A COMPARATIVE ANALYSIS OF THE DEVELOPMENT
OF HIGH SCHOOL LIBRARY STANDARDS AND
CERTAIN ASSOCIATED FACTORS

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A COMPARATIVE ANALYSIS OF THE DEVELOPMENT
OF HIGH SCHOOL LIBRARY STANDARDS AND
CERTAIN ASSOCIATED FACTORS

THESIS

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By

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CHAPTER I

INTRODUCTION

The Problem

The purpose of this study is to make a comparative analysis of the development of high school library standards since 1918 by taking into consideration the factors of rapid growth of high school enrollments, modifications of the basic philosophy of education, and the development of secondary school libraries.

Delimitations

The study will be limited to a consideration of those standards applied in accrediting high school libraries in the Southern Association of Colleges and Secondary Schools in general and Texas in particular since 1918.

Definition of Terms

Standards for schools are instruments of evaluation that have been formulated by various national and regional associations and state departments of education. In some instances they are used for accreditation purposes. The purposes of the standards, as will be demonstrated in the body of the study, are to stimulate improvement of the educational program and to encourage better relationships between member schools.
Library standards have developed as a part of the school standards and have been set up as instruments for checking the effectiveness of the library in the school program. Standards first established for the library were quantitative in that they set up specific numerical goals for the number of books for various size schools, the size of the library, the amount of money to be appropriated for books and materials, and the training of the librarian. It will be subsequently shown that there gradually evolved standards with requirements which stressed quality of service and library materials.

The Southern Association of Colleges and Secondary Schools, one of six regional associations, is located in the south and southwestern part of the United States. Texas is one of the eleven states in the association.

Sources of Data

The data for the study are from materials found in the library of North Texas State College. The materials include surveys and studies made by recognized specialists regarding the rapid growth of secondary education, the change in the objectives of secondary education, the change in the concept of the place of the library in the educational program, and the phases of standard development in the Southern Association and Texas.
Proposed Treatment of Data

The recognized purposes of library standards are to stimulate library improvement. Perhaps a study of the development of standards used by both the Southern Association and Texas with some consideration given to the growth of high schools and the change in the philosophy of education in the United States will help to make more understandable the status of the library program now administered in the secondary schools of Texas. Chapter II briefly summarizes the rapid increase in high school enrollments and the change in the basic philosophy of education in the United States. Chapter III consists of a summary of secondary library development for the United States, for the Southern Association, and for Texas. The development of high school library standards is discussed at national, regional, and state levels in Chapter IV. Chapter V consists of a summary, an analysis of the factors entering into the study in an effort to determine the role of standards in the growth of the high school library, and conclusions.

Related Studies

In 1934, Rufsvold made a survey of library service to schools in the South since 1900. She concluded that high school libraries, similar to elementary libraries until about 1925, were ineffective. Some of the reasons for the ineffectiveness were: (1) a lack of appreciation of library service
on the part of teachers and educators; (2) inadequate standards which emphasized quantity instead of quality; (3) comparatively low status of schools; and (4) the prevailing social, economic, and political conditions (3).

In 1940, Cecil and Heaps reported a study of school library service in the United States. The study interpreted the importance of the library in the school program, traced its growth and educational significance, and analyzed forms of administration and establishment of school library service. They found a characteristic feature of school organization and improvement after 1900 was the school library and that the library was also recognized as an integral part of the school organization upon which the modern educational program depended (2).

A study of the application of school library standards by the regional associations and state departments of education in the United States was reported by Spain in 1943. She concluded that the most spectacular result of the application of library standards was the nationwide increase in the number of school libraries and the improvement in their equipment (4).

Nora E. Beust made a study of the school library standards used by four regional associations which accredit secondary schools and standards used by state departments of education. The study included only the existing and proposed standards for both elementary and high school libraries at
the beginning of 1954. She concluded that: (1) state departments of education had almost unanimously adopted library standards or recommendations for secondary schools; (2) the trend is toward recommendations rather than required standards in both elementary and secondary schools; and (3) a greater emphasis is placed upon the services of the library instead of the former quantitative requirements (1).

These studies differ from the present study in that none of them singles out the development of standards for the high school library in the Southern Association, with particular emphasis placed on the state of Texas.
CHAPTER BIBLIOGRAPHY


CHAPTER II

SECONDARY EDUCATION DEVELOPMENT

The public school system of the United States is typically and purely American. Nowhere in the world is there an educational system so uniquely designed to further a nation's way of life. A significant contribution of the public high school has been the bringing together of college preparatory and non-college preparatory education into one publicly-supported and publicly-controlled institution. In other countries these two functions have almost universally been separated (5, pp. 8, 21-24).

Although the first public high school was organized in 1821, it was not until 1874 that its most rapid growth came, following the decision of the famous Kalamazoo case in Michigan. Up to that time there were those who questioned the right of states to establish secondary schools at public expense. The decision of the Michigan State Supreme Court proclaiming the right of any local community to tax itself to provide advanced secondary schooling for its young people seemed to have quieted legal opposition to the high school (5, pp. 45-46).

There were many forces in the growth of the nation that had a part in bringing about changes in education. The
population of the United States doubled between the years of 1860 and 1890; it almost doubled again between 1890 and 1920. Immigration, encouraged by the government to help develop an abundance of land, brought hordes of people from many lands of the world. This gave rise to such problems as literacy, Americanization, and congested urban conditions (6, p. 17).

Gradual industrialization followed the exploitation of the vast natural resources of the land. As industrialization expanded, life in the nation became more complex. A mechanized industry coupled with improved methods of transportation and communication intensified the interdependence of society. By 1920, the family was no longer an independent, self-contained unit of society. People had more leisure time to pursue an education and to enjoy the comforts and pleasures provided by a mechanized industry (6, pp. 31-33).

When the working hours of children in industry became the object of legislation and child labor laws were passed, opportunities for gainful employment by adolescents were decreased. Lack of employment and the demand for more and more skilled labor by industry seemed to encourage the expansion of education. The high schools were called upon to help train skilled workers (6, pp. 31-33).

Another factor that made itself felt at the secondary level was the extension of the compulsory school attendance laws. In 1852, Massachusetts passed the first compulsory attendance law; by 1897, thirty states had such laws. Today,
all the states require youth to stay in school until at least fourteen years of age. The average for all the states runs above sixteen years of age (6, p. 32).

The close of the frontier also had its effect on the development of education. During the era of rapid territorial expansion the ambitious and dissatisfied could get a new start in life by settling cheap land. When the period came to a close in the latter part of the nineteenth century, the tendency was to seek opportunity in industry, commerce, and the professions. The mass of the people saw in the free public high school the means by which they hoped to achieve success in an industrial world (5, p. 45).

As a result of these national trends, enrollments in the public high school doubled each decade from 1880 until 1930. The data in Table I indicate this phenomenal growth (1, p. 18).

Each decade since 1890 has also shown an increase in the percentage of the total population fourteen to seventeen years of age enrolled in secondary schools. In 1890, 7 per cent of the five million population was enrolled. By 1930, the percentage had increased to 51 per cent of the potential enrollment. Over six million boys and girls between those ages, representing 75 per cent of the eight million population, were enrolled in high schools in 1950 (2, p. 15). Evidence of this rapid increase is shown in Table II (1, p. 21).

A significant factor in the growth of secondary education is the holding power of the school indicated by the
increase in the number of students graduating. Each year since 1939, more than a million students have graduated from the high schools in the United States. The proportion of the population graduating has also increased. In 1870, only 2 per cent of the potential high school population graduated. By 1930, the percentage had risen to 29 per cent, and in the next ten years it was 51 per cent. After a decrease during the war years the percentage began to rise until a high of 62.5 was reached in 1949-50 (2, p. 15).

TABLE I

INCREASE IN ENROLLMENT OF THE HIGH SCHOOL
(GRADES 9-12) FROM 1880-1952

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1880</td>
<td>110,000</td>
</tr>
<tr>
<td>1890</td>
<td>203,000</td>
</tr>
<tr>
<td>1900</td>
<td>519,000</td>
</tr>
<tr>
<td>1910</td>
<td>915,000</td>
</tr>
<tr>
<td>1920</td>
<td>2,200,000</td>
</tr>
<tr>
<td>1930</td>
<td>4,399,000</td>
</tr>
<tr>
<td>1940</td>
<td>6,601,000</td>
</tr>
<tr>
<td>1950</td>
<td>5,707,000</td>
</tr>
<tr>
<td>1952</td>
<td>5,882,000</td>
</tr>
</tbody>
</table>

The increasing number of high school graduates has resulted in larger enrollments in the colleges and universities. In 1890, the number of students enrolled in colleges and universities was 157,000; in 1920, 598,000; and in 1950, the enrollment had reached 2,659,000. Early in 1954, it was estimated that 4,000,000 would be enrolled in institutions of higher education by the end of the decade (5, p. 48).
TABLE II
INCREASE IN SECONDARY ENROLLMENT AND
POPULATION, 14-17 YEARS OF AGE,
1889-90 TO 1951-52

<table>
<thead>
<tr>
<th>Year</th>
<th>Population 14-17 Years of Age</th>
<th>Number</th>
<th>Per Cent Increase Over 1889-1890</th>
<th>Number Enrolled per 100 Population 14-17 Years of Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1889-1890</td>
<td>5,354,653</td>
<td>6.7</td>
<td>14.9</td>
<td>11.4</td>
</tr>
<tr>
<td>1899-1900</td>
<td>6,152,231</td>
<td></td>
<td>34.8</td>
<td>15.4</td>
</tr>
<tr>
<td>1900-1910</td>
<td>7,220,298</td>
<td></td>
<td>34.8</td>
<td>15.4</td>
</tr>
<tr>
<td>1919-1920</td>
<td>7,735,841</td>
<td>44.5</td>
<td>51.4</td>
<td>51.4</td>
</tr>
<tr>
<td>1929-1930</td>
<td>9,341,221</td>
<td>74.5</td>
<td>51.4</td>
<td>51.4</td>
</tr>
<tr>
<td>1939-1940</td>
<td>9,720,419</td>
<td>81.5</td>
<td>73.3</td>
<td>73.3</td>
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<tr>
<td>1945-1946</td>
<td>8,903,074</td>
<td>66.3</td>
<td>70.1</td>
<td>70.1</td>
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<tr>
<td>1949-1950</td>
<td>8,404,757</td>
<td>57.0</td>
<td>76.5</td>
<td>76.5</td>
</tr>
<tr>
<td>1951-1952</td>
<td>8,532,000</td>
<td>59.3</td>
<td>77.3</td>
<td>77.3</td>
</tr>
</tbody>
</table>

The first public high school was set up for the specific purpose of giving more practical education to the young graduates of Boston's common schools. Other communities soon began establishing high schools. However, some set up one school for college preparatory education and another for the more practical education. The pattern for the comprehensive secondary school was established when many communities found it advantageous to offer both the college preparatory and the traditional curriculum in the same school (5, p. 45).

The steady rise in secondary school attendance presented a complicated problem. On every side the pressure on the high schools was to offer more varied work and more advanced work to more students. At the same time the greater number
of students in attendance presented a wide diversity of individual differences in ability, interests, and needs. To meet these needs the high school curriculum was changed from one almost classical in character to one which contained much of vocational and industrial work (3, p. 957).

The most striking development in education occurred in the years between the Civil War and the First World War. One of the outstanding changes was in the field of curricular reform. Three reports by the National Education Association made in the 1890's influenced the curriculum of secondary schools in two ways during the next thirty years. For one thing, more and more subjects of a practical nature became a part of the curriculum. Much free election of this subject matter was an additional feature. In the second place, the recommendation of the four parallel curricula, the Classical, Latin-Scientific, Modern Language, and English, merged into only two, college preparatory and vocational curricula (6, pp. 26-30).

Another study, made in 1911 by the National Education Association, laid the foundations for much of the curriculum study which has been carried on since. Probably the outstanding contribution of the study was its advocacy of a change in educational philosophy whereby the individual child would become the center of the educational stage. In keeping with this new concept on education, there was a concerted effort to introduce subjects of study which would contribute
to the total development of the child. Attention was focused on the appreciative, emotional, social, and religious nature of the pupils instead of primarily on the intellectual development (6, pp. 30-31).

