

AN EVALUATION OF JUNIOR HIGH SCHOOL
LIBRARIES OF TEXAS

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**AN EVALUATION OF JUNIOR HIGH SCHOOL
LIBRARIES OF TEXAS**

THESIS

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CHAPTER I

THE PROBLEM AND METHOD OF INVESTIGATION

In making an evaluation of the libraries in the Junior High Schools of Texas, an effort has been made not only to present a statistical summary of the situation of existing conditions in junior high school libraries in Texas, but particularly to point out the extent to which they are exceeding or falling short of meeting the Standards for Secondary School Libraries as set up by Southern Association of Colleges and Secondary Schools, and to describe certain innovations in some of these schools.

Objects of the Study

The objects of this investigation are:

First, to list and describe activities and methods used in the junior high school libraries of Texas.

Second, to present data regarding the administration, staff, and facilities of the libraries in junior high schools of Texas from facts obtained from questionnaires mailed to all eighty-seven junior high schools of Texas.

Third, to determine to what extent the junior high school libraries of Texas are exceeding or falling short of meeting the Standards for Secondary School Libraries as set forth by the Southern Association of Colleges and Secondary Schools.

Fourth, to propose, in the light of evidence from the study, certain improvements or changes to be made to conform to the Standards of the Southern Association.

Scope of Study

The scope of this study is limited to the junior-high school libraries of Texas, being 87 in number at the time of the investigation. (May, 1938).

Source of Data and Method of Procedure

The method of investigation employed in making this evaluation was questionnaire. A questionnaire for information on the junior high school libraries of Texas was mailed to the principal of each of the 87 junior high schools of Texas. The questionnaire was mailed to the principals of the junior high schools instead of the librarians because the names and addresses of the principals were available and those of the librarians were not, and a greater percentage of accurate answers was hoped for.

Number of Schools and Pupils Represented

This investigation includes surveys of 58 junior high school libraries of Texas with a representation of 41,401 students. Sixty-five per cent of the junior high schools of Texas are represented.

Related Studies Made

Many related studies have been made in this field. The Cooperative Study of Secondary School Standards has devised

scales for evaluating the adequacy, the recency, and the comprehensiveness of the education of secondary-school librarians. Full data regarding the secondary and post-secondary education for all full-time librarians and part-time librarians in each of the two hundred secondary schools which collaborated with the study during the year 1936-1937 are given. ¹

B. Lamar Johnson, specialist in secondary administration of the National Survey of Secondary Education, is author of a survey made on Secondary-School Libraries. The study shows practices in secondary school libraries with recommendations for further study. The scope of this study is broad in that it includes outstanding secondary school libraries located in all parts of the United States, but it is not to be regarded as being representative of the library situation in the typical high schools of the nation. ²

Joseph Roemer made a study of Secondary Schools of the Southern Association in 1928. A questionnaire for the study was sent out and figures for the results found are available in table form. Secondary schools are listed according to states. There were 131 accredited schools in Texas for 1926-1927. Eight hundred and forty-four secondary schools in the Southern Association, both public and private, were accredited that year. ³

¹M. L. Altstetter, "Evaluating the Education of Secondary School Librarians," School Review, XLVI(1938),453-62.

²B. Lamar Johnson, The Secondary-School Library, Bulletin No. 17, 1932, Bureau of Education, Department of Interior.

³Joseph Roemer, Secondary Schools of the Southern Association, Bulletin No. 16, Bureau of Education, Department of Interior

Walter C. Kells gives a report on one phase of the Cooperative Study of Secondary School Standards in showing the measurement of the adequacy of a secondary school library by the use of thermometers for scales for summarizing data and reporting standing of a particular school. They show use actually made of the library, the training and service of the librarian, and other factors which measure the effectiveness with which the resources are actually administered. ⁴

⁴Walter C. Kells, Coordinator, "Measurement of the Adequacy of a Secondary-School Library," American Library Association Bulletin, XXII(1938), 1-12.

CHAPTER II

DEVELOPMENT OF AND STANDARDS FOR JUNIOR HIGH SCHOOL LIBRARIES

As a background for making an evaluation of the junior high school libraries of Texas, a study was made of the origin and development of the junior high school and its library, and the characteristics of the junior high school pupil. The establishment of junior high schools as such did not begin until toward the close of the first decade of the 20th century.

