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038501
AN EVALUATION OF ADMINISTRATIVE PRACTICES CONCERNING
SECONDARY-SCHOOL LIBRARIES

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

Chairman of Thesis Committee *Miss A. Black*
Chairman of Graduate Council *Barrett McNamee*

By

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Pittsburg, Kansas

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ABSTRACT

This study is an attempt to evaluate the practices of eight South-east Kansas secondary-school administrators concerning school libraries located in eight counties. Previous library studies have generally disclosed serious inadequacies. Administrators are responsible for conditions in any part of the school, and this study attempts to discover how nearly existing administrative practices agree with principles and practices accepted by library science authorities.

After much study an information sheet was constructed and used to record data obtained during personal interviews held in the administrator's office of each school. Administrative practices concerning library housing, accessibility, finance, acquisition of materials, personnel, control, support, and organization were studied in addition to the library objectives.

In general, administrators consider the secondary-school library as an essential part of the school, but they seem to be unaware of its proper functions in helping attain the educational objectives of the school in modern education. More administrative practices concerning library housing and cooperation with the public library appear to be unsatisfactory than is true of those concerning other areas of study.

As a whole, existing administrative practices appear to be contributing to the secondary-school objectives stated by administrators, but they do not appear to contribute much toward the attainment of objectives given by library authorities for the library in modern education.

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Statement of Purpose

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ries. An attempt is made, also, to determine if current administrative practices are in line with the objectives of the library in modern education. Several questions present themselves at this point. What are the objectives of the secondary-school library in modern education? What are the principles and practices concerning administrative practices advocated by library authorities? What are the objectives of secondary schools and secondary-school libraries in the South-east Kansas League? What are the administrative practices governing the secondary-school library in the schools studied? Are the existing administrative practices conducive to the objectives of the library in modern education?

The purpose of this study is, then, to discover if existing library administrative practices pertaining to the secondary-school library in the South-east Kansas League are meeting the principles and practices advocated by current theory and set up as criteria in this study.

CHAPTER I

INTRODUCTION

Statement of Problem

This study is an attempt to evaluate the administrative practices concerning secondary-school libraries of the South-east Kansas League on the basis of practices and principles set forth by library authorities for secondary-school libraries. An attempt is made, also, to determine if present administrative practices are conducive to the objectives of the library in modern education. Several questions present themselves at this point. What are the objectives of the secondary-school library in modern education? What are the principles and practices concerning administrative practices accepted by library authorities? What are the objectives of secondary schools and secondary-school libraries in the South-east Kansas League? What are the administrative practices concerning the secondary-school library in the schools studied? Are the existing administrative practices conducive to the objectives of the library in modern education?

The purpose of this study is, then, to discover the extent to which administrative practices pertaining to the secondary-school library in the South-east Kansas League are meeting the principles and practices advocated by current theory and set up as criteria in this study.

Value and Need for This Study

Previous studies and surveys have indicated consistently that the attainment of physical quantitative standards for the secondary-school library in the United States is far below the standards necessary for effective library service in the present educational system. Although many library surveys and studies have been made relative to the quantitative standards of secondary school libraries, it is only recently that attempts seem to have been made to evaluate the library in terms of qualitative standards. The Cooperative Study of Secondary School Standards is the first major attempt to do this.

The investigator believes that administrative practices are ultimately responsible for the conditions in any part of the school system. Those practices relating to the secondary school library should be studied and evaluated in terms of recommended practices cited by authorities in the field of Library Science. It is felt that, if administrative practices employed are conducive to the objectives of the secondary-school library, many quantitative inadequacies involved will be remedied.

An observation by Frances Henne lends support to the writer's convictions when she states, "The extension of school-library activities into educational areas has been retarded in the main by limitations, within the library, of

space, staff size, and time--all problems which could be solved by the administration of the school...."¹

Another authority observes that, "Without administrative provision for library service... an effective library program, coordinated and integrated with the total school program, cannot exist."²

Knowledge of the extent to which present administrative practices promote or hinder the progress of the secondary-school library of South-eastern Kansas in the fulfillment of its purpose in the secondary-school system may be used by the participating schools in improving existing practices. Similarly, schools of other areas may use the findings of this study in the analysis and improvement of their current administrative practices concerning the secondary-school library.

Definitions

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

"Library materials", as used in the study, include books, pamphlets, clippings, references, films, recordings, film strips, slides, charts, globes, maps, pictures, posters,

¹"The Evaluation of School Libraries." In Nat'l Society for the Study of Education. Forty-second Yearbook, Pt. II: The Library In General Education, p. 338.

²American Library Assn. Committees on Post War Planning, School Libraries for Today and Tomorrow: Functions and Standards, p. 16.

periodicals, and other audio-visual aids.

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

Just what constitutes "modern education" is a matter of definition. As used in this study, it is an individual-centered education, which provides for each pupil the optimal opportunity under competent guidance, to develop freely, naturally and fully as an individual and as a cooperating member of an interdependent, democratic society. It is education, motivated by interest, based on pupil development, and the teachers' knowledge of the individual. It will enable the student to adapt easily to any situation, in which he may find himself, with the least discomfort of inconvenience to his "whole" person and with due respect for the personalities of others.

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

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

The term "objectives" as used is a specific term related to an immediate achievement, which, when combined with other achievements, will realize the ultimate goal toward which library service is focused.

"Administrative practices" are those activities regularly involved in carrying out the major aims, objectives, and functions of the library.

Related Studies

Many library surveys and studies, ranging from small individual investigations to the extensive studies of accrediting agencies and organizations of national scope, have been conducted throughout the United States. Investigation has revealed no attempt in the past to evaluate the administrative practices concerning the secondary-school library as such. Scientific studies relative to secondary-school administrative practices and principles concerning the library are apparently non-existent. The library is an area which has gained research recognition in a limited way only within the last two decades. It has not been accepted as an integral and essential part of the school system long enough to draw the attention of research workers on a full scale. A survey of the literature reveals many attempts to study and evaluate the secondary-school library in terms of its physical adequacy. Other studies concern themselves with the existing status of the secondary-school library and make recommendations for their improvement. There are important studies of related fields which are worthy of mention here.

An outstanding study of national scope is the study made by B. Lamar Johnson in the National Survey of Secondary

Education.³ Johnson compiled information in a large number of outstanding high-school libraries in the United States.⁴

The purposes of his study were:

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

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

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

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

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

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

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

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

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

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

³United States Office of Education, "The Secondary School Library," United States Office of Education Bulletin No. 17, 1932. Monograph No. 17.

⁴Ibid., p. 2.

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

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

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

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

10. Cooperation and help from city libraries, county libraries, and state libraries is received by a number of the high school libraries studied in this survey.

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

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

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

A library Committee of the Department of Secondary Education of the National Education Association, under the able leadership of C. C. Certain, investigated actual conditions in high schools. In 1918, the findings were

published and widely known as the "Certain Standards." The standards, which were beyond the possibility of immediate attainment, proved an incentive for the development of school libraries.⁵

Custer conducted a survey study of libraries in twenty-seven representative Kansas high-schools. He found:⁶

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

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

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

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

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

6. Only 76 per cent of the books in the library collections had value for use in the school system according to the administrators. Custer stated that where this opinion prevailed the libraries were merely places to store books.

7. Newspapers were held unimportant, and only 13 out of the 27 schools took a daily paper.

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

⁵S. W. Vought, "The Development of the School Library," The Library Journal, XLVIII (February 15, 1923), 161-4; and N.E.A. Standard Library Organization and Equipment for Secondary Schools of Different Sizes, 1 ff.

⁶R. E. Custer, "A Study of Libraries and Study Halls in Twenty-Seven Kansas High Schools" (unpublished master's thesis, University of Kansas, 1938), 30ff.

A questionnaire study of the status of one hundred eighty-six high school libraries in Kansas class "A" and class "B" high-schools was made, in 1933, by Lehman. He compared the status of class "A" and class "B" high-school libraries having enrollments over 200 with those under 200.⁷ He found class "A" schools superior to class "B" schools in 26 items, equal in 2, and below in 15, when compared with Certain's standards. The median number of books and the average book budget, per pupil, were found to be greater in schools under 200 enrollment than in schools with over 200 enrollment. The study particularly emphasized physical-housing inadequacies.

Lerew studied the library facilities offered by secondary-school libraries of Cumberland County, Pennsylvania, with respect to the library staff, library contents, library facilities, business practices of the library, utilization of the library, teachers, and the library, and the needs and problems of the high-school library.⁸ He concluded that librarians in Pennsylvania do not have definite objectives which would guide them in developing an efficient library service. Other findings were:

⁷R. A. Lehman, "Status of One Hundred Eighty-Six High-school Libraries and Librarians in Kansas Class "A" and Class "B" Schools" (unpublished master's thesis, University of Kansas, 1933), 80 ff.

⁸R. A. Lerew, "A Study of the High School Facilities of Cumberland County, Pennsylvania" (unpublished master's thesis, Pennsylvania State College, 1936), 50 ff.

1. Inadequate and insufficient housing, furniture, equipment, reference books, and budget appropriations were found.
2. Too few reading rooms with adequate seating space for the enrollment were found.
3. Too few periodicals and newspapers were furnished by the library.
4. Too few trained librarians and not enough teacher-librarians (persons who have had, in addition to library training, training as a teacher, as defined by Lerew) are employed in the schools.
5. Due to heavy teaching schedules and resulting duties therefrom, librarians do not spend sufficient time in the library to render efficient service.
6. Too little instruction in library use is provided for the pupils.
7. No definite courses of library instruction are provided for the teachers or librarians in training for their jobs.
8. Pupil assistants are used to provide a wide range of services.
9. Too many untrained librarians were employed.
10. Teachers in the school can do much to improve library service by abandoning those practices which impair library efficiency.
11. School administrators in Cumberland County, Pennsylvania were trying to give pupils modern education without efficient library service. The high school library is not seriously considered as a vital part of the school by administrators.

Trueblood studied library reports of third-class city schools in Kansas, for 1931, on file in the office of State Superintendent of Public Instruction. Table I summarizes his findings.⁹

⁹K. Trueblood, "A Study of High School Libraries in Third Class Cities of Kansas" (unpublished master's thesis, University of Kansas, 1931), 70 ff.

TABLE I

SUMMARIZED FINDINGS OF TRUEBLOOD'S STUDY

#1	441 - enrollment under 100		
#2	75 - enrollment over 100	#1	#2
Library is separate from the study hall		31	
Library is a part of the study hall		309	
Library is convenient to the study hall		434	153
Library is not convenient to the study hall		7	5
The school employs a librarian		9	31
The school does not employ a librarian		429	127
Book cases can be locked		183	
Book cases cannot be locked		254	76
Library has checking systems		283	153
Library does not have a checking system		53	12
Library uses a classification system		323	133
Library has no classification system		120	
School budget provides for library budget		306	125
School budget does not provide for library		134	21
Community may check books from library		189	140
Community may not check books from library		296	100
Median Number of Volumes added per pupil in 1930-31		\$ 1.19	\$ 0.71
Average No. of books per pupil in library		15.09	7.78
Money spent per pupil for library 1930-31		1.59	1.13

¹⁰Hunt attempted to determine the extent to which high-school libraries in Kansas were prepared to meet the reference-material needs of the different school departments.

¹⁰R. C. Hunt, "A Study of Reference Material in High School Libraries of Kansas" (unpublished master's thesis, University of Colorado, 1940), 30 ff.

He studied the number of books possessed, distribution of books among the various departments, the extent of library book duplication, and the number of reference books in the libraries deemed necessary by library authorities. In general, he found the high-school library in Kansas inadequate to meet the reference-material needs of the different high-school departments.

The studies cited above are typical of many others that have been completed throughout the United States. They show serious inadequacies in high-school libraries and point to the need for studies, such as this, concerning administrative practices relevant to high-school libraries.

Procedure and Scope of the Problem

The problem was formulated and well delimited. The most accurate and desirable method of obtaining necessary data pertinent to the problem was decided to be the interview technique. After an extensive study of the related literature available, a tentative information sheet was evolved. This was discussed with prominent local persons of the library and school professions, and their suggestions were considered and incorporated in the revised information sheet used in the interviews.

Letters¹¹ inviting cooperation in this study were sent to the superintendent, or principal, of each of the following cities:

¹¹See Appendix C.