From the time the secondary school was organized until 1890, no important changes were made in its curriculum (7, p. 24).

In looking at the changes in the points of view of National Committees during the last forty years in America, one is impressed by the fact that the committees up to 1930, with the possible exception of the National Education Association Committee on the Reorganization of Secondary Schools, have been primarily concerned about growth in subject skills and understandings. They have given little consideration to the changing character of psychological thought and social conditions, or to the relation of these to the teaching of youth. They have over-emphasized the place of subject specialists, many of whom have had little or no experience with high-school youth. They have neglected the changing personnel of the secondary school and have ignored an adequate study of the child himself. They have not considered the purposes of education in terms of behavior changes consistent with democratic living, but have placed their faith in the transfer of knowledge into action patterns. The knowing man, they feel, is the man who behaves properly. Human experience fails to indicate that the transfer is an automatic one. The curriculum has been a super-imposed one designed by experts and as such has been more concerned with the records of human experience than with the flow of daily living (7, p. 173).

Beginning in the late 1930's, on down to the present time, national studies have presented impressive and challenging lists of "recommended purposes and practices for a functional secondary-school program" (7, p. 369). A return to the more fundamental purposes of secondary education for
all American youth has been one of the most significant changes resulting from these studies. Statements of the needs of youth, such as the following, were important factors in changing the curriculum.

The Ten Imperative Needs of Youth

All youth have certain educational needs in common. All parents can agree that the school should meet these needs, which become the modern goals of education.

1. All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

2. All youth need to develop and maintain good health and physical fitness and mental health.

3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation, and to have an understanding of the nations and peoples of the world.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequence of their acts.

6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need opportunities to develop their capacities to appreciate beauty, in literature, art, music and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, to be able to live and work cooperatively with others, and to grow in the moral and spiritual values of life.
10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding. (7, pp. 373-374).

A number of surveys have been made that show the dominant method of determining curriculum materials was the textbook method up until 1920. As late as 1930, it was still the major determinant in about 30 per cent of the schools, although the emphasis had been lessened (7, p. 38).

One study made found that:

The changes taking place in the rapidly expanding secondary school were focusing the attention of progressive educators upon the library and its potentialities as an instrument of education. Enriched courses of study, new methods of teaching, the rise of the scientific education from 1903-1910, and the application of these scientific methods to the curriculum, all suggested the library as an effective agency in attainment of the new objectives of the school (4, p. 62).

The recent progress made in developing programs of general education are especially significant for several reasons. First, they recognize the need for common skills, attitudes, behaviors, and understandings among all youth in a democratic society. Second, they are centered in the social and personal needs of youth. Third, they are related to goals deemed desirable rather than to subject disciplines. Fourth, they are orderly and carefully planned, worthy in themselves, and pupils recognize their significance for their own living and education. Fifth, they give a truly significant purpose to universal secondary education and relate to its proper place the development of special interests and aptitudes for college entrance, occupational competence, and personal development. These programs really represent the first significant fundamental change in the curriculum of secondary education the past fifty years (7, pp. 394-395).

Near the close of the nineteenth century several regional associations of colleges and secondary schools were
organized. The purpose of these voluntary organizations was to establish better relationships between member schools (6, p. 33). In 1902, the North Central Association of Colleges and Secondary Schools was the first of the regional associations to establish standards for accrediting secondary schools. Within a few years secondary standards were established in three other associations, the Southern Association in 1912, the Northwest Association in 1918, and the Middle States Association in 1923 (8, p. 1). The standards formed by these associations pointed primarily toward college entrance. They also introduced the method of college entrance by certificate from the secondary schools on their accredited lists. Of significance to the curriculum development in the secondary school is the fact that many states used the requirements of these regional agencies to establish their own standards (6, p. 33).

Foremost among the influences on educational development was the recognition that education is necessary to sustain a democratic society. This idea is reflected most in the high school in the belief that secondary education in America should be for all young people. Americans became more concerned with the ideals of democracy and equality. Equality of educational opportunity was recognized as a goal of these ideals (6, p. 45).

At the turn of the century new insights into how young people learn and reach maturity were revealed. Efficiency
of instruction began to improve by means of experiments with different methods of teaching. Schools became more concerned with training the individual to be a happy, useful citizen (6, p. 50).

In the history of American public education two great creative periods stand out. The first one extended from about 1830 to 1860. During that time the common-school system was established in the belief that education for all should be provided, both as a service and a safeguard of democracy (6, p. 80).

The second of these periods began in the 1890's and continued through World War I. Two National Education Association studies that were made in this period revealed a change in what the people expected of the secondary school. At the beginning of the period the secondary school was viewed as a highly selective agency to train a small percentage of youth in certain approved bodies of subject matter. In a quarter of a century the nation's educational ideas changed to a broader view, holding it the duty of the high schools to prepare all American youth for citizenship, health, vocation, family life, and a variety of functions. This view crystallized the movement to make the public school in America the servant of democracy (6, pp. 81-82).

Modern secondary education is concerned with all adolescent youth. It was found in one source that:
The objectives of modern secondary education may be broadly stated as, first, to prepare the individual to participate in modern democratic society, and second, to develop the special abilities and capacities and to meet the needs and interests of each individual. In the attempt to achieve these objectives the curriculum has been broadened and enriched and new methods of instruction developed (8, p. 1152).

Summary

1. The most rapid development of the public high school has occurred since 1880, with enrollments doubling each decade until 1930.

2. The percentage of the total population fourteen to seventeen years of age enrolled in secondary schools increased from 7 per cent in 1890 to 75 per cent in 1950.

3. The proportion of the total population graduating increased from 2 per cent in 1870 to 62.5 per cent in 1950.

4. Although the first public high school was organized in 1821, it was not until after 1874 that the question of public support for secondary education was established.

5. Three reports made in the 1890's influenced curriculum development of secondary schools for the next thirty years.

6. In the early 1900's the emphasis in education shifted from being concerned primarily with the intellectual development of the child to the concept of the total development of the child.

7. Beginning in the 1890's, several regional accrediting associations were organized with standards pointed primarily toward college entrance.
8. Many states used standards of the regional associations in establishing their own standards for secondary schools.

9. Immigration of many people from foreign lands created a problem for education.

10. The industrial revolution in the nation made a complex life for the people of the country.

11. Child labor laws and compulsory school attendance laws both contributed to increased secondary school attendance.

12. Close of the frontier caused more young people to seek an education to enable them to take advantage of the opportunities offered in industry, commerce, and the professions.

13. Industrialization called for skilled workers, and the schools were called upon to provide them.

14. Americans became concerned with the ideals of democracy and equality and recognized equality of educational opportunity as the goal of these ideals.
CHAPTER BIBLIOGRAPHY


CHAPTER III

HIGH SCHOOL LIBRARY DEVELOPMENT

United States

The development of the school library has followed much the same course as the development of the public high school. From the beginning, the library was accepted as a regular part of school equipment. However, little provision was made for its support. New York was the first state to pass a law which permitted the voters in any school district to levy a tax to begin a school library. The law was passed by the state legislature in 1835. By 1876, nineteen states had passed legislation of some sort designed to promote the development of public school libraries. The movement in general was considered to be a failure; the library meant simply a collection of books (14, pp. 42-59).

About 1890, there was a marked tendency to provide for the support of libraries in the schools. The rapid growth of public libraries stimulated a similar movement toward promoting school libraries. Lack of uniformity in legislation and support and the variety of ideas regarding the best form of organization resulted in three forms of organizations in the secondary school. The high school library was organized either as a part of a system of public school libraries, as
a branch of the public library, or was maintained strictly as a piece of apparatus (14, p. 60).

Since 1900, one of the characteristic features of school organization has been the school library. Its growth and development have paralleled the expansion of the public school program. Change in the methods of teaching from that of single textbooks to one requiring the use of many library materials focused the attention of educators upon the importance of the library as an instrument of education (30, p. 156).

With the rise of modern educational techniques from 1903 to 1910 and their application to the curriculum, it became apparent that the high school library needed organization and some degree of standardization. Although the number of high schools having libraries had increased during these years, the value of most of the libraries was questionable. By far the most common type of library organization was the type maintained as a piece of apparatus (14, pp. 61-62).

Along with the new concept of the high school library in education and the realization of the need for improvement arose a continued effort to bring about the needed changes. From 1913 onward, educational and library organizations appointed committees and conducted studies for the development of the school library (14, p. 63).

Comprehensive data to show the growth of high school libraries for the whole United States are lacking. Available information indicates that interest in high school library
facilities paralleled the development of the schools themselves. The total number of volumes in high school libraries and the average number of volumes to the school increased along with secondary school growth. Some indication of the growth is shown by the following figures (2, p. 80).

TABLE III
NUMBER OF VOLUMES IN PUBLIC HIGH SCHOOL LIBRARIES, 1890-1938

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Schools</th>
<th>Number of Volumes</th>
<th>Average Number of Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890</td>
<td>4,899</td>
<td>956,832</td>
<td>567</td>
</tr>
<tr>
<td>1900</td>
<td>8,961</td>
<td>2,727,832</td>
<td>561</td>
</tr>
<tr>
<td>1910</td>
<td>13,297</td>
<td>5,032,814</td>
<td>772</td>
</tr>
<tr>
<td>1920</td>
<td>6,013</td>
<td>10,268,245</td>
<td>2,000</td>
</tr>
<tr>
<td>1930</td>
<td>15,268,938</td>
<td>12,025,549</td>
<td>2,287</td>
</tr>
<tr>
<td>1938</td>
<td>32,805,428</td>
<td>1,856</td>
<td></td>
</tr>
</tbody>
</table>

Much of the school library growth has occurred since 1929. Data secured from reports of state departments of education in twenty-three states in 1934 show the mean number of volumes per ten population, five to seventeen years of age, to be seven times as large as in 1929. The mean number increased from 3.24 to 22.45 volumes (30, p. 159).

Further indication of the growth of high school libraries is indicated by statistics from surveys made in the years 1934-35 and 1941-42. These two studies present the only comparable figures available on centralized libraries in the
high schools of the country. The data in Table IV show this
growth (5, passim; 6, passim).

TABLE IV

CENTRALIZED LIBRARIES OF PUBLIC HIGH SCHOOLS,
1934-35 and 1941-42

<table>
<thead>
<tr>
<th>Centralized Libraries</th>
<th>1934-35</th>
<th>1941-42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number volumes</td>
<td>28,346,250</td>
<td>38,292,644</td>
</tr>
<tr>
<td>Average number of volumes</td>
<td>1,018</td>
<td>1,893</td>
</tr>
<tr>
<td>Average number of volumes per pupil</td>
<td>3.93</td>
<td>4.51</td>
</tr>
<tr>
<td>Average expenditure per pupil</td>
<td>$0.64</td>
<td>$1.34</td>
</tr>
<tr>
<td>Total number libraries reported</td>
<td>27,836</td>
<td>20,229</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>2,032,538</td>
<td>4,238,233</td>
</tr>
<tr>
<td>Total enrollment served</td>
<td>1,934,422</td>
<td>4,108,361</td>
</tr>
<tr>
<td>Number of libraries</td>
<td>2,550</td>
<td>6,587</td>
</tr>
<tr>
<td>Total librarians reported</td>
<td>12,578</td>
<td>12,767</td>
</tr>
<tr>
<td>Full time</td>
<td>3,808</td>
<td>5,238</td>
</tr>
<tr>
<td>Part time</td>
<td>8,770</td>
<td>7,529</td>
</tr>
<tr>
<td>High school full time</td>
<td>1,375</td>
<td>3,668</td>
</tr>
<tr>
<td>High school part time</td>
<td>1,418</td>
<td>2,637</td>
</tr>
</tbody>
</table>

The latest survey of public school libraries was made in
the year 1947-48. Sufficient reports were not received to
make a comparable study with the two previous reports. For
that reason the usable data were divided into six groups. One
group was formed of independent districts, one of counties,
and the other four of various size cities (3, p. 1).

Trends in library development were judged on comparisons
that could be made by grouping the various sized cities. In
the four city groups and in the counties more than nine out
of ten high schools were served by centralized libraries.
More than 90 per cent of the high schools were served by centralized libraries, regardless of the size of the place (3, p. 3).