By 1910, a number of school systems launched a school unit in which the pupils of grades seven, eight and nine were associated. Berkley and Los Angeles, California, and Columbus, Ohio, reported during the years 1908-11 that this new venture was well under way in their schools.¹

Other cities followed in rapid succession. The expansion of educational opportunity for the adolescent youth caused a definite trend toward the administration of secondary schools. The progressive tendency in the reorganization of traditional schools of San Antonio, Texas, caused the junior high schools of that city to receive national recognition as early as 1924.

Slow development of the junior high school movement in Texas might be accounted for by the fact that the elementary schools in Texas are seven-year schools. In D. M. Wiggins'

¹Fred Englehardt and A. V. Overn, Secondary Education Principles and Practices, 1937, p. 141.

article on the junior high schools of Texas appearing in The School Review for 1932, a statement is made showing the reverse condition to be true on the increased interest in the junior high schools.

Evidence of an increased interest in the junior high schools of Texas is shown by data gathered by the State Department of Education. Available information for the year 1928-29 revealed that there were 63 declared junior high schools in the state Half of these schools were located in seven of the large cities of the state. The report for the year 1930-31 shows that the movement has continued to gain ground. Eighty junior high schools, located in 51 different towns and cities, reported to the State Department of Education for that year. ²

The only law on the statute books of Texas today concerning school libraries was published in Texas General Laws, 1925 Regular Session, Chapter 113, Section 2, page 293. It reads,

Each school shall be provided with necessary desks, seats, and blackboards, with a library, maps and charts, such heating and ventilating equipment and sanitary closets as are approved by the State Superintendent or his representative.

As an interesting comparison, I quote from Miss Isabel Davidge's article, "Development of the Public School Library in New York State."

School library laws have increased allotments for books and fixed wages of librarians. The Educational Law of 1828 states that in a city of Union Free State district maintaining an academic department or high school, the board of education may employ a person to act as librarian for whole or part time. In case it fails to do this, the English teacher is to act as librarian. But a more important ruling is that of September, 1925 which makes it

²
D. M. Wiggins, "Junior High Schools of Texas," The School Review, XL (1932), 687.

compulsory for any secondary school of an enrollment of more than 50 pupils to maintain a library and a trained librarian, for at least a part of the school day.³

Texas is becoming "library conscious" as is indicated by the number of articles appearing in professional journals and magazines and by the ever growing list of approved books for reading and by the purchase of these for school libraries. At the meeting of the Texas State Teachers Association in Fort Worth in November, 1936, there appeared for the first time a library speaker on the general program. Also the membership of the library section of the Texas State Teachers Association is increasing rapidly. These conditions are hopeful signs.

Every activity of the junior high school is supposed to be founded upon adolescent characteristics. F. D. Brooks of Johns Hopkins University gathered data on adolescent children and took the mean measurement for each age (10,000 twelve-year-olds, 10,000 thirteen-year-olds). His study gives us definite characteristics of the adolescent pupil. The physical changes he undergoes at this period in his life might affect his interests and mental ability. Principal physical changes are:

Girls grow a little more rapidly from 9 or 10 to 13, and boys from 12 to 16 than at other ages. Girls attain mature height probably by 20 years. Boys are usually taller than girls, except for a year or two between the ages of 11 or 12 and 13, when girls average a little taller. ⁴ Weight . . .

³Isabel Davidge, "Development of the Public School Library in New York State," Library Journal, LXII (1937), 680.

⁴F. D. Brooks, The Psychology of Adolescence, p. 19.

increases at increasingly rapid rates from ages 9 to 15 for girls and from 9 to 17 for boys. Boys are heavier than girls at most ages. ⁵

These physical characteristics of junior high school boys and girls greatly affect their reading interests, which vary widely at this age.

Mr. Averill, Head of the Department of Psychology in State Teachers College, Worcester, Massachusetts, made an extensive study of the teen age. His book, Adolescence, gives interesting accounts of his findings.