Pittsburg
Fort Scott
Chanute
Iola

Parsons
Independence
Coffeyville
Columbus

A self-addressed postcard suggesting a time for interview was enclosed in each envelope. All cards were promptly returned and the interview appointments kept. Each interview was held in the superintendent's office except one. One school has a principal and no superintendent, so the interview was held in the principal's office. Data presented in Chapter II are those obtained and recorded on the information sheet during the interviews.

The study confines itself to the arbitrary boundaries of the S.E.K. League which includes eight south-eastern Kansas counties. The area was not too large to be a barrier in the acquisition of the data by interview, but it was sufficiently large for a study of this nature. The study was confined to the S.E.K. League, because it was felt that smaller schools probably would have a library situation which was too limited for a study of this nature. It was also felt that better administrative practices would prevail within the larger schools of the size constituting the League. The value of revealing the strong and weak points of the better practices lies in providing information which may serve as guiding principles for administrators in smaller schools.

The various schools have been designated as A, B, C, D, E, F, G, and H. To enable the reader to follow the pattern

of administrative practices prevailing in any single school, a letter designation consistently refers to the same school throughout the study.

Limitations of the Study

It is only fair to the reader that certain limitations which manifest themselves in this study be recognized and considered. The interview technique of obtaining data has certain limitations, and this study has been no exception. It is necessary to recognize, first, that as school administrators were interviewed, they tended to put their best foot forward, so to speak. The information which was obtained may have been slightly colored by the natural human tendency to report in a defensive manner which might obviously keep undesirable practices from the investigator.

An attempt was made to check on certain points covered with the superintendent by interviewing the librarian in the secondary-school library. As a result, it is felt that a high degree of validity and reliability has been attained in the data of this study.

Secondly, it should be recognized that the schools studied were few in number, a random sample of only a select local area, and that the type of data does not lend itself readily to statistical treatment.

Thirdly, the reader is not expected to assume the practices herein contained are all-inclusive; but, it is

believed the more important practices concerning the major areas affecting secondary-school library service are included.

Evolution of the Secondary-School Library

The first libraries in the United States, like the first schools, were private. They were privately owned collections by men such as Governor Winthrop of Connecticut, Reverend John Harvard, and others.¹² Harvard bequeathed his private library to Harvard College in 1638, and his collection, accepted by the college, became the first school library in America.¹³

The need for selected books, other than textbooks, in schools was recognized by educationally-minded men, like Governor Tompkins of New York, as early as 1812.¹⁴ The high-school library movement, however, had its inception when Governor DeWitt Clinton of New York recommended to the state legislature, in 1827, that a small library of books be placed in every public schoolhouse.¹⁵ As a result of his recommendation, state aid for school-district libraries became a reality in 1839.

A law, authorizing tax-payers in any school district of New York to tax themselves for the purchase and support of a

¹²C. C. Williamson, "Libraries--United States," Encyclopaedia Britannica, 14th edition, XIV, 122.

¹³C.F. McCombs, "Libraries--United States," The Encyclopedia Americana, XVII, 350.

¹⁴Vought, op. cit., p. 161.

¹⁵McCombs, op. cit., p. 357.

district library, was passed in 1835.¹⁶ Some men believed, if the people were allowed to tax themselves for the support of a library, the method would be an efficient means of promoting it. The clerk of the school district was the legal librarian and book custodian. He incompetently selected books on the basis of adult needs and gave little attention to the interests of children. Although the district was the unit of taxation, the library was in no sense a school library. Few district libraries were actually established, because permission to tax himself failed to appeal to the average citizen.¹⁷ The first attempt to establish public school libraries ended in failure, because there was no real librarian; no library building or room was provided; no system was provided for book accounting; and books were scattered and lost.¹⁸

After local initiative had failed, the state matched local funds raised for library purposes. State aid was to be used for three years to purchase district libraries, and for a short time the libraries flourished. After three years the small appropriations allowed were generally absorbed for other school purposes as the law provided when they were not

¹⁶Vought, loc. cit., p. 161.

¹⁷A. M. Wofford, "School Library Evolution," Phi Delta Kappan, XXII (February, 1940), 285.

¹⁸Vought, op. cit., pp. 161-62.

used for library purposes.¹⁹ Legislation passed during the period clearly indicated that libraries existed primarily to furnish information, and no conception of the recreational or inspirational functions was evident.

New York was the pioneer in the development of publicly supported libraries, but other states soon followed her example and passed legislation looking toward the establishment of libraries in school districts. Prior to and following the Civil War, the movement for school libraries suffered as did all educational endeavors. By 1876, legislation designed to promote the development of school libraries had been enacted in nineteen states.²⁰

Interest in school libraries was revived in 1876, and again stimulated in 1880, by enthusiastic speeches delivered by C. F. Adams, Jr., a man who was neither a librarian nor a teacher. Speaking before a group of Massachusetts teachers in the first instance, he called to their attention that no educational bridge existed between the school and the public library. Later, before the National Education Association of the United States, he mentioned the importance of the library in the school and the interdependence of the two.²¹

¹⁹Wofford, loc. cit., p. 285.

²⁰U. S. Office of Education. "Know Your School Library" (Office of Education Leaflet No. 56, Know Your School Series), Washington: Government Printing Office, 1940, p. 1.

²¹Vought, op. cit., p. 163.

The period, 1876 to 1900, saw efforts on the part of the public library to extend service to schools.²² Cooperative plans of maintaining school libraries jointly by boards of education and public-library trustees date back to this period. Patrons of the school realized more clearly the need for supplementing the school with the public library, and many of the libraries, instituted, were in conjunction with the schools.

Borden²³ attributed the rapid spread of libraries to several major factors. The changing conception of education and the realization that democracy depends on universal education probably were as significant as any factors in helping promote the library. The increased voting strength enabled the people to establish tax-supported libraries. New programs of reading and remedial work, resulting from newer ideas of education as opposed to the traditional textbook teaching, may possibly be attributed to the presence of books and materials supplied by the public libraries and the motivation for reading which they stimulated.²⁴

Table II depicts the rapid growth of libraries in public high-schools during the latter part of the nineteenth century and the first of the twentieth century.²⁵

²²Wofford, loc. cit., p. 285.

²³A. K. Borden, "Sociological Beginnings of the Library Movement," Library Quarterly, I (July, 1931), 280.

²⁴A. L. A. Committees on Post War Planning, op. cit., p. 5.

²⁵E. P. Greenman, "Development of Secondary School Libraries," Library Journal, XXXVIII (April, 1913), 185.

TABLE II

GROWTH OF PUBLIC HIGH-SCHOOL LIBRARIES

Year	Number of Libraries	
1890	Less than	2,500
1895		3,921
1900		5,211
1912		10,329

A school, established by Melvin Dewey at Columbia University, in 1887, for the training of librarians, was the first of its kind in the world.²⁶ Thirty such schools have been organized since then in the United States and Canada, indicating recognition of the need for trained librarians.

The first trained school librarian was employed in 1900, and with the advent of school librarians, a new concept evolved.²⁷ School libraries, prior to 1910, were primarily storage houses for books used to supplement reading for English classes. The library was considered a part of the school equipment at first, and later, it was considered an appendage which was quite dissociated from the other school activities. Although more than a quarter of a century elapsed before the modern school library began to have

²⁶The Columbia Encyclopedia, C. F. Fansley, Ed., p. 1039.

²⁷M. E. Hall, "Development of the Modern High-School Library," Library Journal, XL (September, 1915), 631; and McCombs, op. cit., p. 357w.

general acceptance, the need for over-all library service within the school became apparent.²⁸

Few formal statements of school library functions can be found prior to 1918, but those issued in the next decade reflect the seven cardinal principles of education. The library became more than a mere book collection and was regarded as a source of enrichment for the curriculum. It began to develop reading, study, and library habits which would be used after graduation from school. During the decade prior to 1930, efforts were made to establish regional standards for libraries. Martha Wilson, a pioneer in school library work, constructed a score card under the auspices of the Education Committee of the American Library Association in 1927. Accrediting associations conducted library surveys on the basis of her score card.²⁹

Paralleling the phenomenal growth of the high-school and the modern curriculum movement since the turn of the century was the growth of school libraries. The library, included in the report of the Commissioner of Education for 1900, was listed only as an item of school equipment as to the number of books. By 1936, it had so greatly increased in significance that the Biennial Survey of Education devoted a chapter of 195 pages to it.

²⁸Vought, op. cit., p. 162; A. L. A. Committee on Post War Planning, op. cit., p. 4; and McCombs, loc. cit., p. 357w.

²⁹Vought, op. cit., p. 164 and Wofford, op. cit., p. 287.

The library Service Division of the United States Office of Education, established in 1938, provided a specialist in school libraries, who was charged with definite responsibilities for the development of school library service.³⁰

The modern restatement of educational objectives has demanded a fusion of all school activities into a complete pattern of social and learning experiences. The library as an integral part of the school assumes educational responsibilities on an equal basis with the other departments.³¹ The new education, involving integrated curricula and improved methods of teaching, has made the library a necessity for every high-school. The importance of the school library in modern education is reflected in state laws and in regulations of state educational authorities and accrediting agencies.

Thus the evolving concepts of the library in the school have passed through three stages of development: (1) no library provision; (2) small classroom collections viewed as appendages, ornaments and mere book collections; and, (3) the stage where the library is the constantly used intellectual laboratory of the school.

The evolution of the high-school library in the United States has been synchronous with the development of the American educational system since the founding of the

³⁰ McCombs, loc. cit., p. 257w.

³¹ A. L. A. Committee on Post War Planning, op. cit., p. 6.

colonies. Although it has endured a bitter struggle to exist, it is becoming an accepted integral part of the high-school today. It may be anticipated confidently that the school library of the future will find a rightful place in education in its broadest interpretation.

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CHAPTER II

ANALYSIS AND EVALUATION OF ADMINISTRATIVE PRACTICES CONCERNING SECONDARY-SCHOOL LIBRARIES IN THE S.E.K. LEAGUE

Objectives

Library Objectives Stated by Library Science Writers.

The aims of the secondary-school library in modern education should be conducbly related to those of the secondary school. As an integral part of the secondary school, the library should contribute effectively to the attainment of the school's objectives.¹ Each school may have its own unique objectives; therefore, the objectives of the constituent libraries will vary accordingly.

Objectives for the secondary-school library have been formulated by professional groups and individuals. They may be summarized into the following convenient categories.²

1. Acquiring and making library materials accessible for informational and current school curricular needs.
2. Developing skill in the use of library facilities.
3. Providing reading guidance for leisure time, vocational purposes, and curricular needs.

¹L. F. Fargo, The Library in the School, p. 21; H. L. Cecil and W. A. Heaps, School Library Service in the United States, p. 21; and L. R. Wilson, "Relation of the Library to the Objectives of General Education," In National Society for the Study of Education. Forty-second Yearbook: Part II, The Library in General Education, p. 11

²A. L. A. Committees on Post War Planning, op. cit., p. 30; Fargo, op. cit., p. 22; and Cecil and Heaps, op. cit., pp. 21-35.

4. Encouraging recreational and informational reading.

5. Providing socializing and democratizing experiences.

6. Developing aesthetic appreciations.

7. Encouraging and inspiring a wide range of interests.

8. Developing permanent library habits.

9. Cooperating with school staff in carrying out the objectives of the entire school educational program.

10. Cooperating in providing an over-all library program for the community.

Secondary-School Objectives Stated by Administrators. To determine if the secondary-school administrators interviewed are thinking of the library in its fullest sense, it is necessary to study the objectives which they have given. Both the objectives of the secondary schools and the objectives of the secondary-school libraries must be examined. A summarized analysis of the secondary-school objectives stated by the administrators is depicted in Table III.

Schools "B", "F" and "G" appear to have administrators who think of the secondary school as more than subject-matter centers. There is evidence in the objectives given by those administrators that they feel the secondary school should prepare for life. Accordingly, it should inculcate those intangible qualities necessary for effective living and democratic citizenship.