In the total number of volumes reported in city systems, it was found that there were approximately twice as many volumes available to pupils in the high schools as were available to pupils in the elementary schools (3, p. 4).

The percentage distribution of volumes in centralized libraries between elementary and secondary schools in 1941-42 and 1947-48 remained fairly constant with a slight tendency for a larger proportion of the volumes to be in high school libraries in all except the largest cities. This may be due, however, to the increase in the number of junior high schools.

There was a substantial percentage increase in the total number of volumes in centralized libraries in all groups at both educational levels from 1941-42 to 1947-48.

The per cent of school librarians that are employed full time in city school systems reporting comparable data for 1941-42 and 1947-48 increased in each of the four population groups. The greatest increase, from 63.7 to 87.2, was found in group I systems. The next largest increase was in group III systems, from 62.8 to 72.9 per cent (3, pp. 7-8).

The expenditures for book stock, including books, periodicals, newspapers, pamphlets, binding, and rebinding, averaged from 59 cents to 81 cents for the county and four city groups (3, p. 6).

An interesting feature of the budget report was the increase in per cent spent for audio-visual materials. The four city groups reported from 2.5 per cent to 3.9 per cent and counties, 6.4 per cent. In 1941-42, city systems reported 0.95 per cent and rural districts, 1.47 per cent of
budget spent for audio-visual materials. Though the increase is not great, it indicates a trend in library budgets (3, p. 6).

In 1938, Joeckel (19, p. 21) said that school libraries constituted the most rapidly growing group in the United States, and their development has been a twentieth century phenomenon, particularly in the last ten years. He attributed the rapid growth of school libraries to two factors. The most important was the shift away from the single textbook method of teaching. The other factor was the strong insistence on higher standards of library service by regional accrediting associations, by state universities, and by state education departments.

Another source (5, pp. 10-11) ascribed the progress in the library field to the following causes:

1. Growing tendency on the part of some states to grant state aid for the purchase of library books.
2. Adoption of standards for school libraries.
5. Effective use of book funds through the pooling of resources and the rendering of advice at a central agency.
6. Increased opportunity for in-service training through institutes, summer courses, etc.
7. Growing interest of school administrators and teachers in the school library as an important factor in the educational program.

**Southern Association**

Since secondary education did not receive statewide attention in the southern states until after 1906, little thought was given to school libraries prior to that time.
The greatest impetus to the school library movement was the rural school library laws passed by a majority of the southern states between 1901 and 1910. Texas was one of the four southern states that was unsuccessful in enacting rural school library laws (23, p. 14). Rufsvold (23, p. 14) says there was a hazy notion that every school should have a collection of books accessible to the students. While attention was being given to libraries, and especially to rural school libraries, in other sections of the country, some of that interest penetrated into the southern states. Educators of the South became interested in the rural elementary library after the beginning of the century (23, p. 14).

No statistics are available to show to what extent elementary school library service developed during this early library movement. However, in 1911, Louis R. Wilson estimated that there was scarcely a county in the whole South that did not have some sort of school library facilities. Half of the graded school systems in towns and cities had library facilities of various kinds. There were approximately 25,000 school libraries containing about 3,000,000 volumes in the rural schools (23, p. 14).

Rufsvold further states that the idea of a "collection of books" that had prevailed in the elementary school was gradually carried over into the high school. Although many volumes had been collected into the high schools by 1915,
the library was still considered as a desirable adjunct, not a necessity. Recognition of the importance of the modern high school library on the part of a few educators and librarians was reflected in the shift in emphasis from the elementary to the high school library. By 1925, statistics showed that the southern states had collected about as many books into school libraries as other states, particularly in high school libraries. There was a question as to quality, even though the libraries did possess quantity (23, p. 15).

The adoption of standards of library service for secondary schools by the Southern Association of Colleges and Secondary Schools in 1927 is considered the turning point in the school library development of the South. Even though economic conditions postponed the enforcement of the standards until 1935, they did have a stimulating effect (1, p. 44).

The increase in the number of schools accredited by the Southern Association since its organization gives some indication of the work that was being attempted to improve secondary education. In 1896, the year the Southern Association was organized, only two public high schools were accredited by the association. The number accredited reached 6 in 1910, 329 in 1920, 985 in 1930, 1,028 in 1940, 1,216 in 1950, and 1,433 in 1955 (24, pp. 133-134).

Texas

The most rapid development of high school libraries in Texas has occurred since the middle 1940's. To show the
growth statistically at state level is as difficult as at
national and regional levels because of the lack of compar-
able figures.

An early survey (18, pp. 148-149) from meager reports
compares the number of volumes found in Texas school librar-
ies to the total for the United States. Table V shows the
data from this survey. The report also stated that the vol-
umes in the library had a greater increase, proportionately,
than did the value of high school property.

**TABLE V**

**VOLUMES IN LIBRARIES IN THE UNITED
STATES AND TEXAS, 1890-1917**

<table>
<thead>
<tr>
<th>Year</th>
<th>United States</th>
<th>Texas</th>
<th>Texas Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890</td>
<td>1,168,000</td>
<td>9,800</td>
<td>.8</td>
</tr>
<tr>
<td>1894</td>
<td>2,000,000</td>
<td>19,000</td>
<td>.9</td>
</tr>
<tr>
<td>1898</td>
<td>2,600,000</td>
<td>49,000</td>
<td>1.5</td>
</tr>
<tr>
<td>1905</td>
<td>4,115,000</td>
<td>96,000</td>
<td>2.2</td>
</tr>
<tr>
<td>1909</td>
<td>5,000,000</td>
<td>115,000</td>
<td>2.3</td>
</tr>
<tr>
<td>1913</td>
<td>7,000,000</td>
<td>169,000</td>
<td>2.4</td>
</tr>
<tr>
<td>1917</td>
<td>9,000,000</td>
<td>302,000</td>
<td>3.3</td>
</tr>
</tbody>
</table>

The report of the State Superintendent of Public Instruc-
tion for the year 1910-11 shows there were 9,043 white county
schools in the state and 546 independent school districts with
150 or more scholastics. Sixty-nine of the counties and 112
of the independent districts reported not one single volume
in school libraries; 15 counties and 74 independent districts
reported less than 50 volumes; and 36 counties and 98
independent districts reported having between 50 and 150 volumes each (22, p. 13).

The number of volumes in high school libraries of Texas has been reported in part of the surveys made by the United States Office of Education. In 1903, eight Texas schools reported libraries of 5,000 volumes or over (28, p. 31). Five years later, in 1908, Texas reported sixteen libraries having 1,000 to 4,999 volumes (28, p. 12). The figures in Table VI give the number of schools and the number of volumes that were reported for the years 1913 through 1938 (29, p. 22; 4, p. 293; 13, p. 830; 11, p. 1126; 12, p. 1054; 10, p. 777; 9, p. 53; 8, p. 88).

**TABLE VI**

**NUMBER OF VOLUMES IN HIGH SCHOOL LIBRARIES IN TEXAS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Schools</th>
<th>Number of Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1913</td>
<td>...</td>
<td>259,470</td>
</tr>
<tr>
<td>1917-18</td>
<td>614</td>
<td>301,731</td>
</tr>
<tr>
<td>1923-24</td>
<td>509</td>
<td>415,983</td>
</tr>
<tr>
<td>1925-26</td>
<td>163</td>
<td>344,783</td>
</tr>
<tr>
<td>1927-28</td>
<td>181</td>
<td>445,883</td>
</tr>
<tr>
<td>1929-30</td>
<td>240</td>
<td>591,024</td>
</tr>
<tr>
<td>1933-34</td>
<td>396</td>
<td>913,107</td>
</tr>
<tr>
<td>1937-38</td>
<td>1,067</td>
<td>1,882,684</td>
</tr>
</tbody>
</table>

Two other reports did not include the total number of volumes in the libraries, but gave the total enrollments which were served by centralized libraries in the high schools of
the state. For the year 1934-35, 171 senior high schools reported that centralized libraries served 87,954 of the total 91,395 enrollment (7, pp. 32-33). In 1941-42, 275 centralized libraries served 146,480 pupils (6, pp. 34-35).

These same statistics also show the classification of libraries according to the number of volumes and the number of schools in each class. The figures given in Table VII show not only a growth in the number of libraries but also an increase in the number of volumes in those libraries (7, p. 39; 6, p. 47).

TABLE VII

NUMBER OF VOLUMES IN CENTRALIZED LIBRARIES IN TEXAS HIGH SCHOOLS, 1934-35 and 1941-42

<table>
<thead>
<tr>
<th>Volumes</th>
<th>1934-35</th>
<th>1941-42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 500</td>
<td>43</td>
<td>35</td>
</tr>
<tr>
<td>500 to 999</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>1,000 to 2,999</td>
<td>49</td>
<td>79</td>
</tr>
<tr>
<td>3,000 to 4,999</td>
<td>41</td>
<td>79</td>
</tr>
<tr>
<td>5,000 to 9,999</td>
<td>22</td>
<td>49</td>
</tr>
</tbody>
</table>

An early Texas report on librarians in the state made the statement that the adoption of standards had a stimulating influence on school libraries. That influence seemed to have been principally in the direction of trained personnel, as can be seen in Table VIII (27, p. 101).
## TABLE VIII
SCHOOL LIBRARIANS IN TEXAS, 1923 TO 1934

<table>
<thead>
<tr>
<th>Year</th>
<th>Full Time</th>
<th>Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1923</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>1926</td>
<td>31</td>
<td>No statement</td>
</tr>
<tr>
<td>1929</td>
<td>43</td>
<td>37</td>
</tr>
<tr>
<td>1934</td>
<td>68</td>
<td>52</td>
</tr>
</tbody>
</table>

According to the **Biennial Survey of Education in the United States, 1934-35**, there were 103 full-time and 110 part-time librarians serving in the senior or regular high schools in Texas (7, pp. 34-35).

The **Biennial Survey of Education in the United States, 1941-42**, gives the number of semester hours of training in addition to the number of librarians for the state. Table IX shows these figures (6, p. 45).

## TABLE IX
TEXAS LIBRARIANS AND TRAINING IN SEMESTER HOURS, 1941-42

<table>
<thead>
<tr>
<th>Number of Hours</th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>21/2</td>
<td>153</td>
<td>11/4</td>
</tr>
<tr>
<td>15 to 23</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>6 to 11/2</td>
<td>11/4</td>
<td>13</td>
</tr>
<tr>
<td>Less than 6</td>
<td>12</td>
<td>33</td>
</tr>
</tbody>
</table>
A marked increase in the number of qualified librarians is shown by comparing reports of the Texas Education Agency for the years 1947-48 and 1949-50. This increase is shown in Table X (20, pp. 25-28).

**TABLE X**

**QUALIFIED LIBRARIANS SERVING TEXAS SCHOOLS, 1947-48 AND 1949-50**

<table>
<thead>
<tr>
<th>Classification of School</th>
<th>1947-48</th>
<th>1949-50</th>
<th>Per Cent of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small high schools</td>
<td>69</td>
<td>161</td>
<td>133</td>
</tr>
<tr>
<td>Large high schools</td>
<td>123</td>
<td>134</td>
<td>9</td>
</tr>
<tr>
<td>Small junior high schools</td>
<td>5</td>
<td>12</td>
<td>120</td>
</tr>
<tr>
<td>Large junior high schools</td>
<td>38</td>
<td>51</td>
<td>34</td>
</tr>
<tr>
<td>Elementary schools</td>
<td>10</td>
<td>36</td>
<td>260</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>245</strong></td>
<td><strong>394</strong></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>

By the end of 1952, there were 717 librarians reported for the state. Of this number, 69 were in elementary schools, and 143 were system-wide librarians. The Texas Education Agency had issued 659 special library certificates by May 30, 1953. The librarians receiving them had met at least the minimum requirements for training. A qualified librarian had to have a degree, a teacher's certificate, 12 semester hours of library training, if she served a school with fewer than 300
pupils, and 30 semester hours if she served a school with more than 300 pupils (16, pp. 84-85).

