libr. Books	Vols. per pupil	Expendi- tures 1938-39	No. of Travel- ing Libr.Bks	Period- icals (Evalu- ated)
Wallace	38	494	13	\$ 84	50	87
No. 1	101	1137	11	25	50	85
No. 2	81	665	8	0	0	52
No. 3	44	300	7	75	100	26
No. 4	44	243	6	0	0	47
No. 5	38	474	12	60	50	84
No. 6	20	210	10	30	0	46

schools. Numbers have been substituted for the names of the schools compared and the schools listed according to enrollment. The seven schools ranged in size from 20 to 101 pupils enrolled, and from 210 to 1137 volumes in the library. Table I shows that Wallace had the highest average of volumes per pupils enrolled with school No. 5 a close second. Five of the schools had all books classified and the other two had some books classified. In all except school No. 1 the library was located in the study hall; the superintendent of that school stated that the library had been recently moved out of the study hall to an adjoining room to gain more space and to induce an attitude of study on the part

of the students. The superintendent of school No. 2 had recently moved the library into the study hall to make it more useful to students.

An endeavor was made to ascertain the amount spent on the library during the school year 1938-1939, but the figures in Table I are only estimates made by the superintendents of the respective schools. Four of the schools had made use of the Traveling Library. In the last column of Table I the names of the magazines for which the school subscribed were converted into points by using the Evaluative Scale for Periodicals devised by the Cooperative Study of Secondary School Standards (see Appendix).

Use of the Library

Importance. As explained by Wilson: "Use is the summing up and the test of the library's value to the school and the student. It is the end toward which all the work of selection, organization and administration is directed."⁴ This statement is self-explanatory and it follows that the use pupils and teachers have made of the library is the best indication of its value.

Teaching the Use of the Library. It is unreasonable to assume that pupils will learn to use the library without some instruction. To teachers and librarians is delegated the responsibility of training pupils to use and know library materials. During this study it was difficult to

⁴Wilson, op. cit., p. 114.

teach pupils the use of materials that were being changed and revised, but an attempt was made to interest and acquaint pupils in the systematic arrangement of books and library materials in general. At opportune moments short discussions and individual instructions were given as pupils showed the need for such information. Pupils were urged to learn the classification of books and their arrangement on the shelves.

The Freshman-Sophomore English class was scheduled to meet in the library-study hall during the period in which the study hall was otherwise unoccupied. This group of some twelve pupils was thus afforded the opportunity to gain intimate knowledge of the library. The teachers made special reference lists of available materials which were posted in the library for student use.

Circulation Data. The use that pupils have made of the library can be determined in part by a study of circulation records. That such records are not conclusive is brought out by Fargo who states:

Much of the finest service given in the school library has nothing directly to do with circulation. A comparatively small circulation due to exceptional facilities for reading in the library itself may,... indicate better library service than an imposing lending record.⁵

The data in the record kept by student-librarians, to make sure that books used during study periods were

⁵Fargo, op.cit., p. 385.

promptly returned, were considered as an indication of the use of the library. Upon examination these records proved to be incomplete. Some of the student-librarians had failed to keep an accurate record of the books checked out. The data recorded were tabulated as shown in Table II. Even though the data in Table II are incomplete they afford a fair sample of the types of materials used. Encyclopedias are listed separately to indicate which set was used the most by students in the Wallace High School. The Encyclopedia Americana is omitted here because it is shelved outside the library corner. The data on encyclopedias should prove helpful in deciding which set to discard and which to replace. Observation of the condition and age of the atlases together with these data on their use proves that they should be replaced.

TABLE II

CIRCULATION DATA ON BOOKS USED IN THE STUDY HALL
DURING THE SECOND SEMESTER

Type of Book	Jan.	Feb.	Mar.	Apr.	May	Semester Totals
Encyclopedias						
Collier's	20	5	9	4	0	38
Modern (1 vol.)	4	4	6	0	3	17
New Int.	19	7	18	11	3	58
World Book	43	15	71	25	18	172
Other References	23	16	50	47	15	151
Old Magazines	10	1	0	0	7	18
Fiction	20	8	2	5	3	38
Atlases	1	2	2	0	0	5
Totals	140	58	158	92	49	497

Circulation data were tabulated from the book-charging cards and are explained as follows:

1. Twenty-eight non-fiction books usually used in the library were checked out for home use thirty-eight times.

2. Thirteen of the above twenty-eight non-fiction books were new books added to the library in April, but they were checked out twenty-four times.

3. Fifty-six fiction books were checked out 175 times. Most of the 160 fiction books owned by the school are old and had no doubt been read previously. Thirty-one new fiction books were added during the last week of school therefore few pupils had the chance to read them.