TABLE III

OBJECTIVES FOR SECONDARY SCHOOLS IN THE
SOUTH-EAST KANSAS LEAGUE

Objectives for the secondary schools	Schools								Totals
	A	B	C	D	E	F	G	H	
Terminal education		x	x		x	x			4
College preparation	x	x	x		x	x			5
Developing good citizens for a democratic society		x				x	x	x	4
General Education	x		x						2
Developing proficiency in tool subjects						x			1
Giving students the knowledge they desire				x					1
Meeting the educational needs of youth	x					x			2
Developing well integrated personalities		x							1
Giving organized counsel and guidance to students						x			1
Developing permanent ideals and attitudes con- ducive to democratic living							x		1
Helping students to help themselves become eco- nomically independent							x		1
Totals	3	4	3	1	2	6	3	1	

The objective most frequently reported for the schools in the S.E.K. League is that of "college preparation." "Terminal education" for students not expecting to enter college and "The development of good citizens for a democratic socceity" are given by at least half of the school administrators reporting. Not more than two administrators stated the same additional single objective.

Secondary-school Library Objectives Stated by Administrators. Objectives stated for secondary-school libraries are presented in Table IV. An examination of the objectives given for the individual schools indicates that the majority of schools in the S.E.K. League are considering the secondary-school library as merely a place to house and dispense books to meet academic demands. One-fourth of the administrators indicate that the secondary-school library should cooperate with the school staff in carrying out the objectives of the entire educational program. Each school reported one of their objectives is "acquiring and making library materials accessible for informational and current school curricular demands." It is significant that there was practically no general agreement as to the other library objectives.

Schools "F" and "G" are the only schools that apparently consider the library an essentially integral part of the school. The administrator of school "C" conceives of the library as a materials' center where students are taught the necessary library skills. He believes in developing

TABLE IV

OBJECTIVES REPORTED FOR THE SECONDARY-SCHOOL LIBRARY

Objectives of the library in modern education	Schools							
	A	B	C	D	E	F	G	H
Acquiring and making library materials accessible for informational and current curricular demands	x	x	x	x	x	x	x	x
Providing reading guidance for leisure time, vocational, and curricular needs								
Developing skill in the use of library facilities			x				x	
Encouraging recreational and informational reading	x	x						
Providing socializing and democratizing experiences								
Developing aesthetic appreciations.								
Encouraging and inspiring wide range of interests								
Developing permanent library habits	x							x
Cooperating with school staff in carrying out the objectives of the educational program							x	x
Contributing to the professional growth of teachers								
Cooperating in providing an overall library program for the community								

permanent library habits which will transfer to adult life, and considers the library as an agency which should cooperate with the school staff in attaining the objectives of the educational program.

The objectives of school "F" are essentially the same as those of school "G", but the administrator of school "F" failed to mention the development of permanent library habits. He stated that the school library in his school system was the most valuable single department, because its function has a wider effect than any other single department.

It is significant to note here that not one of the administrators stated the secondary-school library should be a place where pupils developed aesthetic appreciations. No mention was made of the following: developing a wide range of significant interests; giving reading guidance for leisure time; vocational reading guidance; or, guidance for curricular needs. The library is not considered by the administrators to be a place for affording socializing and democratizing experiences to pupils. Statements of the administrators entirely neglected the idea that the school library should actively cooperate in providing an over-all library program for the community.

Evaluation of Secondary-School Library Objectives. An examination of the objectives for secondary-school libraries in the eight schools reveals that they apparently contribute little to the achievement of the stated secondary-school

objectives. The most prevalent objective stated for the library, "acquiring and making library materials accessible," coincides with the objective stated most frequently for the secondary-school, that of "college preparation." There appears to be practically no general agreement between other school and library objectives. It is apparent to the writer that superintendents, who seem to be thinking of the secondary school in more than a traditional, academic, narrow sense, tend to conceive of the library as more than just a room of informational books to be housed and dispensed. Objectives which administrators state for the secondary-school library are not as a whole in agreement with the objectives stated for the secondary-school library by authorities in the field of library science.

Viewed from the standpoint of criteria set up, it would seem that administrators do not have a clear conception of the place of the library in the school. While most of them appear to consider it an essential part of the school, they are not informed about the ways the library should function in helping the school attain the educational objectives.

Control, Support, and Organization

Accepted Principles and Practices

Sole control and support by the board of education is the most satisfactory form for secondary-school libraries.

This is indicated by the definite support which is given to

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the principle by library authorities and the predominate practice of secondary schools.³ Of the school libraries reporting to the United States Office of Education, in 1934-35, 96.5 per cent were controlled by the board of education and only one per cent by the public library board in the community. Cooperative arrangements of control existed in 2.3 per cent of the libraries, and 0.2 per cent were controlled by "other Boards."⁴

Practices of control may vary from sole control and support by the board of education to varying degrees of cooperative control. Libraries may be cooperatively controlled by the public library, public library board, regional library authorities, and the school board. The type of secondary-school library support and control existing in a community, today, may be due to the origin of the school library. Libraries originally established by the public library in the school may still be operating on a cooperative basis. These libraries which had their origin in the early district library, or were promoted first by the school, are more likely to be controlled by the board of education.

³A. L. A. Committees in Post War Planning, loc. cit., p. 30; Fargo, op. cit., p. 369; Joint Committee of the N.E.A. and A.L.A., Schools and Public Libraries Working Together in School Library Service, p. 9; Cecil and Heaps, op. cit., p. 312; and E. Stallman, "Governmental Forces Controlling School Library Service, In Nat'l Society for the Study of Education, Forty-second Yearbook, Part II, The Library in General Education, p. 226.

⁴U. S. Office of Education, "Statistics of Public-School Libraries, 1934-35," Biennial Survey of Education in the U.S., 1934-36, II, Chapter V (U.S. Office of Edu. Bulletin No. 2, 1937), 20.

Secondary-school libraries should be centrally organized.

Various stages in the evolution of school libraries in the United States have been pointed out in Chapter I.⁵ Of the three types of library organization, library authorities appear to agree on one as being most satisfactory.⁶ The consensus is well expressed by Davis, who states, "The desirability of a central library within a school is not questioned...."⁷

Practices Reported by Administrators and Their Evaluation

Control, Support, and Organization. One hundred per cent of the secondary-school libraries studied were found to be controlled and supported by the board of education. Each library was found to be satisfactorily organized as a centralized library forming the pivotal point of library service in the school.

Library Housing

Accepted Principles and Practices

The library should be provided in a separate central room which may adjoin the study-hall room.⁸ The library may

⁵Supra, p. 2¹.

⁶Cecil and Heaps, op. cit., p. 313; U. S. Office of Edu. "Know Your School Library," op. cit., p. 9; A.L.A. Committees on Post War Planning, op. cit., p. 32; and Joint Committee, op. cit., p. 37.

⁷Hazel Davis, "Co-operative Relationships Between Schools and Public Libraries," In Nat'l Society for the Study of Education. Forty-second Yearbook, Part II, The Library in General Education, p. 237.

⁸N.E.A., Standard Library Organization and Equipment for Secondary Schools of Different Sizes, p. 24; and Fargo, op. cit., pp. 303 and 309.

be centrally organized and yet improperly housed. The library may be housed in a room adjoining the study hall, in a separate central library room, or combined with the study hall in the same room. It may be separated from the study hall by a railing or a glass partition. The importance of proper and adequate housing has been stated as follows:⁹

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

Although the earlier library literature revealed much controversy relative to housing the library in the study hall, recent writers largely agree it is an unsatisfactory plan. The library study-hall combination is undesirable, psychologically unsound, and presents many problems to the librarian.

At least one conference room and one workroom should be provided for every secondary-school library.¹⁰ This provision is necessary to facilitate the work of the librarian and to more efficiently serve the pupils' needs. The librarian has the technical work of processing books into the library and of caring for them properly after they are in the library. He needs proper working space. If the library is a socializing

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

¹⁰Joint Committee, op. cit., p. 12; Fargo, op. cit., p. 211; A.L.A. Committees on Post War Planning, op. cit., p. 25.

agency, conferences will be held between librarian and teachers or pupils. Students making laboratory use of the library may desire to confer with one another in groups, and adequate conference space should be provided.

The library should be large enough to accommodate the largest class in the school. In the modern secondary school where entire classes may desire to make laboratory use of the library, sufficient library space is essential. It should accommodate the largest group free at any one time to use it during school hours.¹¹

Housing Practices Reported by Administrators

Library Rooms. The library is combined with the study-hall in four schools, in a room adjoining the study-hall in two schools, and in a separate central library room in two schools. No school library was found to have adequate provision for auxiliary rooms. Two libraries have a workroom and no conference room, and one library has a conference room but no workroom. Another library is provided with two conference rooms and no workroom, and one has an extra reading room.

Superintendents in four schools feel that their library will sufficiently accommodate the largest group that is free to use the library at any one time during school hours. The remaining four schools provide insufficient space for the

¹¹N.E.A., op. cit., p. 12.

accommodation of students who may be sent by teachers to make laboratory use of the library during school hours.

Evaluation of Housing Practices

An evaluation of administrative practices concerning library housing is shown in Table VI. One-half of the schools provide for satisfactory housing and space, but no school provides for necessary conference and workrooms. Two-thirds of the administrative practices concerning housing in schools of the S.E.K. League are unsatisfactory and one-third are satisfactory.

TABLE VI

EVALUATION OF ADMINISTRATIVE PRACTICES CONCERNING LIBRARY HOUSING

Administrative Practices in Schools of the S.E.K. League	Number of Schools	
	Satis- factory	Unsatis- factory
Provision for library housing	4	4
Adequate provision for auxiliary rooms	0	8
Sufficient library space provided to accommodate the largest group of students using the library at one time	4	4

Accessibility

Accepted Principles and Practices

The library must be open long enough before and after school to permit teacher and student use. If the library is to be used, provision must be made for it to be available when teachers and students are free to use it. Adequate time for use of the library during school hours may not be available for all teachers or students. Therefore, provision should be made for the school library to be open at least fifteen minutes before school opens in the morning, during the noon hour, and at least one hour after the formal closing of the school day.¹² The time required may vary with the local situation and the demand upon the library. It may be desirable to have the library open longer than hour after school.

To avoid over-crowding the reading room by conflicting attempts to use it, class use may be scheduled. When the library is functioning to its maximum capacity, entire classes will be brought to the library. If teachers are widely using the library in this manner, it will necessitate the construction of a working schedule to insure classes accessibility at a given time.¹³

¹²Joint Committee, op. cit., p. 14; N.E.A., op. cit., p. 18; and Fargo, op. cit., p. 110.

¹³A. M. Currin, "Internal Organization and Administration," In National Society for the Study of Education. Forty-second Yearbook, Part II, The Library in General Education, p. 263; and Fargo, op. cit., p. 91.

Blocks of books pertaining to a particular subject should be loaned to individual classrooms. Because the library is centrally organized or housed does not imply that no library books should be housed and used in the classrooms. Effective library service provides that books are loaned to individual classrooms for use there. A plan of this nature makes library materials accessible to students and teachers where it is inadvisable to have the entire class go to the library.¹⁴

The location of the library in the secondary-school building should be near the main arteries of traffic. The exact location of the library will depend upon the local situation, and it is impossible to state a rigid rule for locating the library suite. It should be planned as a unit with auxiliary rooms easily accessible to students and located away from noise-creating activities.¹⁵ The top of a building, out of way wing, between stair cases, or rooms equipped with extensive plumbing, or the end of a corridor are unsatisfactory locations. Location of the library should provide for future expansion and be in proximity to the main arteries of traffic. The former theory advocating that the library be centrally located on the second floor front of a two or three-story building can now be considered only in relation to the other considerations enumerated above.

¹⁴Joint Committee, op. cit., p. 10; U. S. Office of Education, "Know Your School Library," op. cit., p. 8.

¹⁵Fargo, op. cit., pp. 204-6; and Currin, op. cit., pp. 253-54.

Practices Reported by Administrators

Scheduling the library for Class Use and Provision for Classroom Loans. Groups of students and entire classes are scheduled to make laboratory use of the secondary-school library in four schools. Scheduling is done by verbal arrangement between teacher and librarian in those schools rather than through the principal's office. Books are freely loaned to individual classrooms in seven schools. One superintendent reported that he did not know what the practice was concerning loans to classrooms in his school.

Library Hours. An important consideration is how much time the library is open for student and teacher use. Table V depicts very well the existing practices concerning the libraries studied.