A significant trend in library service in the state is the rapidly growing number of itinerant librarians. There were 178 of them in 1952. These librarians may be classified as system-wide and cooperative librarians. The system-wide librarian serves several or all of the elementary and secondary schools in a particular district. Usually she serves a small district that cannot afford the services of a librarian in each school. However, some of the larger systems sometimes find it expedient to employ system-wide librarians (16, pp. 84-85).

The Minimum Foundation Program made it possible for several small schools within a county to have the services of a cooperative librarian. By cooperative agreement the county superintendent may request state funds to employ a special service teacher who may be a librarian. Twenty-five counties employed cooperative librarians in the school year 1950-51. By the end of 1952, the number had grown to thirty-five (16, pp. 84-85).

It has already been stated that one of the greatest difficulties in qualifying for membership in the Southern Association was the problem of meeting library standards. No exception to this difficulty has been found in Texas. For two reasons, the standard of librarian was perhaps the hardest to reach. In the first place, many schools could not afford
a librarian, and in the second place, there were too few trained librarians. Of the schools accredited by the Southern Association in 1934, only forty-eight high schools reported that they had full-time librarians (27, p. 106).

The status of Texas school libraries in 1939-40 can be seen from a summary of reports for that year. Table XI shows the number of schools accredited by the Southern Association and the number of those schools reaching each of the library requirements (17, p. 135).

**TABLE XI**

**LIBRARY REPORT OF TEXAS SCHOOLS ACCREDITED BY SOUTHERN ASSOCIATION IN 1939-40**

<table>
<thead>
<tr>
<th>Library Standards</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools accredited.</td>
<td>245</td>
</tr>
<tr>
<td>Meeting all library requirements.</td>
<td>174</td>
</tr>
<tr>
<td>Meeting book requirements</td>
<td>249</td>
</tr>
<tr>
<td>Meeting magazine requirements</td>
<td>247</td>
</tr>
<tr>
<td>Meeting appropriation requirements</td>
<td>226</td>
</tr>
<tr>
<td>Notably deficient appropriation</td>
<td>23</td>
</tr>
<tr>
<td>Meeting training requirement</td>
<td>185</td>
</tr>
<tr>
<td>Partial training requirement</td>
<td>60</td>
</tr>
<tr>
<td>No library training</td>
<td>5</td>
</tr>
<tr>
<td>Adequate time in library</td>
<td>210</td>
</tr>
<tr>
<td>Partially meeting time requirement</td>
<td>39</td>
</tr>
<tr>
<td>Satisfactory library space and equipment</td>
<td>245</td>
</tr>
<tr>
<td>Providing instruction in use of library</td>
<td>236</td>
</tr>
</tbody>
</table>

In the fall of 1946, there were only 197 of the 1,438 high schools of the state which were members of the Southern Association. That constituted a small percentage of the high schools of the state (21, p. 16). By 1954, the number of accredited schools had reached 329, showing an increase in
the number which met the association's requirements for accreditiation (24, p. 66).

Information recently received from Lois Garver shows there were 697 full-time librarians serving in the public schools of Texas in the year 1954-55. This is not a complete count of all librarians in the state, because the list includes only certified librarians serving full time in schools which are participating in the Minimum Foundation School Program. Trained librarians who are serving full time but are classified as classroom teachers are not included in the number. Neither does the roster indicate whether the librarians are serving in elementary or in high schools (26).

For the year 1955-56, there were thirty-two librarians serving twenty-four county schools by cooperative agreement (25).

In the past five years a total of 1218 librarian certificates have been issued by the Texas Education Agency (15), those for each year shown in the following table:

TABLE XII
LIBRARIAN CERTIFICATES ISSUED BY THE TEXAS EDUCATION AGENCY, 1951-1956

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1, 1951-August 31, 1952.</td>
<td>639</td>
</tr>
<tr>
<td>September 1, 1952-August 31, 1953.</td>
<td>122</td>
</tr>
<tr>
<td>September 1, 1953-August 31, 1954.</td>
<td>92</td>
</tr>
<tr>
<td>September 1, 1954-August 31, 1955.</td>
<td>230</td>
</tr>
<tr>
<td>September 1, 1955-April 30, 1956.</td>
<td>135</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,218</strong></td>
</tr>
</tbody>
</table>
Summary

United States

1. The first state law passed to levy a tax to begin a school library was in 1835.

2. By 1876, nineteen states had passed some sort of legislation designed to promote school libraries.

3. Since 1890, one of the characteristic features of school organization has been the school library.

4. From 1903-1910, modern educational techniques developed, and the application of these scientific methods to the curriculum made it apparent that the high school library needed organization and some degree of standardization.

5. The first school library standards were adopted in 1918.

6. Much of the school library growth has occurred since 1929.

7. From 1935 to 1942, there was a marked increase in the number of centralized high school libraries.

8. In the same period there was also a large increase in the number of part-time and full-time high school librarians.

9. The average expenditure per pupil increased from 64 cents to $1.34 in those years.

10. In 1947-48, more than 90 per cent of the high schools reported were served by centralized libraries.

11. The per cent of school librarians employed full time showed a continued increase in the survey made in 1947-48.
12. Two factors contributing to the growth of school libraries were the shift away from the single textbook method of teaching and the adoption of standards for school libraries.

Southern Association

1. The greatest impetus to the school library movement in the South was the rural school library laws passed by most of the states between 1901 and 1910.

2. Texas was unsuccessful in enacting rural school library laws.

3. Secondary education did not receive statewide attention in the southern states until after 1906.

4. In 1911, there was scarcely a county in the whole South that did not have some sort of library facilities.

5. In 1915, the high school library was considered a desirable adjunct, not a necessity.

6. Adoption of library standards for secondary schools by the Southern Association in 1927 was considered the turning point in school library development in the South.

7. The greatest increase in the number of schools accredited by the association occurred after 1910.

Texas

1. The State Superintendent of Public Instruction reported only 36 counties and 98 independent districts having
as many as 50 to 150 volumes in libraries for the year 1910-1911.

2. Statistics from the United States Biennial Surveys of Education show increases in the number of volumes for the schools reporting.

3. In the year 1934-35, 171 senior high schools reported centralized libraries serving 87,954 pupils.

4. In 1941-42, 275 schools reported centralized libraries serving 146,480 pupils.

5. A great percentage of increase in the number of qualified librarians in the state was reported by the Texas Education Agency for the years from 1947-48 to 1949-50.

6. The number of qualified librarians increased from 245 in 1947-48 to 394 in 1949-50.

7. By the end of 1952, there were 717 qualified librarians reported for the state.

8. The Texas Education Agency had issued 659 special library certificates by May 30, 1953. The minimum requirements for the certificates were at least 12 semester hours of library service.

9. There were 697 full-time librarians serving in the public schools of Texas in the year 1954-55.

10. In the past five years a total of 1,218 librarians have been issued library certificates by the Texas Education Agency.
CHAPTER BIBLIOGRAPHY


18. Jennings, Dean E. D., Growth and Cost of Secondary Education in Texas During the Last Twenty Years, University of Texas Bulletin 2311, Austin, Texas, March 15, 1923.


CHAPTER IV

HIGH SCHOOL LIBRARY STANDARD DEVELOPMENT

Concepts of the requisites of a good high school library program and standards to check its effectiveness have evolved gradually since the beginning of the twentieth century. The first formulated standards for high school libraries were adopted by the National Education Association in 1918. Since that time four of the six regional accrediting associations and most of the states in the United States have established requirements for the high school library. Through the developmental period, two kinds of standards, quantitative and qualitative, have been applied to the library for accrediting purposes, and more recently criteria for self evaluation have been widely used (3, pp. 1-4).

National Standards

A nation-wide survey of the teaching of high school English by the National Council of Teachers of English in 1915 revealed the deplorable condition of school libraries. The National Education Association then decided to study the school library, and a committee of outstanding librarians and schoolmen was appointed. This committee was instructed to bring its report in the form of standards for the organization and maintenance of school libraries (18, p. 270).
The committee, headed by C. C. Certain as chairman, worked for three years. The report in its final form, "Standard Library Organization and Equipment for Secondary Schools of Various Sizes," is referred to informally as the Certain Report or the Certain Standards (5, p. 317). At its annual meeting in 1918, the National Education Association adopted the report as its official standard for high school library development. It was also approved by the education committee of the American Library Association (18, pp. 270-271).

These early standards, very detailed in requirements, contributed to library development for several years. They included specific library requirements for both junior and four-year high schools of different sizes in the following six areas:

1. Housing and equipment.
2. Professional training of librarian.
3. Selection and care of books, and proper classification and cataloging.
4. Instruction in use of books and libraries.
5. Annual appropriations for salaries, maintenance of library, purchase of books, rebinding of books, and supplies.
6. Trained librarian as state supervisor to be appointed as a member of state education department (5, pp. 317-338).

At the time these standards were adopted, they met an imperative need. They supplied administrators with definite and official requirements for library development. These
quantitative standards were used almost fifteen years before educators were aware of the need for adding qualitative statements (3, p. 2).

As school libraries increased in number and strength, dissatisfaction arose with the limitations imposed upon them by the quantitative standards in use. Too much stress was placed on reaching numerical goals for accreditation and not enough on attaining the objectives of the library program in secondary education. Meeting the requirements for accreditation did not guarantee that the school was meeting the needs of the pupils and teachers. Dissatisfaction with library standards was only a part of the general feeling that had grown up toward the standards being used for accreditation throughout the country (18, p. 272).

Consequently, in 1933, the Cooperative Study of Secondary School Standards was organized to make a united attack on the problem of improved standards for the secondary school. After six years spent in intensive work, research, analysis and interpretation of data, revision and refinement of data, the organization issued its report, called Evaluative Criteria, in 1939 (6, pp. 18, 24-27).

In keeping with the basic philosophy of the Cooperative Study, the library was not treated as a separate unit of the school, but as an integral part of the school organization and its activities. Therefore, the library could not be properly evaluated unless it was considered in its relationship
to the total school program and philosophy. **Evaluative Criteria** for the library, by its increased scope, overcame the objections to quantitative standards by stressing the spirit and quality of library service. Where the old standards specified a definite number of books, the new criteria emphasized quality of book collection, its recency, and balanced distribution in relation to the needs of the individual school. The qualifications for the librarian stressed recency of training, status on school faculty, and service to meet the needs of students and teachers, instead of a qualified librarian for a designated number of students. Formulation of this type of criteria as a basis for accreditation was a significant step in the development of standards for the library program (6, pp. 90-92).

**Evaluative Criteria** has been revised since its first publication, the first time being in 1940. In the 1950 revision the rating definitions were changed to emphasize not only the provisions or conditions desirable in a secondary school, but also the use made of them. The graphic summary of the evaluation emphasizes the qualitative aspects of the secondary school instead of making a comparison with other secondary schools (3, pp. 2-3).

**Regional Standards**

In 1918, with the adoption of the Certain Standards, the North Central Association became the first regional
association to adopt library standards. Two years later the Middle States Association adopted quantitative standards which included the library. In 1927, the Southern Association adopted library standards which reflected the general pattern of the Certain Standards. The library standards formulated by the Northwest Association in 1935 had some of the basic elements of the standards adopted by both the North Central and the Southern Association (18, pp. 270-272).

Regional associations have played an important part in extending and improving library service in secondary schools of the United States. Their emphasis on standards for the school library has influenced state departments of public instruction to establish standards. The associations have also indirectly influenced the growth of elementary school libraries as educators have found that pupils who have used a wide variety of readable library books in the elementary school bring to their secondary school studies highly desirable skills in the use of books and libraries and a rich background of reading (4, p. 6).

When library standards were established by the Southern Association, in 1927, the high schools were already concerned with being on the list of schools accredited by the association. Being on the accredited list of schools enabled students to enter college upon certificate of graduation and also to transfer more easily to other secondary schools in the region. However, librarians and schoolmen interested in developing a better library program were not satisfied with the progress being made by meeting the minimum requirement that the "high school library should be adequate and have 500 volumes." (11, p. 15).
The year 1926 marks the beginning of school library expansion in the South. At that time the Southeastern Library Association requested the Southern Association to inaugurate a program of library improvement in the South. In response to the request, quantitative standards similar to the Certain Standards were written and adopted in 1927 (18, p. 272).