With few exceptions a universal interest among adolescents, the relaxational reading varies with individuals, opportunities, tastes, and stage of adolescent development. The fiction that appeals to the junior high-school age shifts from mystery and adventure to romance and sentiment. . . . Cow-boy and western stories, mystery and detective stories, adventure and thriller stories are popular, as are also many of the juvenile classics on the order of Little Women, Treasure Island, Heidi, and Moby Dick. ⁶

The amount of recreational reading done may determine to a large extent the types of books contained in the junior high school library, except, of course, the general reference books and certain books directly related to the curriculum.

Standards for Libraries

The standards for libraries recommended by the State Department of Texas for the accredited high schools of Texas are those of the Southern Association. The standards used in this evaluation of the junior high school libraries of Texas are Standards

⁵Ibid., p. 25.

⁶L. A. Averill, Adolescence, p. 194.

for Secondary School Libraries as adopted by the Southern Association of Colleges and Secondary Schools.

The setting up of standards for school libraries by the Southern Association of Colleges and Secondary Schools in 1927 gave impetus to the development of school libraries in Southern States. Principal needs of these school libraries were: book collections, library personnel, and suitable physical quarters. ⁷

A problem which demands careful study is that of standards for secondary school libraries. Many and varied in character are the library standards which have been set up by states and by other school accrediting bodies. No compilation of standards has yet proved completely satisfactory; no set of standards has been developed upon the basis of scientific evidence regarding the library requirements of schools; and in no case has there been arrived at a statement of standards which adequately recognizes the qualitative as well as the quantitative aspects of school library service. ⁸

The standards mention one or two items that are desirable in the larger libraries for more efficient service but they do not state that they are required.

The standards are arranged in five enrollment groups according to the number of students in the various schools. The groups are arranged for schools with less than 100 students, schools with 100-200 students, schools with 500-1000 students, and schools with more than 1000 students. In each enrollment group there is a standard requirement for books, librarian, appropriation, organization, and equipment. Each

⁷F. M. Heller, "State Supervision of School Libraries in the South," Peabody Journal of Education, IV (1927), 209.

⁸B. Lamar Johnson, "Libraries in the National Survey of Secondary Education," American Library Association Bulletin, XXVI (1932), 726.

group requirement includes that of the previous group with a little additional to meet the needs of the larger schools. Standards for Secondary School Libraries of the Southern Association of Colleges and Secondary Schools are on the following pages.

Standards for School Libraries ⁹

I. Books

(1) Enrollment of 100 or less students - 500 well-selected books exclusive of government documents and textbooks, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by 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 for 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 or 30 suitable periodicals.

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

II. Librarian

(1) Enrollment of 100 or less students - Teacher-librarians with at least 6 semester hours in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library

⁹From the Standards of the Commission on Secondary Schools of the Southern Association of Colleges and Secondary Schools. These standards effective December, 1934.

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 a one-year course of 24-30 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 some qualifications and educational background as teachers, including 24-30 semester hours in an approved library school. One or two years' teaching experience is very desirable.

(4) Enrollment of 500 to 1000 students - Same as above, with sufficient help and some experience in teaching or library especially desirable.

(5) Enrollment of 1000 or more students - Full time librarian with college graduation and at least 24-30 semester hours in an approved library school. Teaching and library experience especially desirable - a good contact with children already established. For every 1000, or major fraction thereof, 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 \$.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 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, both under supervision.

(2) Enrollment of 200 to 500 students - Separate room equipped with tables, chairs, shelves, lean desks, 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 1000 students - Same as above with separate library work room and essential office equipment.

(4) Enrollment of 1000 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 to 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, 1932, 1933, or 1934 are to be advised. In the fall of 1935, all schools not meeting the standards in full, subject themselves to being dropped from membership in the Association.

(2) 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 of such Librarians reasonable additional training in Library Science.

CHAPTER III

A TABULATION OF REPORTED INFORMATION

The tables of the following pages were made to tabulate the replies from questionnaires received from 58 junior high school libraries in Texas. These tables show wherein the junior high school libraries of Texas exceed or fall short in meeting the Standards for Secondary School Libraries as adopted by the Southern Association of Colleges and Secondary Schools. Two of the schools replying stated they used classroom libraries altogether and gave no replies to the questions asked. One school principal replied there had been a room in his building for 13 years, but there was no library, and one had been requested once a year and oftener. He further stated that his superintendent had not been educated to the fact that a library was necessary in the school.