TABLE VI

TIME THE LIBRARY IS OPEN OUTSIDE REGULAR SCHOOL HOURS

School	Before classes begin	After classes cease	Noon hour	Total time the library is open outside regular school hours
A	30 min	60 min	open	90 min plus noon
B	0 "	0 "	closed	0
C	20 "	75 "	open	95 min plus noon
D	15 "	30 "	open	45 " " "
E	0 "	85 "	open	85 " " "
F	10 "	80 "	closed	90
G	30 "	20 "	open	50 min plus noon
H	0 "	75 "	open	75 " " "

Five libraries are open long enough after school, before school, and during the noon hour to enable students and teachers to make adequate use of the facilities. Each library appears to be well located in respect to the building or buildings.

Evaluation

Administrative practices concerning the accessibility of the library and its materials to students is presented in Table VII. Seventy-five per cent of the administrative practices found in schools of the S.E.K. League concerning making the library and its materials accessible are satisfactory. Twenty-two are unsatisfactory and three per cent are undetermined.

TABLE VII

EVALUATION OF ADMINISTRATIVE PRACTICES CONCERNING THE ACCESSIBILITY OF THE LIBRARY AND ITS MATERIALS

Administrative Practices in Schools of the S.E.K. League	Number of schools	
	Satis- factory	Unsatis- factory
Provision for individual classroom loans*	7	0
Provision for adequate library hours outside school hours	5	3
Provision for scheduling classes to make laboratory use of the library	4	4
Location of Library in the building	8	0

*One administrator did not know the practice in his school.

Relations of Secondary-School Library and Public Library

Accepted Principles and Practices

Teachers should use public library materials in their teaching. By using the public library in teaching, teachers will facilitate the transfer of school library habits and skills to the public library.¹⁵ Teachers must use the public library in addition to the school library to a range for class needs if library habits and skills are to be of lasting duration and permanent value. They should thoroughly familiarize themselves with the resources of the public library and be prepared to help their pupils use them.

The school should actively cooperate with the public library in rendering service to the youth of the community. Both should serve the community youth and supplement each other in providing library materials. The existence of a public library in the school district does not imply that the school and public libraries duplicate the services of each other. One should not operate oblivious to the functions of the other. The school library will become increasingly effective as cooperative arrangements are made between the two libraries for school use of public library services.¹⁶

¹⁵Davis, op. cit., p. 232.

¹⁶W. B. Linderman, "The School Librarian," In National Society for the Study of Education, Forty-second Yearbook; Part II, The Library in General Education, p. 149; H. Davis, op. cit., p. 232; U. S. Office of Education, "Know Your School Library," op. cit., p. 14; Joint Committee, op. cit., pp. 14 and 53; and A.L.A. Committees on Post War Planning, op. cit., p. 24.

Cooperative planning between libraries can result in more effective material collections and better service for both libraries. The relationship between the school and public library has not been exhaustively studied, but writers have expressed meager opinions regarding it.

School and public libraries may cooperate to provide essential library training, assistance, and service to community youth in several ways. Cooperation should take the form of reference and lending service rather than the administration of school libraries by the public library. Suggestions given by writers for ways the two libraries may cooperate have been summarized.¹⁷

The school librarian should act as a clearing house for teachers' requests from the public library. Teachers may arrange for their individual class needs with the public librarian, or cooperative arrangements designed to facilitate securing public-library materials for class use may be worked out as a school policy. Although more study is needed concerning the best arrangement, available information indicates that the most satisfactory practice is for the school librarian to act as a clearing house for teachers' requests.¹⁸

¹⁷Cecil and Heaps, op. cit., p. 312; Joint Committees, op. cit., pp. 46-7; Fargo, op. cit., pp. 381-2; U. S. Office of Education, "Know Your School Library," op. cit., p. 15; and H. Davis, op. cit., pp. 230-1; and infra, p. 43.

¹⁸Fargo, op. cit., p. 79.

Under this plan the librarian serves as a clearing house for teachers' requests and is held responsible for obtaining and returning public-library materials.

Practices Reported by Administrators

Teachers' Use of the Public Library. Superintendents' estimates of the effectiveness, with which their teachers are using the public library to provide for their class needs may be summarized as follows: Poor--one school; Fair--four schools; and Good--three schools.

School and Public Library Cooperation. Six school libraries are reported to be actively cooperating with the public library in rendering service to the school youth. Two schools report no cooperation between school and public library.

One school administrator, who reported no school policy existed for active cooperation with the public library, said that some voluntary cooperation existed between school and public librarians. The cooperation in that school is a result of the efforts of their well-trained librarian. The other school administrator reporting no cooperative plan between the school and public library meant just that. There is no visible evidence that the school librarian is in any way interested in cooperating with the public library in that community. The administrator does not fully consider

the school library as an integral part of the school system, so he has given no attention to possible cooperative services that might be in the offing.

Table VIII shows the ways which the school and public libraries are cooperating in the S.E.K. League to give a more complete program of library service to school youth. Cooperation manifests itself in various ways in the schools studied. Use of the public library is encouraged in the majority of schools. Librarians frequently visit the public library to ascertain whether proposed book recommendations unnecessarily duplicate those of the public library in five instances. Other ways of facilitating cooperation between the two libraries are found to appear less frequently. School "F" appears to be doing more active cooperating with the public library than the other schools. The administrator of that school is library conscious and has done much to maintain cooperative relations.

The School Librarian as a Clearing House for Materials.

The school librarian is reported to be the clearing house for teachers' requests for public library materials to be used for class use in one school. Teachers personally arrange for their individual needs with the public librarian in the remaining schools if they desire to use public library materials.

TABLE VIII

WAYS OF SCHOOL AND PUBLIC LIBRARY COOPERATION

Ways of Cooperation with public libraries	Schools								Total
	A	B	C	D	E	F	G	H	
Class-groups are permitted to visit the public library during school hours		x	x			x			3
Library materials are exchanged freely between the two libraries					x				1
Public library officials are invited to attend teacher meetings			x						1
Public library is notified of school reference assignments			x		x	x			3
School librarian is notified of new material in the public library	x	x				x			3
School librarian visits the public library to ascer- tain whether proposed book recommendations will unnecessarily duplicate those of the public library	x	x				x	x	x	5
School librarian encourages use of the public library	x	x	x		x	x	x	x	7
Joint Book Week observance							x		1
Students are encouraged to obtain and use public library cards							x		1
Public librarian explains to teachers how she can be of service to them			x						1
Totals	3	4	5	0	3	5	4	2	

Evaluation

Practices concerning school library and public library cooperation are evaluated in Table IX. Of the six schools reporting a form of school and public library cooperation, one has satisfactory practices, two have fair, and three have such limited cooperation that it is considered as negligible. In general, cooperation between school and public libraries in the schools of the S.E.K. League is devoid of organized systematic planning.

Approximately 47 per cent of the administrative practices concerning public and school library cooperation in the schools of the S.E.K. League appear to be unsatisfactory. Thirty-four per cent appear satisfactory and 19 per cent fair.

TABLE IX

EVALUATION OF ADMINISTRATIVE PRACTICES CONCERNING SCHOOL LIBRARY AND PUBLIC LIBRARY COOPERATION

Administrative Practices in schools of the S.E.K. League	Number of Schools		
	Satis- factory	Fair	Unsatis- factory
Teachers' use of the public library for class needs	3	4	1
School library actively cooperates with the public library	6		2
School and public library manner of cooperation	1	2	5
School librarian is clearing house for teachers' requests for materials from the public library	1		7

Financial Administration

Accepted Principles and Practices

The librarian, principal, and supervisor of libraries, if there is one, must cooperate with the superintendent in preparing the budget for library materials.¹⁹

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

A special provision should be made in the library budget for encyclopedia replacements at least every five years in addition to the normal library-materials appropriation.²⁰

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

¹⁹Cecil and Heaps, op. cit., p. 314; and Fargo, op. cit., p. 248.

²⁰A.L.A. Committees on Post War Planning, op. cit., p. 23.

A library appropriation of at least \$1.50 to \$2.00 per pupil is necessary for smaller schools with enrollments less than 500 students. Schools with over 500 students need at least \$1.25 to \$1.50 per pupil.²¹

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

Special supplies, printed materials, replacements, binding and repairing, and supplementary textbook expenses may properly be taken from money appropriated for library materials.²²

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

²¹Ibid., p. 32; A. T. Eaton, "Book Selection for the School Library," In National Society for the Study of Education, Forty-second Yearbook; Part II, The Library in General Education, p. 166; and Southern Association of Colleges and Secondary Schools, "Standards of the Commission on Secondary Schools" (effective 1948-49), p. 9.

²²Fargo, op. cit., p. 247; A.L.A. Committees on Post War Planning, op. cit., p. 31; and N.E.A., op. cit., p. 24.

The salary of the school librarian should be budgeted as an item of the instructional staff. Practices vary from state to state. Placing the library appropriation under "auxiliary agencies" is a result of the earlier conception of regarding the school library as an appendage to the school. Until administrators become more library minded, the separate library appropriation section may insure that there will be an appropriation for the library. If the appropriation were submerged in other general divisions of the budget, possibly the library would not receive as much financial support as it does today.

Money appropriated for library materials should never be used for other school needs.²³ If the librarian is to build balanced book collections and to do long-term planning in supplying school library needs, he must be assured a stable budget. When administrators use library money for other school needs, the librarian cannot be assured an adequate or stable appropriation. Money budgeted for library purposes should be segregated so it will not be used for other school needs. Although Kansas school law permits the administrator to do so, he should never expend library budget appropriations in the undesirable manner aforesaid.

²³N.E.A., op. cit., p. 157; A. M. Currin, "Internal Organization and Administration," In National Society for the Study of Education, Forty-second Yearbook; Part II, The Library in General Education, p. 267; and Fargo, op. cit., p. 248.

A contingent fund kept at the immediate command of the librarian should be provided.²⁴ There are many small items such as thumb tacks, scotch tape, etc. that a librarian will need occasionally. Small recently published pamphlets costing a few cents may be wanted, and such a fund will provide for obtaining the small miscellaneous items.

Money should be collected for lost books. The desirability of collecting fines may vary with the local situation.²⁵ Some writers do not agree on the advisability of collecting fines for over-due books on the basis that it penalizes the parents instead of the student. Others believe a financial penalty is more impressive to the majority of people than other methods of penalizing.

Practices Reported by Administrators

Preparation of the Library Budget. The varied practices of determining the appropriation for library materials for each school is shown in Table IX. It is significant to note that the classroom teachers, librarian, principal, and superintendent cooperatively participate in determining the library budget appropriation in only one school. The librarian participates in library budget preparation in every school.

²⁴Fargo, op. cit., p. 329.

²⁵Ibid., p. 317.

TABLE X

PARTICIPANTS IN LIBRARY BUDGET PREPARATION

Persons Participating	Schools								Totals
	A	B	C	D	E	F	G	H	
Librarian	x	x	x	x	x	x	x	x	8
Classroom teachers			x	x	x	x			4
Principal		x		x		x		x	4
Superintendent	x	x	x			x	x		5
Auditor		x							

Classroom teachers and principals also participate in one-half of the schools. The superintendents of five schools actively participate in determining the amount of the library budget appropriation. Three administrators rely on the combined recommendation of a competent librarian and principal. In each school the library budget is approved by the superintendent before presentation to the board of education.

Provision for Occasional Encyclopedia Replacements.

Special library budget provision is made occasionally by five administrators to cover encyclopedia and dictionary replacements. Three of the five administrators make the provision as need arises, and two make it every four to six years. One administrator never makes provision for increased appropriation to cover those expensive replacements, and they are

purchased from the library-materials money. Two administrators charge dictionary and encyclopedia replacements to parts of the general budget as need arises for them.

Amount of Per Pupil Library Budget Appropriation. Table XI reveals variation concerning the average amount of library funds budgeted and expended per pupil for library materials.

TABLE XI

AVERAGE PER-PUPIL BUDGET ALLOTMENT AND EXPENDITURE

Average for the last four years	Schools							
	A	B	C	D	E	F	G	H
Enrollment	584	686	629	523	1340	354	865	777
Per pupil budget allotment	\$1.89	\$2.04	\$1.59	x	\$1.03	\$1.13	\$1.25	\$0.62
Per pupil expenditure	\$1.06	\$1.32	\$1.41	\$1.07*	\$0.67	x	\$1.38	\$0.62

(x) Data not available.