Tommie Dora Barker said:

The adoption of standards of library service for secondary schools by the Southern Association of Colleges and Secondary Schools in 1927 has been the pivotal point of school library development, although the enforcement of the standards has been postponed from year to year on account of economic conditions (2, p. 44).

These standards were more concise and specific in requirements than the Certain Standards. They were revised in 1929 and were to have become effective in 1930, the schools being given the intervening years to attain them. Economic conditions during the depression years caused postponement from year to year until they were actually not enforced until 1936 (17, p. 153). Since that time the Association has enforced standards and encouraged the states in the southern region to formulate their own standards (18, p. 272).

The library requirements were a separate section of the standards (13, pp. 327-332) established for high school standards, with specific requirements for each, set up on the basis of enrollment (for complete standards see Appendix, pp. 78-82). The main requirements of the standards were:
1. The standard for books required from 500 well-selected books for the smallest enrollment to 5,000 or more for the largest enrollment. The number of periodicals ranged from five for the smallest to at least forty for the largest enrollment.

2. Qualifications for the librarian were also set up according to the size of the enrollment, with the requirements varying from a minimum of six semester hours of library science to thirty hours and a degree for a full-time librarian.

3. The standard for appropriation for books and periodicals had only two divisions in relation to size of the school, namely, $1.00 and $0.75 per pupil.

4. A course of at least twelve lessons in the use of the library was the requirement for all schools.

5. The standard for organization of the library was based on enrollments of less than one hundred and more than one hundred.

6. Standard equipment and housing was set up in four groups according to size of enrollment. Requirements for equipment increased and more desirable quarters were required for the larger enrollments.

Two studies that have been made indicate improvement in high school libraries after the application of library standards by the schools of the Southern Association. Table XIII shows the status of libraries in 1930 and in 1940 after the standards had been enforced (18, p. 291).
TABLE XIII
STATUS OF HIGH-SCHOOL LIBRARIES ACCREDITED BY THE SOUTHERN ASSOCIATION IN 1930 AND 1940

<table>
<thead>
<tr>
<th>Standards</th>
<th>Schools Meeting Specified Standards</th>
<th>1930</th>
<th>1940</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Number of schools</td>
<td>922</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Meeting all library requirements</td>
<td>0</td>
<td>363</td>
<td>39.3</td>
</tr>
<tr>
<td>Meeting book requirement</td>
<td></td>
<td>488</td>
<td>52.9</td>
</tr>
<tr>
<td>Meeting appropriation requirement</td>
<td></td>
<td>54</td>
<td>5.7</td>
</tr>
<tr>
<td>Meeting librarian requirement</td>
<td></td>
<td>54</td>
<td>5.7</td>
</tr>
<tr>
<td>Providing adequate time in library</td>
<td></td>
<td>401</td>
<td>44.6</td>
</tr>
<tr>
<td>Providing satisfactory space and equipment</td>
<td></td>
<td>61</td>
<td>6.6</td>
</tr>
</tbody>
</table>

Frances L. Spain (18, pp. 290-291) feels that the increase in the number of school libraries and the improvement in their equipment has been the most spectacular result of the application of the standards. Data for the years 1930 and 1940 reveal the progress made by high school libraries accredited by the Southern Association under the stimulus of these standards. The figures show that none of the 922 accredited schools met all of the standards in 1930, as compared with 66.4 percent of the 1197 schools meeting all of them in 1940. A
greater per cent met all of the standards in 1940 than met any one of them in 1930.

A look at the figures for high school libraries in the individual states of the Southern Association from the above survey made in 1930 will further emphasize how very unsatisfactory library conditions were at that time. Of the six standards set up for accreditation of the library, the average number of requirements met was only 1.9 standards. The highest average number met by individual states was only 2.9 standards. Data for the states are shown in Table XIV (10, p. 474).

### TABLE XIV

AVERAGE NUMBER OF STANDARDS MET BY SCHOOLS ACCREDITED BY THE SOUTHERN ASSOCIATION IN 1935

<table>
<thead>
<tr>
<th>Name of State</th>
<th>No. of Schools Reporting</th>
<th>Total Number of Standards Met</th>
<th>Average No. of Standards Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>63</td>
<td>119</td>
<td>1.9</td>
</tr>
<tr>
<td>Florida</td>
<td>89</td>
<td>14.5</td>
<td>1.6</td>
</tr>
<tr>
<td>Georgia</td>
<td>71</td>
<td>116</td>
<td>1.6</td>
</tr>
<tr>
<td>Kentucky</td>
<td>102</td>
<td>213</td>
<td>2.9</td>
</tr>
<tr>
<td>Louisiana</td>
<td>82</td>
<td>174</td>
<td>2.1</td>
</tr>
<tr>
<td>Mississippi</td>
<td>55</td>
<td>154</td>
<td>2.8</td>
</tr>
<tr>
<td>North Carolina</td>
<td>88</td>
<td>162</td>
<td>1.8</td>
</tr>
<tr>
<td>South Carolina</td>
<td>46</td>
<td>51</td>
<td>1.1</td>
</tr>
<tr>
<td>Tennessee</td>
<td>80</td>
<td>14.2</td>
<td>1.7</td>
</tr>
<tr>
<td>Texas</td>
<td>166</td>
<td>334</td>
<td>2.0</td>
</tr>
<tr>
<td>Virginia</td>
<td>80</td>
<td>139</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>922</strong></td>
<td><strong>1749</strong></td>
<td><strong>1.9</strong></td>
</tr>
</tbody>
</table>
Although some high school libraries met these requirements for accreditation by the Southern Association, there was dissatisfaction with the standards. When the Cooperative Study of Secondary School Standards was organized, the Southern Association joined the other regional associations "to make a united attack on the problem of improved standards for secondary schools" (6, p. 17).

At its annual meeting in 1939, the Commission on Secondary Schools of the Southern Association voted to adopt the plan worked out by the Cooperative Study of Secondary Schools Standards "for evaluation and stimulation pending the formulation of a plan for the use of these measures for accreditation purposes." The guiding principles, as set up in the evaluative criteria, were adopted in principle; existing standards, or standards regularly adopted, continued in effect during the period of transition (15, pp. 267-268).

Plans were made to use the criteria to evaluate all schools already on the list of Accredited Secondary Schools by January 1, 1945. All new schools were urged to use the criteria in evaluating for accreditation. Widespread use of the criteria has continued in the Association (15, p. 267).

The Southern Association continued to revise its standards in an attempt to keep them up-to-date. Several changes were made in the revision (see Appendix, pp. 82-90) adopted in 1946 to become effective at the beginning of the school year 1948-49 (16, pp. 363-365). Some of the significant
changes made at this time were:

1. The standard for books and materials was changed to six divisions according to enrollment with about the same basic collection requirements. In addition, the book collection was required to average five books per student. Book selection suggestions were added by listing approved lists and designating specific kinds of books and materials for the library.

2. The qualifications for librarians were raised but were still set up according to the size of the enrollment. The minimum requirement was 12 semester hours of library service and the same qualifications and educational background as teachers, while the maximum remained 30 semester hours.

3. The standard for appropriation had three divisions by enrollments with requirements of $0.75, $1.00, and $1.25 per pupil. The two larger divisions were required to make an annual appropriation of a designated amount plus the pupil's appropriation.

4. More detailed requirements were established for instruction in the use of the library. Instruction would probably take eighteen class periods and was to be given throughout the high school course.

5. All sizes of schools were required to better organize books and materials. Stress was placed on effective use of library materials.
6. The revision made in the standard for quarters and equipment set up practically the same requirements for all sizes of schools, thereby placing emphasis on physical equipment for all libraries regardless of the size of the school.

The next significant step came in 1951 (see Appendix, pp. 90-93). For the first time, library standards were presented as an integral part of the complete body of standards. The standards include eight brief statements of principles with specific standards relating to each of the principles. Those standards dealing specifically with the library are difficult to identify, since all those concerning the program of the school, organization of its work, training of personnel, and purposes of the school have direct implication for the library program (19, pp. 105-107).

The standards (12, pp. 213-220) that refer specifically to the library include the following provisions:

1. A statement of the responsibilities of the librarian in carrying out the school's program.

2. A record shall be kept of the community resources which will be useful in carrying out the purposes of the school.

3. Qualifications of the librarian shall be those required by the state certification or accrediting agency.

4. The school plant shall include audio-visual education.

5. There shall be a library room or rooms, fitted with standard equipment, and enough floor space to provide adequately
for the maximum number of pupils who will use the library at one time.

6. The library collection and services shall be adequate in quantity and quality to supply the instructional and cultural needs of those served by the school.

7. The basic book and periodical collection shall include the recommendations of the American Library Association for high school libraries.

8. A schedule of $1.25, $1.00, and $0.75 per pupil, based on enrollment of the school, is recommended to provide pupils with library services in adequate amount.

The only numerical requirement set up in these standards is the one for appropriation, and it is still based on the size of the enrollment of the school. There is no change from the 1946 requirement in the amount set up for each pupil.

Texas Standards

The development of standards for the high school libraries of Texas was rather slow. In the beginning of the classification and accreditation movement, established and carried on by the University of Texas for some thirty-two years, no specific mention was made of libraries (25, p. 20). The schools were judged for affiliation by a visitor from the University on specimen examination papers in the various subjects and on an investigation of the physical equipment. "Judgment as to adequacy of book holdings, as of other 'appliances,
apparatus, etc.,' was left to the visitor. Requirements in those days seem to have been concerned not at all with personnel, or organization, but only with books" (20, p. 98).

The University inspectors did begin gradually increasing library requirements while they were responsible for checking schools for affiliation. Another important influence of the period was the establishment of the University of Texas School of Library Service. It began in 1919 and operated until 1927 when the governor vetoed the appropriation for it. While in operation the school did effective work in training librarians. It also contributed a worthwhile service in helping raise standards (20, p. 99).

The policy of state affiliation changed in 1916 when the work of classification and accreditation was placed under the regulations of the State Department of Education. For the first few years of its work in accrediting, the method used by the University was continued. Accrediting schools without exhibits of material gradually became general practice until it was voted in 1935 to change the method of accrediting by subjects to that of judging individual schools (25, pp. 20-22). This method prevailed until 1944 when the policy was changed to the one of accrediting schools by systems instead of individually (23, pp. 98-99).

The Certain Standards were adopted as advisory library standards by the Texas State Department of Education in 1925. However, the state requirements remained much lower than the
standards set up for the library in the Certain Standards. A year prior to this action by the State Department, the "Texas Library and Historical Commission, by the courtesy of C. C. Certain, reprinted as a part of its Library Manual, and also separately, the so-called Certain Standards, which had been adopted by both N. E. A. and A. L. A. as official high school library standards" (20, pp. 98-99).

The Texas State Department of Education adopted standards in 1935 which included the provision that schools should have well-balanced and adequate libraries and that the school board should make an annual appropriation for the purpose. The four-year high school was required to have at least $400 worth of well-chosen books for the library; the three-year high school, $300 worth; and the two-year high school, $200 worth of books. The first 500 to 800 books to be selected were to meet the requirements of the Southern Association and the State Department of Education. In fact, the standards recommended for the accredited high schools of Texas were those of the Southern Association (25, pp. 28-29).

The state requirements for library quarters and the librarian were that the library should be located in a convenient room under the supervision of a responsible custodian. If the library work was assigned to a teacher, it should be in lieu of, and not in addition to, classroom work. Instruction in the use of the library was to be given to every high school student (25, p. 28).
The only provision for the organization of materials was that the books be classified, cataloged, and kept in a suitable bookcase in order to conserve the books and facilitate their use (25, p. 28).

A provision for professional training of librarians was added to the state standards in 1939. Librarians were required to have a minimum of 12 hours of library science and assistant librarians were required to have 6 hours. The librarians were also required to meet degree requirements of teachers, and the salary was placed on the same level as that of teachers. Twelve lessons on the use of the library and a standard system of cataloging, Dewey preferred, were also added to the standards (22, pp. 27-32).

The next standards, issued in the year 1941-42, recommended that all classified and accredited schools in the state use the Evaluative Criteria as a means of stimulating and improving secondary education in the state. It was further stated that the Southern Association urged all member schools to use the Evaluative Criteria by 1944. While use of the Criteria was required for new membership in the Southern Association, it was not a requirement for state accreditation (24, pp. 32-37).