Related Summaries

The Accession Record. A summary of the data recorded in the accession book at the close of the year 1938-1939 follows:

Number of last book recorded at close of this year.....	604
Number of last book recorded at beginning of this year.....	327
Total number recorded during study.....	277
New books recorded during study.....	58
Mistake in recording a Traveling Library book.....	1
Books donated during the study.....	29
Total old books recorded during the study...	189
Books checked off list (discarded).....	73
Books missing.....	36
Number of usable books on the shelves at the close of this year.....	494

Annual Report. An annual report on the library should be made at the close of every school year. The items

included in this report vary according to the use made of them and the desire of the high-school principal. The principal's organization report, to the State Department of Education, which is made out at the beginning of each school year calls for some figures on the library that can best be obtained from the annual report on the library. The report submitted to the superintendent of the Wallace High School at the close of the school year 1938-1939 included the following: number of volumes in each decimal classification and each important subject division; total number of volumes in the library at the close of the year; number of volumes added to the library during the year; number of volumes withdrawn during the year; and the amount collected during the year for fines.

Library Expenditures. The list that follows includes the actual expenses incurred during the school year 1938-1939 and will indicate the expense of the reorganization and improvement program undertaken in this study:

New books purchased.....	\$50.09
Magazines purchased.....	15.55
Total expense of Traveling Library.....	5.55
500 date-due slips.....	.90
500 book-charging cards.....	1.25
500 book pockets.....	2.00
500 catalog cards used for shelf-list.....	1.60
2 file boxes and guides for shelf-list cards.....	.50
100 vertical file holders.....	1.35
25 guides for verticle file.....	1.75
12 shelf-label holders.....	.90
1 set printed shelf labels.....	.20
1 classification chart.....	.40

1 bottle India ink.....	.25
1 bottle white ink.....	.25
1 pint white shellac.....	.60
1 quart Sphinx paste.....	.90
3 rolls double-stitched binder.....	1.00
6 spools transparent mending tape.....	.50
3 rolls binder cloth.....	<u>1.00</u>

Total Expenses \$84.04

N. Y. A. Student Help. Time sheets submitted by six N. Y. A. students were checked carefully to see how much time these students had spent on the library. It was found they had spent on an average of two or three hours daily or an approximate total of 200 hours on the school library during the school year 1938-1939. Duties that were delegated to these students follow: Collecting and sorting books, pasting date-due slips and pockets in books, stamping and marking books, accessioning books, typing book-charging cards, erasing marks in books, shellacing book backs, arranging and keeping books in order on the shelves, trimming and pasting clippings for the vertical file, typing shelf-list cards, and listing fiction and other books for teachers.

CHAPTER VII

SUGGESTIONS AND RECOMMENDATIONS

The writer believes the results obtained indicate that the reorganization and improvement program undertaken in this study has been successful and the right foundation has been laid to pave the way for future improvement in the Wallace High School Library. This study has concerned itself for the most part with the organizing of the library materials for service and it should therefore be a relatively easy matter for succeeding librarians to keep this organization going. However, no further progress is possible unless the local Board of Education provides the funds for the purchase of needed library materials and the local school administrator institutes systematic plans for continuing the improvement program.

In offering these suggestions the writer does not assume that the situation has been diagnosed for all time or even for the present. Library service should be regularly evaluated keeping in mind the requisites of a standard school organization and adaptations to local needs. On the basis of this year of experience and intensive study of this particular library, the writer offers the suggestions that follow with the hope that they may prove helpful in continuing the program.

Suggestions for Administration and Maintenance

1. That a teacher-librarian who has a definite interest in the future of the library be appointed by the superintendent early in the school year.
2. That said teacher-librarian be relieved of some of the teaching load and thus given the opportunity to devote some time to necessary library duties.
3. That, as the work continues and the library is expected to give extensive service, a teacher-librarian with adequate library training be hired and time allowed for the making of the needed card catalog.
4. That cataloging the library not be attempted unless the librarian has had at least a summer-school course in cataloging.
5. That, until an adequate catalog can be made, the following be used in its place: bibliographies of the material available made up by teachers for use in their respective subjects and the shelf-list cards which are a classified record of all the books in the library.
6. That the teacher-librarian continue using standard library methods to keep the work intelligible to those who follow and to keep the library in harmony with other libraries.
7. That student help be used for many routine processes of library work in general and the duties delegated to

students be carefully supervised.

8. That the use of students as study-hall librarians be continued with the intention of making the organization a permanent part of the library personnel.