Since the three above mentioned replies could not be used, the statistics in the tables which follow are based on replies from 55 junior high school libraries, some of which, however, did not give all of the answers in full.

To make an evaluation of junior high school libraries, the first point to take into consideration is the enrollment in the various schools included in the study. The number of teachers in the schools is another important element. This information for the study is given in the first two tables.

The Policies of the Library

The policies of the library concern the time the library is open, librarians responsible for state adopted texts, and book appropriation per student per year.

TABLE 1
NUMBER OF PUPILS IN SCHOOLS CLASSIFIED
ACCORDING TO ENROLLMENT

Number of pupils	Enrollment				
	100 or less	100-200	200-500	500-1000	Over 1000
	(1)	(2)	(13)	(25)	(14) *
Average	57	192	422	687	1307
Smallest number in any one school..	57	...	...	...	...
Largest number in any one school..	...	...	...	...	1901

*Number in parenthesis represents number of libraries in each group

Table 1 shows the enrollment in the majority of junior high schools of Texas falls in the 500-1000 group. There are practically as many schools shown below that enrollment group as there are above that group.

TABLE 2
NUMBER OF TEACHERS IN SCHOOLS CLASSIFIED
ACCORDING TO ENROLLMENT

Number of teachers	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)
Average.....	3	5	15	23	46 ^a
Smallest number in any one school...	3	...	...	...	...
Largest number in any one school...	...	...	...	...	62 ^b

^aNumber in parenthesis represents the number of libraries in each group
^bNumber reported by two schools.

TABLE 3

**TIME LIBRARY IS OPEN IN SCHOOLS CLASSIFIED
ACCORDING TO ENROLLMENT**

Time Library is open	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(15)	(25)	(14) *
All day.....	...	2	11	21	14
Before school....	1	1	6	15	12
After school.....	1	1	6	15	13
Saturday.....	...	...	...	...	...
No report.....	...	...	...	1.	...
In summer.....	...	2	...	...	...

* Number in parenthesis represents number of libraries in each group

Data in Table 3 show that no junior high school libraries in Texas function on Saturday and only two are open in the summer. Lack of summer usage of the libraries in the larger cities and towns might be accounted for by the fact that the majority of these towns maintain public libraries and often branch libraries which are accessible to students in the summer. Libraries in each enrollment group are open before and after school hours which may indicate a greater usefulness of library facilities in those particular libraries.

In the majority of schools where the annual book appropriation was unknown or not fixed, the books for all the schools in the system were purchased at a central office and the exact amount was not ascertainable. Eleven libraries reported apportionment unknown and six reported amount not fixed. Seven libraries did not report as is shown in Table 4.

Table 4

BOOK APPROPRIATION PER STUDENT PER YEAR IN SCHOOLS
CLASSIFIED ACCORDING TO ENROLLMENT

Appropriation	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(6)	(16)	(7)*
Average.....	...	\$0.50	\$0.55	\$0.55	\$0.59
Smallest amount in any one library.	...	...	...	.17½	...
Largest amount in any one library.	...	...	...	1.00	...
Standard	\$1.00	1.00	1.00	0.75	0.75

*Number in parenthesis represents number of libraries replying.

Table 5

LIBRARIANS RESPONSIBLE FOR STATE ADOPTED TEXTS IN SCHOOLS
CLASSIFIED ACCORDING TO ENROLLMENT

Librarians responsible	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)*
Yes.....	...	1	4	4	3
No.....	1	1	8	20	11
No reply.....	...	...	1	1	...

*Number in parenthesis represents number of libraries in each group.

The Administration of the Library

The administration of the library is concerned with the training of librarians, the number of paid and student assistants, the training and duties of student assistants, the system of

admittance of students to the library, the time of year books are purchased and persons suggesting purchases, the loan system, and average circulation.