A suggestion included in the library standards section was for the person in charge of the library to secure a copy of the 1940 edition of Evaluative Criteria and make a systematic study of its library section to determine the adequacy
of library materials and service. At the same time a revision was made in the state standard concerning the appropriation for the library. A minimum of $1.00 per pupil was required for an enrollment of 200 or less, whereas only $0.75 per pupil was required if the enrollment was more than 200 (24, pp. 119-126).

Another change in the standard for appropriation occurred in 1946 when Texas required all accredited schools of less than 500 enrollment to appropriate $1.25 per pupil, and those with more than 500 enrollment, $1.00 per pupil (23, p. 41).

Changes for improvement were more evident in the library picture for Texas after school libraries were included as an official division of the State Department of Education for the first time in 1946. That year Texas became the sixteenth state to receive a General Education Board Grant to provide financial support for library supervision for a year and a director of school libraries was appointed. Those concerned with the development of secondary school libraries in Texas had long ago realized the desperate need that this action fulfilled (23, pp. 43-46).

A survey of library personnel in the fall of 1946 revealed a lack of trained librarians. The information was not entirely unknown, because meeting the library requirements of the Southern Association for qualifications of the librarian had long been a difficulty in attaining accreditation. Plans
were made for recruitment of personnel and for in-service training (23, p. 43).

One of the immediate outstanding accomplishments of the new department was the work of the Library Leadership Workshop conducted at North Texas State College in the summer of 1947. The outcome of the workshop was the compilation of a "Manual of Library Practices and Procedures." The bulletin contained not only the library standards for both Texas and the Southern Association, but also instructions for developing and improving the library program in the state. It was designed especially to help school superintendents, principals, librarians, teacher-librarians, and teachers interested in the improvement of school library service in general (26, p. 6).

The standards (see Appendix, pp. 93-101 for copy of standards) were formulated as an approach to the standards of the Southern Association, yet adapted to the needs of Texas schools. They covered the same six general areas and recommended the same quantitative measurements for book collections and materials and annual appropriation as recommended by the Southern Association (26, p. 10).

One noticeable difference in these standards was that the qualifications for the librarian were designated in the two divisions, librarians and teacher-librarians, rather than for schools with different size enrollments. However, specifications were included for the field of service in which
they would be eligible to work. A program of definite courses acceptable for the training of the librarian was also included in the standards.

These revised standards recognized that instruction in the use of the library could not be completed in twelve lessons, but should be a continuous process throughout the educational program. Some book selection aids were listed, as well as types of materials to be included in the library acquisitions.

While the standards were chiefly quantitative in content, they did incorporate and stress service to meet the varying interests and needs of pupils, teachers, and the community.

A new kind of library service was provided for Texas schools when provisions were made for multi-school librarians in 1949. Under the Foundation School Act, county superintendents could request state funds to employ a qualified librarian as a Special Service Teacher. When the special service positions were made available, there were no established standards for them (26, pp. 10-19).

New criteria, "Principles and Standards for Accrediting Elementary and Secondary Schools," were adopted by the Texas Education Agency and became effective in September, 1954 (see Appendix, p. 102). They include twelve guiding principles of accreditation, and the standards which pertain to each are largely qualitative statements. Of the twelve basic principles, only one standard actually pertains to the library.
The qualitative terms of the standard "adequate library services are planned and provided for the school" permit local schools to interpret it within the framework of legal requirements and from the standpoint of local conditions (7, pp. 150-151).

The Texas Education Agency requested all accredited schools to use the criteria for principles VII and IX for self-evaluation by November 1, 1955. To facilitate the self-appraisal program, a bulletin entitled "Self-Appraisal Guide to School Improvement" was issued (8, pp. 38-39).

The section on library services has five guides for appraisal. They contain statements such as: library quarters shall be adequate; school should budget and spend a definite amount of money per student each year; a member of the staff is responsible for the organization and administration of library services; books and related materials are well-selected and adequate as to quantity and quality; and the library is used by students and teachers as a laboratory (1, pp. 38-39).

Summary

National Standards

1. A Committee of the National Education Association, headed by C. C. Certain, formulated the first school library standards.
2. The standards were adopted by the National Education Association in 1918 as its official standard for school library development; they were also approved by the Education Committee of the American Library Association.

3. The Certain Standards were generally considered as being quantitative in nature in that stress was placed upon numerical goals.

4. They did meet an imperative need by supplying administrators with definite and official requirements for library development.


6. The report of the study, called Evaluate Criteria, was issued in 1939, and revised in the years 1940 and 1950.

7. Evaluate Criteria treated the library as an integral part of the school organization and its activities instead of a separate unit of the school.

8. Evaluate Criteria for the library stressed the spirit and quality of service.

Regional Standards

1. With the adoption of the Certain Standards in 1918, the North Central Association became the first regional association to adopt library standards.
2. Standards adopted by the Southern Association in 1927 reflected the general pattern of the Certain Standards and are considered the turning point of school library development.

3. At that time high schools were already concerned with being on the list of schools accredited by the Southern Association.

4. Economic conditions caused postponement of the standards until 1936.

5. The first standards included six divisions covering books, librarian, appropriation, instruction in the use of the library, organization, and equipment. All were numerical requirements based on the enrollment of the school.

6. In 1939, the Southern Association adopted *Evaluative Criteria* and urged all schools on its accredited list to use the criteria for self-evaluation by January 1, 1945.

7. In 1946, the Southern Association revised its standards to become effective at the beginning of the school year 1948-49.

8. Although the standards followed the same general pattern of the previous ones, requirements were raised in all six divisions.

9. The last revision of the standards of the Association, in 1951, includes only one numerical requirement for the library, that of appropriation.
10. The library standards are presented as an integral part of the complete body of standards.

Texas Standards

1. In the first thirty-two years of the classification and accrediting movement carried on by the University of Texas, no specific mention was made of libraries.

2. A school for library service operated at the University of Texas from 1919 to 1927.

3. In 1916, the work of classification and accreditation was placed under the regulations of the State Department of Education.

4. In 1935, the State Department of Education changed the method of accreditation by subjects to that of judging individual schools.

5. The policy was changed in 1944 to the one of accrediting schools by systems instead of individually.

6. The Certain Standards were adopted as advisory library standards by the State Department of Education in 1925.

7. In 1935, the Texas State Department of Education adopted library standards which required schools to have a well-balanced and adequate library and that the school board should make an annual appropriation for the purpose.

8. The library standards of the Southern Association were recommended for the accredited schools of Texas.

9. A minimum of 12 hours of library science was required for librarians in 1939.
10. The State Department, in standards issued in 1941-
42, recommended that all classified and accredited schools in
the state use Evaluative Criteria for self-evaluation. Its
use was not a requirement for state accreditation.

11. The same year, a revision in the appropriation re-
quirement set up a minimum of $1.00 per pupil for schools of
200 or less enrollment and $0.75 for those with more than 200.

12. The amount of appropriation was changed in 1946 to
$1.25 for an enrollment of less than 500 and $1.00 for those
with more than 500.

13. School libraries were included as an official di-
vision of the State Department of Education for the first
time in 1946.

14. New state standards, set up as an approach to the
Southern Association standards, were the outcome of a Library
Leadership Workshop conducted at North Texas State College in
1947.

15. The Texas Education Agency adopted new criteria
called "Principles and Standards for Accrediting Elementary
and Secondary Schools," which became effective in September,
1954. The only standard which actually pertains to the li-
brary requires "adequate library service."
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY, ANALYSIS, AND CONCLUSIONS

Summary

In the study of the development of high school library standards, with some consideration being given to secondary education and library development, the following facts were established:

1. Enrollments of public high schools doubled each decade from 1890 to 1930.

2. After 1890, one of the most characteristic features of secondary school organization was the library.

3. Between 1890 and 1920, the basic philosophy of secondary education changed to include education for all American youth.

4. Regional accrediting associations were organized in the latter part of the nineteenth century for the purpose of establishing better relationships between member schools.

5. In the first quarter of the twentieth century four of the regional associations established secondary school standards pointed primarily toward college entrance. They also introduced the method of college entrance by certificate from the secondary schools on their accredited lists.

6. Many of the states formed their own accreditation standards on the pattern of the regional requirements.
7. The first library standards, the Certain Report, were adopted at the national level in 1918.

8. The Southern Association adopted its first library standards in 1927. These standards were not actually enforced until 1936.


10. The work of accreditation of schools which had been carried on by the University of Texas for thirty-two years was placed under the regulations of the State Department of Education in 1916.

11. The State Department of Education recommended the use of the Southern Association library standards for the accredited schools of the state.

12. In 1935, the Texas State Department of Education adopted library standards which required schools to have a well-balanced and adequate library and that the school board should make an annual appropriation for the purpose.

13. School libraries became an official division of the State Department of Education for the first time in 1946.

14. New state standards, set up as an approach to the Southern Association requirements, were formulated and adopted in 1947.

15. The Southern Association employed the method of revision to try to keep its standards up-to-date.
16. Dissatisfaction with regional standards for accreditation resulted in the establishment of evaluative criteria at the national level.

17. Evaluative Criteria treated the library as an integral part of the school organization and its activities instead of a separate unit of the school.

18. The last revision of the Southern Association Standards, in 1951, presents the library requirements as an integral part of the complete standards. The only numerical requirement left is the one concerning appropriation for books and materials.

19. The Texas Education Agency adopted new criteria which became effective in September, 1954. The only standard which actually pertains to the library requires "adequate library service."

20. The most rapid growth of high school libraries in the United States came after 1929.

21. The most significant curriculum changes were made after 1930.

22. Secondary education did not receive statewide recognition in the South until after 1906. For that reason, library development came later in the South.

23. The greatest growth in secondary school libraries in Texas has occurred since 1946. That growth was indicated by the increase in the number of school librarians after that date.
24. Standards for the library evolved from a statement requiring adequate library facilities to detailed requirements covering all phases of the library program, and then back to a general statement of adequate library services.

Analysis

This study demonstrates a parallelism in the development of secondary education, high school libraries, and standards for high school libraries. Not only does the parallelism exist in point of time, but it seems most pronounced in the kinds of efforts put forth to develop a better educational program.

The study shows that while the rapid growth of secondary schools was in progress, a change in the basic philosophy of the secondary school was also achieved. Between 1890 and 1920, the concept of secondary education changed from a selective agency to train a small percentage of youth to a broader view that it should prepare all American youth for life. The emphasis was placed on the total development of the individual instead of primarily intellectual development.

Curriculum changes were made during these same years in an effort to put into effect the changed concept of education. More subjects of a practical and vocational nature were added to the curriculum. With this change from the single textbook method of teaching, the library came to be one of the characteristic features of school organization.
Another development at the national level in this early period was the organization of voluntary regional accrediting associations in the latter part of the nineteenth century. In the first quarter of the twentieth century most of the associations established secondary school standards in an effort to improve secondary education. That this effort was realized to some extent was evidenced by opinions of authorities regarding the part standards played in library development.

Statistics on libraries were not complete enough for the study to show that all phases of library growth paralleled high school growth. However, the available statistics indicate the same general growth pattern as the high school.

The fact that the first national library standards were adopted in 1918 places the beginning of standard development in the same period that outstanding curricular reforms were being made in the high schools.

The study of the Southern Association standards that have been in effect indicates very little change in the basic book collection requirement of an average of five books per student. When the sizes of the school enrollment groups were revised in 1946, the most noticeable change was the addition of book selection suggestions. It would seem that in meeting this standard the library service that the individual pupil received was determined more or less by the size of the school attended.
An increase in the minimum requirements for qualified librarians indicates a trend toward better library service. However, the study of the standards shows again that the size of the school appeared to be an important factor in the librarian's qualifications and service.

One criticism that might be made of the standard for appropriation is its failure to raise the requirements in proportion to the advances made in the cost of materials. However, this has been one of the most difficult of the standards to attain. Although a school could meet the minimum requirement, there was no certainty that the best facilities and services were available for the students.

The standard concerning instruction in the use of the library and its materials changed from requiring a course from at least twelve lessons to a minimum of eighteen lessons as a part of class work throughout the high school courses. The addition of detailed instructions and continuation of instructions during the whole high school period is an indication of greater emphasis on the use made of the library materials.