(*) Data available for the last three years only.

Per-pupil library appropriations range from \$0.62 to \$2.04. The larger schools tend to have the smallest per pupil expenditures. The figures in the above table are the averages for the years of 1944-45 to 1947-48 inclusive.

As reported, the schools are spending less than the amount of money budgeted for library materials. Only one school expended the total library appropriation, and that

school has the lowest per-pupil allotment for library materials. If the superintendents are not spending the library appropriation for other school purposes, the schools as a whole are not expending the total library materials allotment.

Uses of the Library Appropriation. The purposes for which library appropriations are expended are important. It is necessary to determine whether proper items are being purchased from the library materials appropriation. If the money is being improperly expended for unjustified items, it cannot be used for other essential materials.

Investigation revealed that no appropriation for library materials is expended for salaries of professional library staff or student assistants, new equipment, janitorial service or audio-visual materials. Table XII shows the items which are purchased from the library-materials' appropriation in each school. One school charges supplementary textbooks to the library fund instead of placing the cost under the instructional division of the general budget.

Using Library Appropriations for Other School Needs. Six administrators report money budgeted for the library is never used for other school needs. Two administrators report the money is "sometimes" used for other school purposes. One administrator said that it was not his practice to use library money for other school needs, but that he would do so if the need warranted it.

TABLE XII

ITEMS PURCHASED WITH LIBRARY MATERIALS APPROPRIATIONS

Items purchased	Schools								Totals
	A	B	C	D	E	F	G	H	
Special library materials	x				x				2
Supplementary textbooks				x					1
Printed materials, i.e. books, periodicals, etc.	x	x	x	x	x	x	x	x	8
Binding and repairing books and periodicals	x				x	x			3
Replacements			x		x	x	x		4

Contingent Fund. Seven school librarians have a contingent fund at their command. The one school not having a contingent fund for the librarian is one in which the fine and lost book money is turned over to the central business office.

Collection of Fines. Money is collected from pupils for lost books and fines for overdue books in all the schools. Seven schools provide that the librarian keep fines and money collected for lost books. One librarian saves the money until she has enough to provide new metal book shelving and other internal improvements for the library. Two librarians report the collected money is used for replacements. One school superintendent requires the collected money for fines and lost books to be turned over to the central office where it is kept and accounted for.

Evaluation of Financial Practices

Table XIII shows the evaluation of administrative practices concerning the financial administration of the library. In general, the secondary-schools studied are not providing adequate per-pupil budgets for library materials. Cooperative planning of the library appropriation was also found to be lacking in a majority of schools. Two of the three schools budgeting the desired amount for library materials are expending an adequate amount.

Seventy per cent of the administrative practices concerning the financial administration of secondary-school libraries in the S.E.K. League appear satisfactory according to the standards of library authorities. Thirty per cent appear unsatisfactory according to the accepted standards.

Purchasing and Acquiring Library Materials

Accepted Principles and Practices

Book selection should involve the combined cooperation and participation of the school librarian, principal, teachers, study-hall librarian, and pupils.²⁶ The practice of selecting library books may be responsible for the extent to which pupils and faculty use them. Human beings are much

²⁶ E. M. Witmer, "Library Service at the Secondary School Level," In National Society for the Study of Education, Forty-second Yearbook; Part II, The Library in General Education, p. 65; A.L.A. Committees on Post War Planning, op. cit., p. 20; Eaton, op. cit., p. 168; Southern Assn. of Colleges and Secondary Schools, op. cit., p. 7; Joint Committee, op. cit., p. 12; and J. Gardiner and L. B. Baisden, Administering Library Service in the Elementary School, p. 65.

TABLE XIII

EVALUATION OF ADMINISTRATIVE PRACTICES CONCERNING
LIBRARY FINANCE

Administrative practices in schools of the S.E.K. League	Number of Schools	
	Satis- factory	Unsatis- factory
Preparation of the library budget	1	7
Providing increased appro- priations to cover the cost of encyclopedia and dictionary replacements	6	2
Provision for adequate library budget	3	5
Uses of library materials appropriations	8	0
Use of library appropriations for other school needs	6	2
Contingent fund provided for use by the librarian	7	1
Collection of fines and money for over-due books	8	0

more interested in the things in which they participate.

Making book selection a cooperative affair by those who anticipate using them is one of the best ways of guaranteeing their use after they are purchased.

Funds from the book budget should be available throughout the school year and need not be expended at one time.

The librarian, like the teacher, cannot predict interests and needs a half a year in advance. For that reason he cannot

buy library books to the best advantage if purchases are made only once, or twice, a year. Some schools place the bulk of the annual book order in the spring and leave an unexpended balance sufficient to meet special demands during the year. Provision should be made to order as needs arise during the year.²⁷ Spacing book orders throughout the year will enable the librarian to build a book collection which meets the school demands as they arise.

It is generally undesirable to purchase books from traveling salesmen.²⁸ Books may be purchased from the publishers, local book dealers, jobbers, and traveling salesmen. Ordering all books from the publishers increases the clerical work of placing orders. Considering the saving on clerical work in ordering from jobbers and the possible economy in ordering from publishers, there is no outstanding difference between the two. Sometimes local pressure requires that books be purchased through a local dealer.²⁹ If the superintendent places orders from traveling salesmen, he should first consult with the librarian.

Receiving bids on book orders for secondary schools as a rule is not good library practice.³⁰ The lowest bid is not necessarily the most economical. Little or nothing is saved

²⁷Fargo, op.cit., pp. 260-1; A.L.A. Committees on Post War Planning, op. cit., p. 23; and N.E.A., op. cit., p. 24.

²⁸Fargo, op. cit., p. 262.

²⁹Statement by O. Nation, personal interview, December 9, 1948.

³⁰Fargo, loc. cit., p. 261.

through the formality of bids; and, if they are not very carefully checked, substitutions and other undesirable practices will prevail on the part of bidders. Dealers' discounts usually amount to more than savings through bids.

Magazine subscriptions extending more than twelve months should be resisted since annual revaluation for school purposes is essential. The best length for magazine subscriptions appears to be nine to twelve months. Magazines bound for future use should be subscribed to on a twelve-month basis. Magazines play a major role in our secondary schools, today, in furnishing current news and topics of general educational value. Magazines taken must be appropriate to the interests and abilities of the pupils who will use them.³¹ The magazine subscription list must be constantly revised to keep abreast with the nature of the student body. This cannot be done when subscriptions are made to run several years at a time.

Magazine agencies are considered better than local agents and usually are more economical for magazine subscriptions.³² Magazine subscriptions may be placed with local agents, magazine agencies, publishing companies, and jobbers. It is more satisfactory for secondary schools to purchase magazines from magazine agencies rather from the publishers.

³¹Fargo, op. cit., p. 265; L. K. Martin, Magazines for School Libraries, 1946, p. 14.

³²Fargo, loc. cit., p. 265; O. Nation, op. cit.

It is more economical, financially, and they are better equipped to handle the business concerning placing subscriptions, missing copies, duplicate copies, and alterations for defective copies than school clerks or local agents. Ordering from publishing companies involves much clerical work, because a separate order must be made for each magazine.

Library equipment should be purchased from standard library equipment houses. Library equipment may be ordered from standard library-equipment houses, local furniture dealers, other schools, or built by local carpenters. Building specifications for library equipment are standardized to give the most satisfactory library service. The local carpenter or janitor may not be aware of the features in equipment which render it most effective in the library. Items of library equipment from firms specializing in their manufacture assure correct dimensions and excellence of construction.³³

All gift books should be evaluated before being placed in the library. School libraries are sometimes recipients of the old book collections of interested lay donors. Many books, that are donated to a school library, are old. Books of this nature should be evaluated before being placed in a school library. School libraries usually have enough old obsolete, antiquated books on the shelves without adding more.

³³ Ibid., p. 224.

All books, old or new, presented to the library as a gift should be subject to discriminating evaluation before being processed into the library. Special interest groups sometimes circulate ideas by giving away books. All may not be satisfactory for use in the secondary-school library.³⁴

Orders for library materials should be placed through the central business office. In most secondary schools the librarian does not have adequate clerical help and time to place orders and carry on necessary correspondence with the companies selling library materials.³⁵ Basic principles of good school business administration requires that orders for materials be placed by the central business office.

Practices Reported by Administrators

Book Selection. Figure 1 shows the number of schools in which various persons cooperate in library book selection. Teachers and librarians participate in library book selection in all secondary schools studied. Teachers, librarian, pupils, and student assistants are found to participate in book selection in one school.

Classroom teachers and the librarian participate in the book selection of four schools. Pupils, classroom teachers, and the librarian select library books in four schools. No

³⁴Fargo, op. cit., p. 261.

³⁵Statement by Julia (Ross) Christie, personal interview, December 7, 1948.

Persons recommending
Library Books

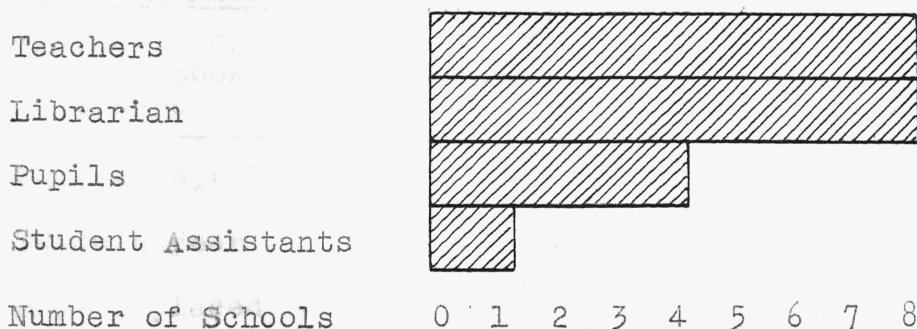


Figure 1. Persons Participating in Book Selection

school reports that the librarian alone selects the library books, but some of the librarians report a small per cent of actual faculty participation.

Spacing Book Orders. The practice of spacing book orders is, indeed, an important consideration. If the policy is to expend the library book appropriation at once, the librarian will be unable to take advantage of book sales and prepublication discounts. Demands for materials occurring during the year cannot be met. Table XIV shows the practice of spacing book orders as found in the schools of this study.

The bulk of the book order is placed once a year, usually in the spring, by half of the schools. The appropriation is not expended at once, and additional orders are placed as need arises during the year.

Three schools place no bulk order but order throughout the year as need arises. One school places book orders only

TABLE XIV
SPACING BOOK ORDERS

Frequency of Placing Book Orders	A	B	C	D	E	F	G	H	Totals
Once a year									0
Twice a year	x								1
Orders placed as need arises		x	x	x	x	x	x	x	7
Bulk of the book order placed at one time					x	x	x	x	4

twice a year--once in the spring and once in the late fall.
A total of seven schools place book orders as need arises.

Sources of Book Purchases. Books are ordered for the secondary-school libraries from several sources. Figure 2 shows the number of schools ordering from the various sources. It also shows the number of schools using various practices of ordering books

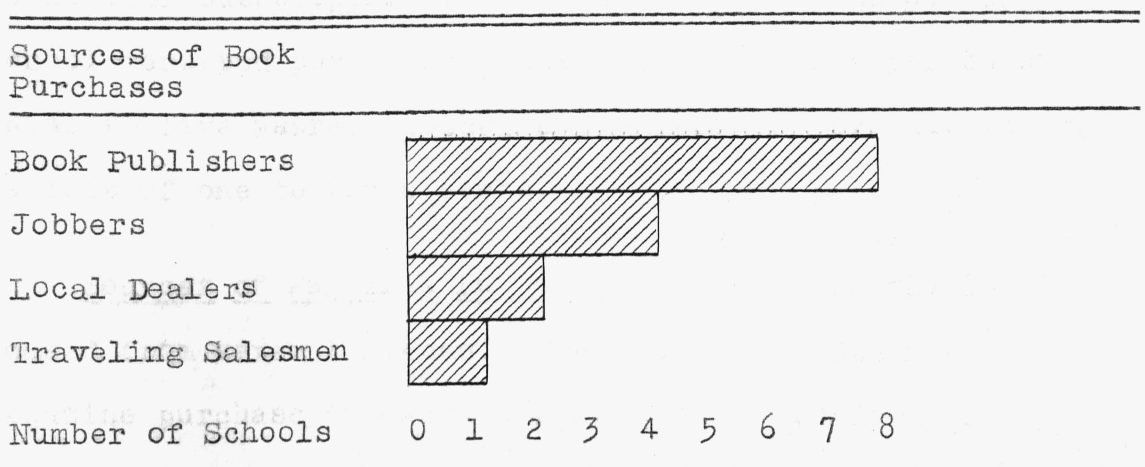


Figure 2. Sources of Library Book Purchases

Eight schools purchase books from the publishers. Four schools purchase books from jobbers in addition to publishers, and four do not. Two purchase from local dealers and one school purchases books from traveling salesmen.