The library is one of the most efficacious services of the secondary school toward the growth of pupils in all socially approved ways. The library service should help teachers guide their pupils toward reading materials filled with human interest, living ideals, and emotionalized attitudes which will translate reading into social conduct. ¹

The librarian is the controlling factor in the guiding force of the library. In addition to the clerical and technical work connected with the handling of the books, the librarian has a great educational work. She should be ready to guide and direct the reference work of the various pupils and to assist teachers in making their reference lists. She should give library instruction to all the pupils in the school and should plan to put into operation definite library courses. She should know more than books. She should delight in the companionship of the developing adolescent. She should radiate the spirit of helpful service and a desire to cooperate and to discover the interests of pupils and to direct their reading. ²

Data in Table 6 show lack of training on the part of the majority of librarians which may be attributed to several causes. It takes a school librarian five years to qualify: four years of college with an additional year's course in one of the few accredited library schools. A regular teacher can qualify for her position in four years. At the end of five years, a library-trained person receives no advanced degree, nor is there a difference in salary schedule.

¹Fred Engelhardt and A. V. Overn, Secondary Education Principles and Practices, 1937, p. 233.

²Alice B. Struthers, "The School Library," American School Board Journal, LXXI (1925), 45.

TABLE 6
TRAINING OF LIBRARIANS IN SCHOOLS CLASSIFIED
ACCORDING TO ENROLLMENT

Training	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)*
Semester hours in library sciences					
2½.....	1	...
6.....	1	2	2
7.....	1	...
8.....	1
12.....	1	3	...
15.....	2	...
16.....	1	2	1
18.....	1	1
24.....	1	...	1
30.....	2	3
31.....	2	1	1
32.....	1	1
40.....	1
No training.....	1	1	6	3	1
No reply.....	...	1	1	6	1

*Number in parenthesis represents number of libraries in each group.

TABLE 7
NUMBER OF PAID HELPERS IN SCHOOLS CLASSIFIED
ACCORDING TO ENROLLMENT

Number of helpers	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)*
Total number of paid helpers in schools	...	1	4	19	15
Schools having none	1	1	9	6	4
Highest number in any one school	...	...	...	...	4

*Number in parenthesis represents number of libraries in each group.

TABLE 8

NUMBER OF PUPIL ASSISTANTS IN LIBRARIES OF SCHOOLS
CLASSIFIED ACCORDING TO ENROLLMENT

Pupil assistants	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	()	(1)	(6)	(14)	(10)*
Average.....	...	6	7	22	12
Smallest number in any one library	...	...	...	1	...
Largest number in any one library	...	...	...	86	...
Libraries having no pupil assistants	1	1	7	11	5

*Number in parenthesis represents number of libraries in each group.

The training and duties of the student assistants were so varied in the thirty schools reporting the use of student assistants in their libraries that no attempt has been made to classify them according to enrollment, but instead a summary table is given.

TABLE 9

TRAINING AND DUTIES OF STUDENT ASSISTANTS

Training	Number
Instruction.....	7
Library Club.....	5
Regular course.....	4
Duties	
Shelve books.....	12
Reference work.....	2
Bulletin board.....	2
Filing.....	1
Mending.....	9
Lettering.....	1
Mounting.....	3
Pages.....	6
Charging books.....	19
Reading shelves.....	2
Checking permits.....	2
Library housekeeping.....	4

Only three schools reported giving credit for library instruction as a separate course in the curriculum, however, several said credit was given in it as a part of the English course.

By means of library lessons, pupils are taught to be more independent in searching for materials, the result being that they some day will be able to use the vast resources of the public library more adequately. . . . After these lessons every opportunity should be given them to make their own decisions as to where to turn for information, the objective being to stimulate their interest and initiative.³

Table 9 shows that pupil assistants are used most in libraries in schools within the enrollment group 500-1000 pupils.

TABLE 10

SYSTEM OF ADMITTANCE OF STUDENTS TO THE LIBRARY
IN SCHOOLS CLASSIFIED ACCORDING TO
ENROLLMENT

System of admittance	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(3)	(25)	(14)*
Permits.....	...	1	4	8	6
Scheduled period.....	3	7	...
At any time.....	2	1	1
Sign up in Principal's office.....	1	...
Lessons must be prepared before pupil is admitted.....	1	...
Library used as a study hall.....	11	3	5
No reply.....	1	1	3	4	2

*Number in parenthesis represents number of libraries in each group.