The standard for organization was likewise revised to require better organization for all sizes of schools. This action was also an indication of the recognition of the need for making more usable the library materials.

The standards for equipment were also set up on an enrollment basis. In the early standards, the smallest schools
were not required to have much in the way of equipment and quarters. It is interesting to note that the later revisions required the same basic furnishings and quarters regardless of the size of the school.

The study has shown that the number of schools accredited by the Southern Association has steadily increased since the establishment of secondary school standards. This is an indication of the importance of standards in the improvements made in the school library situation in the southern states.

Although the Certain Standards were adopted as advisory standards by Texas in 1925, the state requirements remained much lower for several years.

In 1939, additions to the state standards included twelve lessons on the use of the library and a standard system of cataloging, Dewey preferred. The addition of a minimum requirement of twelve hours of library science for librarians and six hours for assistant librarians did not raise the standard as high as the Southern Association requirements.

The next standards were issued in 1942, with a recommendation that all classified and accredited schools in the state use the Evaluative Criteria as a means of stimulating and improving secondary education in the state. It was further stated that the Southern Association urged all its members to use the criteria for self-evaluation by 1944. The fact that Evaluative Criteria was formulated in response to demands for qualitative standards, was used for a few years, and then
dropped, raises a question about the value of standards that are completely qualitative in nature. It seems to indicate that they are difficult to interpret and almost impossible to apply.

In 1946, school libraries became an official division of the Texas State Department of Education. Soon after this, the state issued its first detailed library requirements. The study shows the most rapid growth in Texas high school libraries occurred after this date. This would seem to be a further indication that standards influenced library development in the state.

Conclusions

In view of these findings, certain general conclusions may be made:

1. The development of high schools and high school libraries had their beginnings and also their advances in growth in the same period of time.

2. The establishment of standards for the secondary school and efforts to improve the program of the school began about the same time.

3. Library standards were first formulated about the same time the philosophy of education changed and the first efforts at curriculum revisions began.

4. The growth of secondary school libraries reflected the enforcement of library standards.
5. Secondary education and library development came later in the South than in other parts of the country.

6. Standards had a part in the growth of libraries and library service in the Southern Association.

7. Although Southern Association standards were established in 1927 and some Texas schools attained accreditation in the association, it was not until 1946, after school libraries became an official division of the State Department of Education, that progress was made in the library program of the state.

8. There has been a steady growth of qualified library personnel in Texas since 1946, with 1,218 librarian certificates being issued in the last five years.

9. In both the Southern Association and Texas, library standard development has evolved from a requirement of adequate library facilities to detailed numerical requirements covering all phases of the library.

10. Within the past five years, both the Southern Association and Texas have adopted standards for the library that are qualitative statements requiring adequate library services.

11. As a result of this action, library standards, over a period of years, have gradually reverted to the first conception of library requirements and practices.
APPENDIX

SOUTHERN ASSOCIATION STANDARDS

I. Books

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

2. Enrollment of 100 to 200 students--500 to 1,000 well-selected books averaging 5 per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable to students' use.

3. Enrollment of 200 to 500 students--1,000 to 2,500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

4. Enrollment of 500 to 1,000 students--2,500 to 5,000 well-selected books, newspapers, and 25 to 50 suitable periodicals.

5. Enrollment of 1,000 or more students--5,000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

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II. Librarian

1. Enrollment of 100 or less students—Teacher-librarian with at least 6 semester hours in library science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

2. Enrollment of 100 to 200 students—Half-time librarian with one-year course of 2½-30 semester hours in an accredited library school, or half-time with college graduation including 12 semester hours in library science.

3. Enrollment of 200 to 500 students—Full-time librarian with same qualifications and educational background as teachers, including 2½-30 semester hours in an approved library school. One or two years' teaching experience is very desirable.

4. Enrollment of 500 to 1,000 students—Same as above, with sufficient help and some experience in teaching or library especially desirable.

5. Enrollment of 1,000 or more students—Full-time librarian with college graduation and at least 2½-30 semester hours in an approved library school. Teaching and library experience especially desirable—a good contact with children already established. For every 1,000, or major fraction
thereof, of enrollment, there shall be an additional full-time trained librarian.

III. Appropriation

1. Enrollment of 500 or less students—Annual appropriation of at least $1.00 per student per year for books, periodicals, etc., exclusive of salaries.

2. Enrollment of more than 500 students—Annual appropriation of at least $0.75 per student per year for books, periodicals, etc., exclusive of salaries.

IV. Course in Use of Library

Course of at least 12 lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school. (This course is required in all schools.)

V. Organization

1. Enrollment of 100 or less students—At least an adequate shelf list made and an adequate loan system installed.

2. Enrollment of more than 100 students—Card catalogues, shelf lists, accession record and an adequate loan system.

VI. Equipment

1. Enrollment of 100 or less students to 200—Separate classroom or end of study hall fitted up with shelving, tables,
and chairs; always accessible to students, but under supervision.

2. Enrollment of 200 to 500 students—Separate room equipped with tables, chairs, shelves, loan desk, magazine rack, bulletin boards, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

3. Enrollment of 500 to 1,000 students—Same as above with separate library work room and essential office equipment.

4. Enrollment of 1,000 or more students—Same as above with additional equipment to meet needs. If possible, separate rooms for conference and for instruction in the library are desirable.

(If necessary, where impossible to get space in school building now in use for groups 2 and 3, study hall might be taken over as library, provided it is properly equipped and sufficient trained help provided to guide and aid in reading as well as supervise study. At least two full-time trained librarians for 4.)

VII. Date That These Regulations Become Effective

1. The (library) regulations become effective in the fall of 1930. Schools not meeting the library standards in 1930, 1931, or 1932 are to be advised. In the fall of 1933,
all schools not meeting the standards in full subject themselves to being dropped from membership in the Association.

The Commission desires to go on record that there is no desire to be retroactive in regard to Librarians now employed in schools (December 4, 1929). Where Librarians are now giving efficient and satisfactory service, no effort will be made to impose undue burdens upon them. The Commission does reserve the right, however, to require such Librarians reasonable additional training in Library Science.

Southern Association Standards

New Library Standards (to become effective as of the beginning of school year 1948-49)

I. Books and Other Materials

Books and other materials are to be selected from state-approved lists or from lists approved by the Southern Association, such as the H. W. Wilson Standard Catalog for High School Libraries and Children's Catalog, A. L. A. Basic Book Collection for High School Libraries, A. L. A. Booklist, and lists prepared by the U. S. Office of Education. Selection should be made by the librarian in cooperation with the principal, teachers, and pupils. It is essential that the book collection be kept up-to-date and in good condition through discarding, binding, and annual additions.

Even the smallest library should have an information and picture file. Audio-visual materials, such as slides, films,
recordings, stereographs, maps, globes, and similar instructional aids should be made available to meet the needs of the particular school. Some useful sources for the selection of these materials are Educational Film Catalog, catalogs of New York University Film Library, and other references listed in the Standard Catalog for High School Libraries. Provision should be made for suitable yearly additions to maintain and keep up-to-date this collection.

1. Enrollment of 100 or fewer--Basic collection of 500 well-selected books, exclusive of duplicates, government documents, and textbooks, to meet curricular needs and needs for recreational and inspirational reading. In addition, one set of encyclopedia copyrighted within a ten-year period and one unabridged dictionary, both of which are listed in the Standard Catalog for High School Libraries, should be provided. One good general newspaper in addition to a local one and 5 to 10 well-selected periodicals for pupils' use should be provided.

2. Enrollment of 101 to 300 pupils--Basic collection of 500 to 1,500 well-selected books as specified in (1), averaging 5 per pupil, approved encyclopedia and unabridged dictionary, a good general newspaper in addition to a local one, and 10 to 20 well-selected periodicals for pupils' use.

3. Enrollment of 301 to 500 pupils--Basic collection of 1,500 to 2,500 well-selected books of the types specified in
(1), averaging 5 per pupil, encyclopedia, unabridged dictionaries, newspapers, and 20 to 30 periodicals suitable for pupils' use.

4. Enrollment of 501 to 1,000 pupils--Basic collection of 2,500 to 5,000 well-selected books of the types specified in (1), averaging 5 per pupil, encyclopedia, unabridged dictionaries, newspapers, and 30 to 50 periodicals suitable for pupils' use.

5. Enrollment of 1,000 to 2,000 pupils--Basic collection of 5,000 to 10,000 well-selected books of the type specified in (1), averaging 5 per pupil, encyclopedias, unabridged dictionaries, newspapers, and at least 50 periodicals suitable for pupils' use.

6. Enrollment of more than 2,000 pupils--Basic collection of 10,000 and more well-selected books of the type specified in (1), encyclopedias, unabridged dictionaries, newspapers, and at least 50 periodicals suitable for pupils' use.

II. Librarians

All library training must be done in an institution whose library science courses are approved by the Southern Association. All library science training programs approved by the American Library Association and by regional accrediting agencies are also approved by the Southern Association. The basic training in library science shall consist of 12 semester hours with 6 semester hours in books and related materials for children and young people and 6 semester hours in administration.
and organization of materials for school libraries. Additional courses recommended are reference and practice work, including teaching the use of libraries, to make 18 semester hours. It is recommended that the school librarian be employed and paid for at least an additional month's work beyond the regular school term. This time may well be divided for service before and after the school session.

1. Enrollment of 100 or fewer pupils--Teacher-librarian with same qualification and educational background as teachers and with basic training of at least 12 semester hours in library science, scheduled at least one-third of the teaching day for regular high school library service. Additional time is recommended. Additional time must be provided if the librarian is also responsible for the elementary school library or for community library service. Sufficient pupil help, trained by the teacher-librarian, should be used to keep the library open under supervision during the entire school day.

2. Enrollment of 101 to 300 pupils--Teacher-librarian with same qualifications and educational background as teachers and with basic training of at least 12 semester hours in library science, scheduled at least one half of the teaching day for regular high school library service. Additional training in library science and more than half time in the library are recommended, especially for the school with 200 to 300 pupils. Additional time must be provided if the librarian is also responsible for the elementary school library.
or for community library service. Pupil help as indicated in (1) should be used.

3. Enrollment of 301 to 500 pupils—Full-time librarian with same background and training as above and with an additional 18 semester hours in library science, without duplication of courses, to complete 30 hours or a full year of library science in an approved library training agency. One or two years' teaching experience is very desirable. A part-time clerical assistant is recommended.

4. Enrollment of 501 to 1,000 pupils—Full-time librarian with same background, experience, and training as in (3) with 30 semester hours or a full year of library science in an approved library training agency. At least one full-time clerical assistant is recommended.

5. Enrollment of 1,000 to 1,500 pupils—A full-time librarian and a full-time clerical assistant will be required. For 1,500 to 2,000 enrollment, 2 full-time librarians required, and a full-time clerical assistant recommended.

III. Appropriation

A library budget should be set up for the year covering the following items: books, periodicals, other materials, supplies, binding, miscellaneous. Any funds provided for the purchase of expensive audio-visual materials, such as maps, globes, and films, shall be outside the library budget as herein set up.
1. Enrollment of 500 or fewer pupils—Annual appropriation of at least $1.25 per pupil per year for books, periodicals, other materials, binding, and supplies, including printed catalog cards.

2. Enrollment of 501 to 1,000 pupils—Annual appropriation of at least $625 as in (1) plus $1.00 per year for each pupil in excess of an enrollment of 500. This appropriation shall be expended for materials indicated in (1).

3. Enrollment of more than 1,000 pupils—Annual appropriation of $1,125 as in (2), plus $0.75 per year for each pupil in excess of an enrollment of 1,000. This appropriation shall be expended for materials indicated in (1).

IV. Instruction in the Use of the Library

Provision should be made for each pupil to have instruction in the use of library materials, covering the following topics: (1) introduction to the library, arrangement, Library citizenship, library loan procedures; (2) parts of the book; (3) classification of books; (4) use of the card catalog; (5) dictionary; (6) encyclopedia; (7) yearbook and almanacs; (8) periodicals and periodical indexes; (9) atlases, gazetteers, use of maps; (10) special reference books and indexes of biography, social studies, languages, literature, and science; (11) audio-visual materials; (12) recreational reading materials and helps for personal selection. Many of the topics will require several class periods for adequate instruction.
Orientation in the use of the library should be given early in first year of high school and should be the joint responsibility of the librarian and the teachers. More detailed instruction should be part of the class work of every pupil for each school year throughout the high school period. Instruction during the high school courses will probably require 18 class periods.