9. That explicit plans be made to train pupils in the use of the library and instruction in the use of the library become a definite part of the school curriculum. Since experience indicates that few of the Wallace High School pupils will attend college, a special effort should be made to teach these pupils the use of books as tools and to instill in these pupils a love of good reading, which will be of unbounded worth in future years.

10. That the rules and regulations adopted be kept flexible enough to permit for adaptation to changing conditions.

11. That no major change be made in the book-charging system, but that it be extended to include the books used during study-periods as well as the books checked out for home use. In this way circulation data will be more complete and can be relied upon to indicate the use of all the books in the library.

Suggestions for the Care and Acquisition of Library Materials

1. That the annual appropriation of \$50 be used to build up the book collection of the library and that other necessary expenses for equipment, periodicals, encyclopedias, book repairs, and library supplies be allowed from other school funds.

15. That student assistants to whom minor repairs are delegated be instructed and supervised by one who is familiar with such work.

16. That the vertical file for clippings, pamphlets, and other current materials be kept up-to-date by (1) weeding out and discarding out-of-date material already filed, (2) preparing and filing only that material which promises to be of future use, and (3) keeping in mind the time consumed in gathering, sorting, and preparing the material for use.

17. That the selection of magazines be based upon the instructional and recreational needs of the pupils during the year in which they are to be used.

18. That little of the limited funds available for the purchase of magazines be spent for teachers' magazines.

19. That magazines which are to be used as texts in history, English, and other courses be ordinarily taken care of by the teachers and pupils who expect to use the magazine.

20. That in general books and magazines be purchased through the wholesale dealer who is in a position to offer the most satisfactory service and the best discount.

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Personal Correspondence

Letter from Walter Crosby Eells, dated November 21, 1938.

A P P E N D I X

Tally Sheet of
PUPIL QUESTIONNAIRE ON BOOK SELECTION

Will you help to select some new books for the school library?

You can do so by filling in this questionnaire. Only answer or check items about which you have a definite opinion because we want to know exactly what you think. Keep in mind the material you think will be useful in preparing assignments as well as books for pleasure reading.

Here is a suggested list of types of books. You may check those which you think our library needs most.

Dictionaries 15	Engineering 6
Encyclopedias 3	Radio 4
Atlases and Maps 11	Television 4
Psychology	Machinery 3
Conduct 4	Mining 2
Religion 10	Airplanes 3
Immigration 3	Automobiles 4
International Problems 2	Agriculture 5
Government 4	Inventions 8
Laws 3	Geography 4
Political Parties 1	Travel 4
Taxation 2	Home Economics 3
Vocation and Careers 5	Food (diet) 2
Commerce and Industry 2	Cooking 3
Transportation 3	Clothing 1
Ships 1	Business 5
Stamps 2	Hobbies 5
English (grammar) 6	Woodwork 4
Foreign Language 3	Crafts 4
Biography 7	Music 4
Science 4	Art 8
Mathematics 4	Games 6
Electricity 5	Literature 5
Minerals 4	English
Biology 1	American 3
Botany 1	Other countries
Zoology 1	History 3
Health 7	American 5
Safety 7	Ancient 5
	Modern 3
	Fiction 14

What kinds of story books for leisure time reading do you like best? List as to preference.

Western 8
Historical 5
Mystery 3
Adventure 2
Boy Scouts 1
Curwood 1

Porter 1
Biography 1
Humor 1
Detective 1
Jungle 1
Zane Grey 1
Thrilling and Exciting 1

List here any titles of books you would like the school to buy for our library.

Captain Blood 6
Bible 2
Anthony Adverse 2
U. P. Trail 2
Beau Guest 1
Happy Warrior 1
Land of the Long Night 1

Round the World in 18 Days 1
All Quiet on the Western
Front 1
Freckles 1
Riders of the Purple Sage 1
Pollyanna 1
Black Beauty 1
Websters Unabridged
Dictionary 1

INVENTORY OF THE BOOK COLLECTION

(Adapted from *Evaluative Criteria*, Section F)

^a Include books owned by the school and housed in classrooms, but do not include bound periodicals.
^b Do not include any copies listed in the first column, e.g., if a school has ten copies of one title they should be entered as one title, in column A and nine duplicate copies, in column B.
^c To be checked for main entries in the *Wilson Standard Catalog for High School Libraries*, not for titles in notes.
^d To be furnished for two classifications only—300, *Social Science*, and 500, *Science*.
^e For information on the use of these six columns see page 31.
^f The divisor is the total number of titles, as found in column F.
^g The divisor is the total number of titles in the 300 and 500 classifications, as found in column F.