The practice in one school is to purchase books from book publishers, jobbers, local dealers, and traveling salesmen. Books are purchased from local dealers, jobbers, and publishers in two schools. Four schools purchase books from both jobbers and publishers, and four purchase only from publishers.

The undesirable practice of purchasing books from traveling salesmen was found to exist in only one school.

Receiving Bids on Books. Four schools receive competitive bids on books and four do not. One school reported competitive bids are received on the one large order in the spring, but not on orders placed as need arises during the year.

Length of Magazine Subscriptions. Six schools report periodical subscriptions on a twelve-months basis. One school reported periodical subscriptions for a period of three to five years; another subscribes to periodicals for periods of one to three years.

Sources of Magazine Purchases. Magazines may be purchased from several places. The practice concerning the magazine purchase of each school is shown in Table XV.

TABLE XV

SOURCES OF PERIODICAL PURCHASES

Sources of Purchase	A	B	C	D	E	F	G	H	Totals
Local Agents		x			x	x	x	x	5
Magazine Agencies			x		x	x			3
Publishing Companies				x			x		2
Jobbers	x		x						2

Two schools purchase periodicals entirely from local agents. Two schools purchase periodicals from both local agents and magazine agencies. One school purchases periodicals entirely from publishing companies. This necessitates preparation of individual orders for each periodical ordered. One school purchases solely from jobbers, one from magazine agencies and jobbers, and one purchases from local agents and publishing companies. Five schools purchase periodicals, entirely or in part, from local agents. Three schools purchase in part from magazine agencies.

Sources of Library Equipment Purchases. Library furniture and equipment is purchased by five schools from standard library and equipment houses. Two schools report that in addition to purchasing equipment from standard library equipment houses, they employ carpenters or industrial arts pupils

to make needed equipment. Observation revealed many pieces of equipment made by local carpenters in these two schools. One school reported it had not purchased new furniture or equipment and was not sure where equipment would be obtained if it were to be acquired.

Placing orders for Library Materials. The central business office places orders for library materials and supplies in six schools. Two school librarians have the extra duty of placing orders for library materials direct from the library.

Gift books are evaluated by six schools before they are processed into the library and made accessible to students. Two schools make no attempt to evaluate gift books donated to the library.

Evaluation

Table XVI shows an evaluation of the administrative practices concerning the purchase and acquisition of library materials.

The recommended plan of cooperative library-book selection, involving the participation of teachers, librarian, study-hall librarian, principal, and pupils, was not found in any school. A fair degree of teacher, librarian, and pupil cooperation was found in four schools, and acceptable cooperation apparently did not exist in the other four schools. In general, 64 per cent of the administrative

TABLE XVI

EVALUATION OF ADMINISTRATIVE PRACTICES CONCERNING
ACQUISITION OF LIBRARY MATERIALS

Administrative Practices in schools of the S.E.K. League	Number of Schools	
	Satis- factory	Fair Unsatis- factory
Cooperative Book Selection	4	4
Sources of Book Orders	7	1
Spacing Book Orders	7	1
Receiving Bids on Book Orders	4	4
Length of Periodical Subscriptions	6	2
Sources of Magazine Orders	5	3
Sources of Library Equipment Purchases*	5	2
Method of Placing Orders for Library Materials	6	2
Evaluation of Gift Books	6	2

*One superintendent did not know where he would buy library equipment.

practices concerning the acquisition of library materials in the S.E.K. League schools seem to be satisfactory, 29 per cent unsatisfactory, and 5 per cent only fair. Two per cent are undetermined as the administrator could not report the practice in one school.

Administration of Library Personnel

Accepted Principles and Practices

To provide a minimum type and quality of library service in the secondary school, a minimum sized library staff as one factor is necessary.³⁶ Factors affecting the number of library personnel are school enrollment, library attendance, circulation, book selection activities, philosophy of the school program, and use of books and libraries in the school program. Others are the program of library instruction, amount of library activity involved in school assignments, and whether the library functions as a study hall. Standards of the past have been numerical in nature. They have played a prominent part in providing for more adequate school library staffs, but limitations of making the size of the staff too largely dependent upon enrollment alone, to the exclusion of other important factors, are inherent. It is impossible to state a fixed numerical standard which will be applicable for all schools of the same enrollment. There must be an adequate number of personnel employed to organize and carry out the technical routine processes conducive to efficient school library service. The number and kind of personnel employed the library has a direct relationship to the kind and quality of school library service in the secondary school.

³⁶ A.L.A. Committees on Post War Planning, op. cit., pp. 17, 32, 41; Southern Assn. of Colleges and Secondary Schools, op. cit., p. 9; N.E.A., op. cit., p. 18; Fargo, op. cit., pp. 104-5; and H. H. Hicks, "The Junior High School Library," In A.L.A. School Libraries Committee School Library Yearbook Number Five, p. 77.

For minimum service, schools with enrollments of 200 to 500 pupils should employ a full-time librarian and provide part-time clerical assistance. Schools with 500 to 1,000 pupils should have two trained librarians and part-time clerical assistance, or one trained librarian and full-time clerical assistance. Schools with 1,000 to 1,500 students enrolled should have two trained librarians and clerical assistance.

The secondary school librarian should be a college or university graduate with at least twenty-four hours of library science. The work in library science may be an undergraduate major or work completed on the graduate level. It is highly commendable that he shall have had professional educational courses and some teaching experience in addition. The success and maintenance of efficient school-library service depend upon the extent to which the librarian is prepared. Various writers have not agreed precisely what the preparation should be; therefore, a conservative conclusion based on the thinking of authorities has been stated.³⁷

The superintendent should select the library staff. He is better qualified than any one else because of his professional preparation, educational experience, and position of educational leadership.³⁸ Principles of good school administration dictate

³⁷A.L.A. Committees on Post War Planning, op. cit., p. 18; N.E.A., op. cit., p. 16; U. S. Office of Education, "Know Your School Library," op. cit., p. 10; Fargo, op. cit., p. 106; Cecil, op. cit., p. 313; and Southern Assn. of Colleges and Secondary Schools, op. cit., p. 9.

³⁸W. G. Reeder, The Fundamentals of Public School Administration, pp. 115-119.

that all school employees should be appointed by the board of education solely on the superintendent's recommendation.

The librarian should be on the same salary basis as other teachers in the system. He is much more than a keeper and dispenser of books in the modern school and should have the same status as a teacher. Librarian's salaries have not been sufficient to inspire young people to train for the profession, and trained librarians are scarce at the present time. As the need for and the value of secondary-school library service is increasingly recognized by administrators, librarians will receive more consideration.³⁹

An in-service training program for the librarian is necessary. He should be accorded the same professional status as teachers. It is the function of school administrators to provide for the organization, facilities, and leadership conducive to good teaching and continual teacher-growth in service.⁴⁰ By the same token, the administrator should provide in-service training for the school librarian. Provision for directed self-growth and improvement will keep the librarian professionally alert, growing in ability, and prevent him from becoming stale. To this end the library staff should be asked to attend all teachers' meetings.

³⁹A. Lohrer, "Principals and Superintendents," In National Society for the Study of Education, Forty-second Yearbook; Part II, The Library in General Education, p. 325; A.L.A. Committees on Post War Planning, op. cit., p. 19; Joint Committee, op. cit., p. 11; Fargo, op. cit., p. 109; Cecil, op. cit., pp. 313-14.

⁴⁰A. S. Barr, W. H. Burton, and L. J. Brueckner, Supervision, pp. 565-622.

The librarian should participate in helping to plan course revisions or new courses of study. If the library is to act as the central agency of the school and function as an integral part of every department, the librarian should be a member of curriculum committees.⁴¹ A modern secondary school which meets the constant demands of our society has a continuous program of curriculum revision and improvement. A trained librarian is in a position to aid and contribute materially to the greater success of such a program.

The librarian should be a member of a committee designed to facilitate the integration of the library with other school activities. A committee of this nature will provide for more efficient library service. The librarian should work with teachers on the committee to bring about a well-rounded library development.⁴²

The librarian should present periodic reports regarding library activities to the superintendent and other administrative officers. The report, which should be prepared once a month, will assist the busy administrators in interpreting and supporting the library program. They should include the quality of service rendered, instances of effective cooperation

⁴¹ E. M. Witmer, op. cit., p. 65; Linderman, op. cit., p. 142; U.S. Office of Education, op. cit., p. 6; A. Lohrer, op. cit., p. 326; Committees on Post War Planning, op. cit., p. 14; and Joint Committee, op. cit., p. 14.

⁴² Eaton, op. cit., p. 73.

between librarian and the teachers or community agencies, and book talks given by library personnel. Direct attention should be given to standards which the library fails to meet.⁴³

The provision made for the library will depend upon the extent of the superintendent's recognition of the importance of the library as an instrument of education. Much will depend upon his interpretation of it to the board of education. Unless they believe school-library service is an essential part of the educational program, community support for it will be negligible.⁴⁴ Without accurate knowledge of the problems surrounding the library, administrators cannot adequately interpret it to the public or defend its expenditures.

Teachers should not be permitted to send pupils to the library as a punishment.⁴⁵ The library should represent a place to which pupils will enjoy going for relaxation with books and other library materials. Unfavorable impressions of the library must be avoided if the friendly atmosphere is to prevail.

The librarian should not be required to administer punishment for misconduct within the library. Such a policy

⁴³C. H. Reavis, "Relations of Superintendents and Principals to the Library," In National Society for the Study of Education, Forty-second Yearbook; Part II, The Library in General Education, p. 154; Lohrer, op. cit., p. 326; and Linderman, op. cit., p. 150.

⁴⁴Joint Committee, op. cit., p. 13; and U.S. Office of Education, "Know Your School Library," op. cit., p. 2.

⁴⁵Fargo, op. cit., p. 310.

will cause the pupils to think of the librarian as representing an unpleasant situation rather than a friendly, helpful person. Provision for other persons, who are not connected with the library, to administer punishment may possible solve the problem.

Instruction in library use should be given to all students. It may be formally or informally given, and the person most qualified should give all formal instruction. At least twelve formal lessons a year should be given, and informal instruction should be given as need arises in the library. Now that librarians are certified on a teaching basis, it might easily be assumed that the librarian would be the person most qualified to give formal instruction.⁴⁶

Lack of pupil use of the library may be due to insufficient information necessary to use the tools. Students will not acquire the information by accident. Learning in modern education depends on constant and skillful use of the library resources. That is a cogent reason for teaching pupils what the important library tools are and how to use them effectively.

⁴⁶Fargo, op. cit., pp. 74, 83, 87; Joint Committees, op. cit., p. 10; A.L.A. Committees on Post War Planning, op. cit., p. 13; N.E.A., op. cit., p. 22; U.S. Office of Education, "Know Your School Library," op. cit., p. 7; and P. Cutright and E. K. Peckham, "The Pupil and Library Use," In National Society for the Study of Education, Forty-second Yearbook; Part II, The Library in General Education, p. 124.

A program of library orientation should be afforded teachers. A program of this nature will help the teacher to acquaint herself with the library and the provisions for its use.⁴⁷ A part of the in-service training program for new teachers might very well include an orientation in the selection and utilization of school library materials.

The superintendent should encourage instructors to make wide use of the library in their teaching.⁴⁸ The library as an instructional unit is definitely associated with the progressive program of education where the multiple-book method of teaching has evolved to replace the limited textbook plan. The mass method of instruction has been largely supplanted by the individual method. The library has become the power house for the distribution of knowledge under the direction and guidance of a trained librarian who understands educational philosophy and child development.