V. Organization

1. Enrollment of 100 or fewer pupils--Books classified and marked and properly shelved, accession record, shelf list, and adequate loan system installed.

2. Enrollment of more than 100 pupils--Books classified and marked and properly shelved, accession record, shelf list, adequate loan system and card catalog installed. Periodicals which constitute a valuable source of reference materials should be properly filed or temporarily bound and kept for the period of their usefulness. The effective use of these materials is dependent upon printed periodical indexes.

Non-book materials, such as pictures, pamphlets, recordings, etc., should be arranged and housed for convenient use. Classified or alphabetical subject arrangement is suggested.

VI. Quarters and Equipment

It is recommended that, when more than 60 pupils are assigned to the library in any given period, a teacher, in addition to the librarian, should be scheduled there to assist
with the promotion of effective use of library materials. An additional teacher should be on duty in the library for each additional major fraction to 60 pupils.

1. Enrollment of 100 or fewer pupils—Library room equipped with shelving, tables, chairs, librarian's desk, and bulletin boards, and large enough to seat the largest class group. The room should always be accessible to pupils under supervision throughout the school day. Some provision should be made for work and storage space, preferably in adjoining room.

2. Enrollment of 101 to 300 pupils—Library room equipped with tables, chairs, shelves, loan desks, magazine rack, bulletin boards, and catalog case. Typewriter must be available. Room should be large enough to accommodate 15 per cent of the enrollment, allowing 25 square feet per person, and must accommodate the largest class groups plus 20 pupils. Separate work and storage space shall be provided.

3. Enrollment of 301 to 500 pupils—Same as in (2) with separate library work room provided with running water and separate storage space; also essential office equipment, including a typewriter for the library. Conference rooms are desirable.

4. Enrollment of more than 500 pupils—Same as (3) with additional equipment and accommodation for 15 per cent of the first 1,000 enrolled and 10 per cent of the number of students over and above 1,000. It is desirable that not more
than 100 pupils be seated in one reading room; but, for very large schools, a suite of library quarters, with each reading room in charge of a trained librarian, is desirable. Separate rooms for conferences and for instruction in the use of the library are desirable.

Southern Association Criteria of Accreditation

Principles and Standards

PRINCIPLE B: The school's program should evolve from the educational needs and aspirations of the people served by the school, and shall provide opportunity for personal growth and achievement.

Standards:

7. The responsibilities of the librarian shall include the acquisition, organization and cataloging of materials; acquainting those served by the library with its collection, potential services and uses; and planning with teachers the use of the library in the instructional program. It is the further responsibility of the librarian to train and supervise the services of such additional personnel as is needed to provide adequate library services.

PRINCIPLE C: Community resources (agencies, organizations, lay and professional personnel, and physical facilities) shall be analyzed, and the appropriate ones used by the school in the accomplishment of its purpose.
Standards:

1. The school's records shall include an analysis of the community's resources and an indication of those that can be used in the accomplishment of the purposes of the school.

PRINCIPLE E: Personnel should be provided in the amount and quality needed to provide the adult guidance, influence, instruction, and leadership requisite to creating the environment that will accomplish the purpose of the school.

Standards:

4. The person in charge of the library shall in the case of each member school possess the experience and training specified by the state certification or accrediting agency for that position.

PRINCIPLE G: The school's physical plant and its operation should meet the needs and safeguard the welfare of those served by it; and should be designed to contribute to the achievement of the school's purpose.

Standards:

4. The school plant shall include rooms properly arranged and equipped for such activities and programs as laboratory study, vocational programs, audio-visual education, fine and applied arts education, clinics, cafeterias, adult and physical education, and health programs.

5. The school's physical facilities shall include a library room or rooms, readily accessible to pupils, attractive
in appearance, properly lighted, fitted with standard library equipment, and with sufficient floor space to provide adequately for the maximum number of pupils which will use the library at any one time.

6. The school's equipment shall include school supplies and instructional materials commensurate in kind, quality, and amount to the activities in its program.

7. The library collection and services shall be adequate in quantity and quality to supply the instructional aids and the opportunities for reading required to achieve the personal and cultural development of those served by the school.

8. The library materials shall include a basic book and periodical collection as recommended by the American Library Association for high school libraries.

**PRINCIPLE H:** There shall be evidence of financial support sufficient in amount to promote achievement of the school's purpose. Approved budgetary procedures shall be followed in the administration of the school funds.

Standards:

4. The school's budget shall include items for the purchase of library books, periodicals, audio-visual materials, and supplies. The budget item shall be sufficient to provide pupils with library materials and services in adequate amount. In this connection the following schedule is recommended:
Enrollment  
Up to approximately 500  
Approximately 500-1000  
Approximately 1000 and over  

Expenditure Per Pupil  
$1.25  
1.00  
.75  

Standards for Library Service in the Public Schools of Texas  

The Standards Committee of the Library Leadership Workshop examined the library standards of other states, the standards set up by the American Library Association, and those of the Southern Association of Colleges and Secondary Schools in considering the problem of setting up standards for library service in Texas. Numerous conferences were held to determine the needs of Texas schools.  

The following standards, adaptable to Texas, are presented as an approach to the standards of the Southern Association of Colleges and Secondary Schools.  

I. Minimum Requirements for Librarians  

All library training must be done in library schools approved by the American Library Association or the Southern Association of Colleges and Secondary Schools. The colleges in Texas which now have approved library courses are:  

North Texas State College, Denton  
Our Lady of the Lake, San Antonio  
Texas State College for Women, Denton
Since the librarian is at the heart of the library service program, it is assumed that she has such intangible qualifications as a love for children, leadership, tact, poise, sense of humor, and resourcefulness.

All librarians should be employed ten months of the year. If the library is to be kept open for twelve months, then a qualified librarian should be employed for the additional two months.

A bachelor's degree including thirty (30) semester hours of library training will satisfy the requirements of the Southern Association. However, in consideration of salary schedules the degree of Bachelor of Science in Library Service in addition to a B. A. or B. S. degree will be given the same consideration as a master's degree in a subject field. A first bachelor's degree is a prerequisite for enrolling in a program leading toward a Bachelor of Science Degree in Library Service.

A. Teacher-Librarian

1. Degree from a four-year college ranked as first class by the State Department of Education.

2. Professional educational requirements common to a permanent certificate of the type held—Elementary or High School.

3. Twelve (12) semester hours of library service taken in an approved library school. These
twelve semester hours may be included in, or in addition to, the first degree.

a. Books and related materials for children and young people--6 semester hours.

b. Administration of school libraries and organization of materials--6 semester hours.

4. Library practice--scheduled in connection with practice teaching and credited as Education or provided on a non-credit basis.

5. Field of service.

a. Schools offering twelve years of instruction with an enrollment of 300 pupils or fewer.

b. Elementary, junior high, or senior high school with an enrollment of 300 pupils or fewer.

B. Librarian

1. Degree from a four-year college ranked as first class by the State Department of Education.

2. Professional educational requirements common to a permanent certificate of the type held--Elementary or High School.

3. A major in library service taken in an approved library school or a full year curriculum in library service taken in an approved library school.
NOTE: This full year of library service may be taken in addition to the first degree.

a. Books and related materials for children and young people—6 semester hours.

b. School library reference materials—3 semester hours.

c. Administration of school libraries and organization of materials—6 semester hours.

d. Classification and cataloging of materials—3 semester hours.

e. Library practice—3 semester hours.

f. Suggested electives—9 semester hours—
to meet the needs of individual students.

(1) Courses in history and development of literature for children and young people.

(2) Reading for adults.

(3) Reference.

(4) Backgrounds of Library Service.

(5) Library public relations.

(6) Community library service.

(7) Library practice.

(8) Liberal arts and education.
4. Field of service.

a. Schools offering twelve years of instruction with an enrollment of 301 pupils or more.

b. Elementary, junior, or senior high schools with an enrollment of 301 pupils or more.

NOTE: In schools with an enrollment of 1500 or more two full-time librarians will be required. In agreement with the Southern Association Standards it is advisable that in schools with an enrollment of 500 pupils or fewer the librarian shall have a part-time clerical assistant. In schools with an enrollment of 501 pupils or more, a full-time clerical assistant is needed.

II. Library Materials

The basic collection of well-selected books and printed materials should provide for the varying interests and needs of pupils, teachers, and community (pupil abilities, curricular requirements, teaching methods, availability of materials other than the school collection, growth in literary appreciation, widening of informational interests, and recreational reading). Even the smallest schools shall have a basic
collection chosen from the state elementary or high school lists and the book selection aids given therein. Schools are encouraged to build their collections beyond the basic list. Some of the book selection aids recommended by the Southern Association are the H. W. Wilson Standard Catalog for High School Libraries and Children's Catalog, A. L. A. Basic Book Collection for High School Libraries, A. L. A. Booklist, and list prepared by the U. S. Office of Education.

Every library should have a vertical file which includes pamphlets, pictures, clippings, and other ephemeral material.

All libraries should provide such audio-visual materials as slides, films, recordings, stereographs, maps, globes, and similar instructional aids.

All materials should be selected by the librarian in cooperation with the administrators, classroom teachers, and pupils. Materials should be kept up-to-date and in good condition.

For quantitative measurements of the book collection, see the library standards of the Southern Association of Colleges and Secondary Schools.

III. Appropriations

An annual library budget should cover the following items: books and related materials--books, pamphlets, periodicals, and audio-visual materials. Additional funds over this appropriation will provide for library supplies, equipment,
binding, and rebinding. This amount is supplemented as encyclopedias, unabridged dictionaries, atlases, and other expensive reference and audio-visual materials need to be purchased or replaced.

For appropriation recommended for junior high schools and senior high schools see the Southern Association Standards.

IV. Instruction in the Use of the Library

Instruction in the use of library materials begins with the child's first contact with books when he starts to school. It is impractical to assume that training in the use of the library can be completed in twelve lessons. Instead, it should be an integrated, continuous process through the educational program providing for the acquisition of more advanced skills in the use of library tools as the pupil progresses.

The following basic topics will be included:

Introduction to the library
Care of books
Parts of the book
Classification
Dictionaries
Card Catalog
Encyclopedias
Special reference books
Abridged Reader's Guide to Periodical Literature
Vertical File
Note taking

Bibliography

V. Organization

For maximum service, organization in the school library shall include:

A. Simple mechanical preparation.
   1. Up-to-date accession record and shelf list.
   2. Books classified and marked according to the Dewey Decimal Classification System.

B. Circulation system with adequate records.

C. Annual inventory of all library materials.
   1. Yearly additions.
   2. Withdrawals.
   3. Total number of books.

D. Non-book materials, such as pictures, pamphlets, recordings, and audio-visual materials.
   1. Timely.
   2. Good condition.
   3. Well organized according to classified or alphabetical arrangement.
   4. Adequate records.
VI. Library Room and Equipment

A. Library room.
   1. Attractive.
   2. Well ventilated.
   3. Well lighted.

B. Equipment.
   1. Enrollment of 100 or fewer pupils.
      a. Shelving—right height for pupils using shelves.
      b. Tables—vary in size.
      c. Chairs—right size for pupils using the chairs.
      d. Librarian's desk.
      e. Bulletin board.
      f. Provisions made for some work room and storage.

   2. Enrollment of 101 to 300 pupils.
      a. Same as (1).
      b. Loan desk.
      c. Magazine rack.
      d. Catalog case.
      e. Available typewriter.
      f. Separate work and storage space.

   3. Enrollment of 301 to 500 pupils.
      a. Same as (2).
Principles and Standards for Accrediting
Elementary and Secondary Schools

PRINCIPLE 7: There is a planned instructional program in
operation that leads to discovering and meeting the needs of
each pupil.

Standards:

22. Adequate library services are planned and provided
    for the school.
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Publications of Learned Organizations


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Unpublished Materials


Letters