School officials should adopt a democratic type of school library administration consistent with the American philosophy of life. Since the fundamental aim of the school is to prepare its members for democratic living, the school should exemplify that way of life. Democratic administration implies that the administrator will confer with his

⁴⁷A.L.A. Committees on Post War Planning, op. cit., p. 18.

⁴⁸Cecil and Heaps, op. cit., p. 315.

co-workers, the teachers, in the making and executing of policies. It provides all employees with an opportunity to develop themselves and to think for themselves. Efficient democratic administration will provide for experimentation, free expression of opinion, and for variations from any practice. It will stimulate initiative, self-reliance and individual responsibility on the part of teachers in the discharge of their duties. Implicit in the democratic administration of the school is the substitution of intelligent leadership for authority.⁴⁹

The superintendent should consult the librarian and secure his cooperation in matters of administration that concern the library. The librarian should be free to organize and manage the library in the most efficient manner.

Practices Reported by Administrators

Number of Library Staff. The number and kind of personnel employed in the libraries is shown in Table XVII.

Full-time librarians are employed in five schools, and study-hall librarians are employed in three schools. One school having a library-study hall combination provides a regular teacher in the library each hour in addition to the librarian. The teacher is in charge of the room discipline and pupil accounting which frees the librarian entirely from

⁴⁹Barr, op. cit., pp. 47-65; Reeder, op. cit., pp. 10-16; and others.

TABLE XVII

LIBRARY PERSONNEL EMPLOYED

Personnel employed in the library	Schools								Total Schools
	A	B	C	D	E	F	G	H	
Full-time librarian	0	1	1	0	1	0	1	1	5
Study-hall librarian	1	0	0	1	0	1	0	0	3
Student Assistants	9	8	7	5	6	8	12	6	8
Teacher Librarian	0	0	0	0	0	0	0	0	0
Study-hall Keeper	0	1	0	0	0	0	1*	0	2

*The study-hall adjoins the library in this instance.

the study-hall responsibility. The practice of using pupil assistants varies from having almost two per school-period to having less than one every school period.

Qualifications and Selection of the Library Staff.

The practice of employing competent and well trained librarians is an important one. As is the librarian--so is the library. The qualifications of the librarians are shown in Table XVIII.

Five school librarians are college graduates, one of whom is also a graduate from a recognized library school, and three are not college graduates. Two librarians have had no teaching experience, and one has no previous library experience. All school librarians have obtained the minimum state requirement of eight hours in library science training or its equivalent. The Kansas requirement is below that

TABLE XVIII
QUALIFICATIONS OF LIBRARIANS

Schools	College Degree held by librarian	Teaching experience of librarians	School Library Experience	College hours of Library Science or its equivalent
A	B.S.	10	5	8
B	B.S.	14	7	8
C	None	0	31	15
D	B.S.	11	23	15
E	None	0	28	8
F	A.B.	10	1	8
G	M.S.	24	8	30
H	None	10	0	8

recommended by library authorities, and only one school has a librarian who is adequately trained. The superintendents, who select the professional library staff in all schools, should become conscious of the need for better trained library personnel.

Pay Status and In-Service Training of the Library Staff. Each school administrator interviewed indicated that no in-service training existed as such for the library staff. One superintendent encourages summer school attendance for the school librarian. Another administrator arranges conferences between the principal and the library staff to coordinate library activities. Conferences are also arranged between the library staff and departmental teachers. Librarians in all schools attend teachers' meetings.

Librarians in each school studied are on the same salary basis as other teachers in the system with respect to training and experience.

The Librarian as a Member of Important Committees.

The librarian assists in curriculum planning and course of study revisions in four schools as a member of the school curriculum committee. One school does not include the librarian because she is insufficiently trained to serve on the curriculum committee.

The librarian is a member of a faculty committee designated to facilitate the integration of the library with other school activities in three schools. Five schools report they have no committee of that nature.

Periodic Reports From the Librarian. Superintendents of two schools receive periodic reports from the librarian regarding library activities, but they do not require them. Six superintendents do not receive reports from the librarian other than the annual informational report necessary for the principal's report to the State Superintendent of Public Instruction. The fifteen questions pertaining to the school library in the report do not tell the superintendent much besides the number of books added or withdrawn during the last year. It is not a personal periodic report from the librarian to the school administrator.

Library Attendance and Disciplinary Measures. Pupils are never sent to the library as a disciplinary measure by teachers or administrators in seven schools. One school having a library-study hall combination reported students are, "sometimes, but not very often," sent to the library as a disciplinary measure.

Provision exists in five schools so that, when misconduct occurs in the library, the student is deprived of a privilege with which the librarian has no immediate connection. The librarian personally administers punishment in three schools.

Library Instruction. Formal instruction in the use of the library is given in English classes of every school. The librarian gives the formal instruction in one school, the English teacher in six schools, and both the English teacher and the librarian give formal instruction in another school. All librarians give informal instruction in the use of the library as need arises in the library.

Library Orientation for Teachers. Four schools have a provision whereby new teachers in the system are oriented in the location and use of materials contained in the library. Orientation is promoted by the librarian who meets with the new teachers at the beginning of the school year to give them necessary information and acquaint them with

the library. One school uses an information sheet prepared by the librarian to acquaint and encourage both old and new teachers to use the library. The practice in another school was found to be unique. The librarian takes upon herself the task of making new teachers familiar with the library and its services by personally contacting them.

Library Use Encouraged. Seven superintendents report that they encourage instructors to use the library widely in their teaching. Five superintendents use faculty meetings for encouraging library use by teachers, and arrangements are also made to have the librarian speak before faculty meetings. Personal encouragement is given by three superintendents to lend strength to the librarian's appeal for cooperation. One school superintendent prepares a bulletin in which he encourages teachers to use the library. Another encourages the principals to insist upon wider use of the secondary-school library by teachers. One superintendent reports no personal encouragement is given. He believes that if teachers have learned to use the library, they will; but, if they have not, they won't. He feels that if teachers do not learn the use of the library in college, nothing he could do would improve their use of the library.

Democratic Administration of the Library. Seven superintendents report that they, either personally or through the principal, contact the librarian and consult with her

in matters of administration that concern the library. One school reports that no such practice prevails. Table XIX shows the administrative matters about which the administrators consult the librarian and secure her cooperation.

The librarian is consulted most frequently about administrative matters pertaining to appropriations for equipment and materials, curriculum development, and means of interpreting the library. Schools "F" and "G" appear to have administrators who consult with the librarian about more items than other schools.

The librarian in each school is free to organize and manage the library as he thinks best. One superintendent reports that within certain pre-determined bounds the librarian is free to organize the library as she deems feasible.

Evaluation

An evaluation of the practices concerning library personnel is shown in Table XX.

TABLE XIX

ADMINISTRATIVE MATTERS ABOUT WHICH
THE LIBRARIAN IS CONSULTED

Administrative matters about which librarians are consulted	Schools								Number of Schools
	A	B	C	D	E	F	G	H	
Appropriations for equipment and materials	x	x	x	x	x	x	x		7
Selecting personnel for the library							x		1
Size of staff needed			x						1
Curriculum development	x	x				x	x		4
Means of interpreting the library to teachers, students and public			x			x	x		3
General school policy with respect to the library						x			1
Physical changes in the library						x			1

TABLE XX

EVALUATION OF ADMINISTRATIVE PRACTICES CONCERNING
LIBRARY PERSONNEL

Administrative Practices in schools of the S.E.K. League	Number of Satis- factory	Schools Unsatis- factory
Supplying an adequate number of library staff	3	5
Employing librarians with suf- ficient previous training in library science	1	7
Selecting the library professional staff	8	0
Librarian as a member of a curriculum committee	4	4
Providing in-service training for library staff	0	8
Pay status of librarians	8	0
Librarian as a member of a faculty committee to facilitate the integration of the library with other activities	3	5
Periodic reports from the librarian to administrative officers	2	6
Sending students to the library as disciplinary measures	7	1
Providing student library instruction	8	0
Providing library orientation for new teachers	4	4
Encouraging teachers' use of the library	7	1

TABLE XX (Cont'd)

Administrative Practices in schools of the S.E.K. League	Number of Schools	
	Satis- factory	Unsatis- factory
Consulting the librarian in matters of administration concerning the library	7	1
Librarian provided with an impersonal way of handling misconduct in the library	5	3
Librarian is free to organize and manage the library	8	0

The majority of administrators are employing librarians who have an inadequate amount of training, and providing no in-service training program for their professional advancement. The librarian is not being used to help with curriculum revision in half of the schools. All except one administrator appears to be administering the library in a democratic manner. The administrators are not, however, being adequately informed by librarians about the library situation.

Pupils appear to be receiving adequate instruction in the use of the library. Although teachers are encouraged to use the library in their teaching, half of the schools have no organized plan to orient new teachers in the resources and use of the library. Although librarians have gained pay status equal to that of teachers in the system with respect to training and experience, the administrators have not yet

accorded the librarian professional status equal to that of other teachers as evidenced by the practice of employing unqualified librarians.

Sixty-two per cent of the administrative practices concerning the library personnel of secondary-school libraries in the schools of the S.E.K. League appear to be satisfactory, and 38 per cent appear to be unsatisfactory.

CHAPTER III

SUMMARY AND RECOMMENDATIONS

Summary

Accepted principles concerning the administration of secondary-school libraries and practices found in schools of the S.E.K. League have been presented in Chapter II. On the basis of evaluations of practices in several major areas affecting library service and data presented, the following general conclusions and summarizations seem to be warranted:

1. A majority of school administrators appear to consider the secondary-school library as an essential but not an integral part of the secondary school.

2. It is impossible to determine the degree to which present administrative practices are conductibly related to the objectives of the library in modern education; however, the objectives and accepted practices may serve as a guide for school administrators in maintaining an effective, organized, well balanced, and integrated program of library service. In general, it seems that present administrative practices contribute little to the attainment of objectives of the library in modern education.

3. In general, existing administrative practices seem to contribute favorably to the attainment of objectives which administrators have stated for the library in their school.

4. Library objectives which administrators have given appear to contribute little toward the attainment of either the secondary-school objectives or the objectives of the library in modern education.

5. Approximately two-thirds of the administrative practices concerning secondary-school library housing and cooperation with the public library apparently fail to meet accepted practices.

6. Less than three-fourths of the administrative practices concerning library finance, acquisition of library materials, and library personnel appear to meet accepted standards.

7. Libraries are favorably controlled, and approximately three-fourths of the practices designed to render the library and its materials accessible appear to be satisfactory.

8. Adequate numbers of sufficiently trained librarians are not employed, and in-service training is not provided for persons employed as librarians.

9. Adequate library budgets are not generally provided, and this may possibly be due, in part, to the unsatisfactory practices which appear in budget preparation.

10. Librarians appear to have adequate freedom to organize and manage the library. The relationship between librarian and administrator seems to be very limited, and librarians do not inform the administrators in the majority of schools about the library situation.

11. Librarians are not expending the entire budget allotment for library materials in the majority of schools, and school administrators report that they do not use the money appropriated for the library on other school needs.

Recommendations

Two recommendations, based upon the research and findings of this study are offered. First, it seems that further studies are needed concerning the following:

1. The numerical size of the library staff for effective maximum library service.

2. School library and public library cooperation.

3. Public relations of the school library.
4. Types and amount of current periodicals used in secondary schools.
5. Selection and use of current periodicals.
6. Determining the causes of poor library situations and offering principles for the improvement of unsatisfactory practices.
7. Administrative practices pertaining to the secondary-school library on a broader scope than in this study.

Secondly, administrators appear not to comprehend the library in its fullest sense or to provide for its optimal development. Potential school administrators should gain an insight into the place, function, and service of an effective secondary-school library. In general, it would seem that more emphasis should be given to the library in college classes preparing secondary-school administrators. Future administrators must become library conscious if the library is to receive its proper consideration.

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APPENDIX

School

Class

100-100000-100

100-100000-100

A

100

100-100000-100

100

B

100

100-100000-100

100

C

100

100-100000-100

100

D

100

100-100000-100

100

E

100

APPENDIX

100

F

100

100-100000-100

100

G

100

100-100000-100

100

H

100

100-100000-100

100

APPENDIX A

NATURE OF THE SCHOOLS STUDIED

School	Class	Type of school organization	Enrollment using the secondary school library
A	"A"	6-2-4-2	740
B	"A"	6-3-3-2	634
C	"A"	6-4-4	639
D	"A"	8-4	490
E	"A"	6-3-3-2	1237
F	"A"	6-3-3-2	402
G	"A"	6-3-3	750
H	"A"	6-3-3-2	1104

APPENDIX B
Public Schools

SIZE OF SCHOOL TOWNS

Town	Public Schools	Population
Dear Superintendent		10,294
Mr. B. B. Young, who is in the		11,140
Education Department, is conducting		14,955
data C of the school library from the		3,743
point of view of schools in		11,627
D		7,311
the staff of this department		25,326
and E study concerning the		17,631
license in Mr. Young's ability		
on F		
G		
H		

expressed as a card which is now in the hands of the
relying.

Sincerely,

William A. Black, Sec.
Education and Psychology
Public Schools
Physical Science

APPENDIX C

Kansas State Teachers College
Pittsburg, Kansas

Date:

Mr. _____, Superintendent
_____ Public Schools
_____, Kansas

Dear Superintendent _____:

Mr. Raymond Young, who holds a fellowship in the College Education Department, is conducting a study of certain aspects of the school library from the administrator's point of view in schools in Southeast Kansas.

The staff of this department recognizes the need for further study concerning the school library, and we have confidence in Mr. Young's ability to make a worthwhile contribution.

Mr. Young wishes to gather his data from the senior high schools in the Southeast Kansas League by visiting the schools and interviewing the superintendents. The interview will take less than an hour. If you will assist, Mr. Young will send you a summary of his findings on completion of the study.

Enclosed is a card which you may use for convenience in replying.

Sincerely,

William A. Black, Head
Education and Psychology Dept.
Kansas State Teachers College
Pittsburg, Kansas

APPENDIX D

Dear Dr. Black:

I (will, will not) assist Mr. Young in his study.

Mr. Young suggests _____ at _____
Date Time
which (is, is not) a convenient time for me to
see him in my office. I will, however, see him
on _____ at _____.
Date Time

_____, Superintendent

APPENDIX E

Kansas State Teachers College
Pittsburg, Kansas

Mr. _____, Superintendent
_____, Public Schools
_____, Kansas

Dear Superintendent _____:

Mr. Raymond Young, who holds a fellowship in the College Education Department, signified on his return that he enjoyed a pleasant interview with you.

I want to thank you for Mr. Young and for the College for the time accorded to him. Mr. Young will furnish you with a summary of his findings when the study is complete.

I think he is going to have a very valuable and worthwhile study of administrative practices concerning the secondary school libraries of Southeast Kansas.

He has had a profitable experience. If there is any way we may help you, now, or in the future, please feel free to call on us.

Sincerely,

William A. Black, Head
Education and Psychology Dept.
Kansas State Teachers College
Pittsburg, Kansas

APPENDIX F

INFORMATION SHEET

NAME OF SCHOOL _____ LOCATION _____
NAME OF PERSON REPORTING _____ POSITION _____
TYPE OF SCHOOL ORGANIZATION _____ CLASS _____
TOTAL SCHOOL ENROLLMENT USING LIBRARY _____
TOTAL SECONDARY SCHOOL ENROLLMENT _____
TOTAL NUMBER OF TEACHERS ON FACULTY: Part time _____
Full time _____

1. In what respects is the library most adequate?
2. In what respect has it been improved within the last two years?
3. What improvements are now being made or are definitely planned for the immediate future?
4. What carefully conducted studies has the school made of its own problems in this field within the last three years or is now making?
5. In what respects is the library least adequate or in need of most improvement?

Practices Concerning Control, Support, and Organization.

6. By whom is the library financed and controlled?

- ☐ Board of education
- ☐ Regional library authority
- ☐ Local public library authority
- ☐ Community board
- ☐ Joint control of school and public library
- ☐ Other:

7. Is the school library centrally organized?

Practices Concerning Library Housing.

8. The school library is provided in....

- ☐ Separate central library room
- ☐ Room adjoining study hall
- ☐ Library and study hall combined
- ☐ Library separated from study hall by a railing
- ☐ Library separated from study hall by glass
- ☐ Other:

9. What other rooms are provided besides the main reading room?

- ☐ Conference Room ☐ Reading Room ☐ Work Room ☐ None
- Other:

10. Will the library accommodate the largest group that is free at any one time to use it? Y N

Accessibility of the Library and Library Materials.

11. Are groups of students and entire classes scheduled to make laboratory use of the library? Y N
By whom? _____
12. Is provision made for books to be freely loaned to individual classrooms? Y N
13. What hours is the library open? _____ to _____
_____ to _____
Is the library open continuously during these hours? Y N
If (NO) Explain _____
14. What hours is school in session? _____ to _____
15. Does the library appear to be well located with respect to the school building or buildings? Y N

Practices Concerning School and Public Library Cooperation.

16. Does the school library actively cooperate with the public library in service rendered to the youth of the school? Y N
17. How do they cooperate?
- Joint selection of books to be purchased.
 - Public library staff aids in school book selection.
 - Classes are permitted to visit the public library as a group during school hours.
 - Library materials are exchanged between the two.
 - Public library officials are invited to attend teacher meetings.
 - Public librarian is notified of school reference assignments.
 - School librarian is notified of new public library materials.
 - School librarian encourages use of the public library.
 - School librarian visits the public library to ascertain if proposed book recommendations will unnecessarily duplicate those of the public library.
18. Is the school librarian the clearing house for teachers' requests for public library materials for class use? Y N
19. Teachers as a whole make (poor, fair, good, excellent) use of the public library in arranging for their class needs.

Practices Relating to the Acquisition of Library Materials

20. Who recommends new books for the library?

☐ Teachers ☐ Teacher-librarian ☐ Library staff
☐ Librarian ☐ Superintendent ☐ other than
☐ Principal ☐ Study-hall librarian ☐ librarian
☐ Pupils ☐ Interested lay members ☐ Public librarian
Other: _____

21. How often are books ordered?

☐ Once a year ☐ Twice a year ☐ Orders placed from time
to time as need arises

Other: _____

22. From whom are books purchased:

☐ Publishers ☐ local dealers ☐ Jobbers ☐ Traveling
Salesmen

Other: _____

23. What is the length of magazine subscriptions: ___Yrs ___Mo.

24. From whom are periodicals purchased: ___local agents

☐ Magazine agencies ☐ Pub. companies ☐ Jobbers

25. From whom is library equipment ordered?

☐ Standard library equipment houses
☐ Local furniture dealers
☐ Used equipment from other schools

Other: _____

26. Are competitive bids received on books? ___Y ___N

27. Are gift books evaluated as to content before being
placed in library? ___Y ___N

28. What materials are checked out to students?

☐ Books ☐ Magazines ☐ Pamphlets ☐ Audio-visual aids

Other: _____

Practices Concerning Library Personnel.

29. What personnel are employed for the library?

1. Full time librarian	Number	_____
2. Teacher librarian	"	_____
3. Study Hall librarian	"	_____
4. Student assistants	"	_____
5. Clerical workers	"	_____
6. Supervisor of libraries	"	_____

30. What qualifications do each of the above named staff possess?

Degree	Master's	Teaching Exp.	Lib. Exp.	Hrs. Lib.Sci
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____

31. Is the library staff on the same salary basis as other teachers with respect to training and experience? Y N

32. Do you consult the librarian and secure her cooperation in matters of administration that concern the library? Y N

33. About what administrative matters do you consult the librarian?

<u> </u> Selecting personnel	<u> </u> Scheduling students for
<u> </u> Size of the staff needed	<u> </u> library
<u> </u> Curriculum development	<u> </u> Appropriations need for
<u> </u> Means of interpreting	<u> </u> library equipment and
<u> </u> the library	<u> </u> materials
Other: _____	

34. Who selects the library staff? _____

35. Is provision made for orientation of new teachers in the school to help them in selection and utilization of the school library materials? Y N

36. Is informal instruction in library use given students as need arises in the library? Y N

37. Is formal instruction in library use given students? __Y__N
 Where _____? By whom? _____
 To what students? _____
38. Do you encourage instructors to make wide use of the library materials in their teaching? __Y__N
 How? _____
39. What provision is made for in-service training of the library staff?
- ☐ None
 - ☐ Appearances on professional programs.
 - ☐ Encouragement given to stimulate creative writing.
 - ☐ Memberships in national professional organizations.
 - ☐ Guidance offered in selection of educational literature for reading to better understand the school and the students.
 - ☐ Arrangements made for library staff to better know the school system.
 - ☐ Conferences arranged between library staff and departmental teachers.
 - ☐ Conferences arranged between principal and library staff to coordinate library activities.
- Other: _____
40. Does the librarian help plan new courses of study or revisions of existing ones? __Y__N
41. Is the librarian free to organize and manage the library in his most efficient manner? __Y__N
42. Is the librarian a member of a faculty committee designated to facilitate the integration of the library with other school activities? __Y__N
43. Do you require and receive periodic reports from the librarian regarding library activities? __Y__N
44. Is the library staff required to attend teachers' meetings? __Y__N
45. Are students sent to the library as a disciplinary measure by teachers? __Y__N
46. Are regulations enforced, which will deprive the student of a privilege with which the librarian has no immediate connection, when misconduct occurs in the library? __Y__N

Practices Concerning Library Finance

47. Who prepares the library budget?

<input type="checkbox"/> Librarian	<input type="checkbox"/> Teacher librarian
<input type="checkbox"/> Principal	<input type="checkbox"/> Superintendent
<input type="checkbox"/> Classroom teachers	<input type="checkbox"/> Supervisor of libraries
<input type="checkbox"/> Study-hall librarian	
Other: _____	

48. Are the following items included in the money earmarked for the library in the budget?

Y N Salaries of professional library staff.
Y N Salaries of student assistants in the library
Y N Funds for new equipment for the library
Y N Cost of janitorial service in the library
Y N Special library supplies
Y N Audio visual materials
Y N Textbooks
Y N All printed materials (books, periodicals, etc.)
Y N Binding and repair expense
Y N Replacements
Other: _____

49. Is special provision made in the budget for encyclopedia replacements occasionally? How often _____ Y N

50. Is the money budgeted for the library sometimes used for another school need? What _____ Y N

51. Is money collected from pupils for lost _____ books and/or _____ fines for overdue books? _____ Y N

52. How are collected fines used?

☐ General library fund ☐ Replacement fund ☐ Contingent fund

Other: _____

53. Who places orders for library materials and supplies with the company from which they are ordered? _____

☐ Principal ☐ Librarian ☐ Central Business Office
Other: _____

54. Who approves bills of library materials and supplies for payment?

☐ Central business office ☐ Principal ☐ Librarian
☐ Superintendent

55. What are the following figures?

Year	Enrollment		Library budget Allotment	Amount spent for library
	HS	JC		
1943-44	_____	_____	_____	_____
1944-45	_____	_____	_____	_____
1945-46	_____	_____	_____	_____
1946-47	_____	_____	_____	_____
1947-48	_____	_____	_____	_____
1948-49	_____	_____	_____	_____

Objectives.

56. What are the major objectives of the school library?

57. What are the major objectives of the secondary school?

58. Do you feel that the library collection is adequate in terms of the following considerations?

Y N Objectives of the school

Y N Nature of the school population which you serve

Y N Community served by the school

Y N Size of the school

Y N Type of the school

59. Do you desire a summary of this study

Remarks:

APPENDIX G

Secondary-school Administrators Assisting in This Study

D. V. Swartz, Superintendent
Fort Scott Public Schools
Fort Scott, Kansas

W. M. Ostenberg, Superintendent
Coffeyville Public Schools
Coffeyville, Kansas

W. H. Guthridge, Superintendent
Parsons Public Schools,
Parsons, Kansas

J. B. Hutton, Superintendent
Chanute Public Schools
Chanute, Kansas

J. W. Ostenberg, Superintendent
Iola Public Schools
Iola, Kansas

E. R. Stevens, Superintendent
Independence Public Schools
Independence, Kansas

L. A. Small, Superintendent
Pittsburg Public Schools
Pittsburg, Kansas

W. L. Brown, Principal
Cherokee County Community High School
Columbus, Kansas