³Margaret N. Coons, "Relationship Between the School Library and the Classroom," The Platoon School, X (1936), 17-20.

TABLE 11

POSITION OF PERSONS SUGGESTING BOOKS TO BE PURCHASED
IN SCHOOLS CLASSIFIED ACCORDING TO ENROLLMENT

Position	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(15)	(25)	(14)*
Superintendent....	5	6	1
Librarian.....	...	2	5	19	9
Principal.....	...	2	3	5	3
Teachers.....	...	2	5	8	2
Schoolboard.....	3	4	4
Others...P.T.A....	1	...
No report.....	1	...	...	1	...

*Number in parenthesis represents number of libraries in each group.

Data given in Table 11 show that in the majority of junior high schools the librarian is responsible for the selection of the books purchased for the library each year.

TABLE 12

TIME BOOKS ARE BOUGHT FOR THE LIBRARY

	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(15)	(25)	(14)*
At beginning of year	5	15	7
Throughout year.....	...	2	4	7	6
At any time.....	4	4	2
At end of year.....	2	2
No reply.....	1	...	...	...	...

*Number in parenthesis represents number of libraries in each group.

Table 12 shows the majority of books are purchased at

the beginning of the year. However, some librarians reported that books were purchased throughout the year to meet the needs. This fact accounts for the large totals in the above table.

TABLE 13
 LOAN SYSTEM IN LIBRARIES IN SCHOOLS CLASSIFIED
 ACCORDING TO ENROLLMENT

Loan of books	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)*
Books sent to rooms					
For period.....	...	...	6	18	12
For day.....	...	...	2	11	7
For duration of teaching unit	...	1	5	14	10
Fines system maintained.....	...	2	10	20	10
Ways money is spent					
Books.....	...	...	5	12	4
Supplies .....	...	1	5	3	1
Books and supplies	...	1	1	3	6
Put in general library fund...	...	...	...	2	2
What is done if student does not pay					
Withhold report card...	...	...	4	12	2
Withdrawal of library privileges.....	...	...	5	2	2
Dention. ^(Detention).....	...	...	...	1	1
Works it out.....	...	...	...	2	3
Makes effort to force pay.....	...	...	1	...	...
Nothing.....	...	...	3	...	3
Average number of missing books..	...	...	3	25	70
No report.....	1	...	1	2	...

*Number in parenthesis represents number of libraries in each group.

As shown from Table 13, books are more in demand for the duration of the period than any other plan used during

school hours. No effort was made to determine the use the pupils made of books outside of school hours.

TABLE 14
AVERAGE DAILY CIRCULATION OF BOOKS IN LIBRARIES
IN SCHOOLS CLASSIFIED ACCORDING
TO ENROLLMENT

Daily circulation	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)*
Average.....	...	100	98	125	185
Smallest number in any one library.....	...	...	20	...	...
Largest number in any one library.....	...	...	...	500	...
No reply.....	1	1	5	6	3

*Number in parenthesis represents number of libraries in each group.

Librarians are now equipped to send sets and collections of books out to the classrooms for room use over a period of days, months, or even a semester. Librarians are party to instructional conferences, not alone in connection with the discussion of materials but as well in the discussion of methods of instruction. The line of demarcation between text books and library books is rapidly disappearing. We are in the area of the multiple choice text-book approach. . . . Librarians are purchasing a number of copies of really usable books instead of a single copy of a great variety of books.

Data given in Table 14 show that the largest average daily circulation of books is in the schools of the largest enrollment. This may be accounted for by the fact that those libraries

⁴Veirling Kersey, "Today's Librarians," California Journal of Secondary Education, XII (1937), 459.

have the largest number of books and the pupils in those schools have a wider variety of books from which to select their reading.

Library Facilities and Equipment

Library facilities and equipment are concerned with the number of books, newspapers, and magazines in the libraries, the types of books, free reading done, method of classifying books, libraries maintaining a vertical file, and equipment of libraries.

TABLE 15
NUMBER OF BOOKS IN LIBRARIES OF SCHOOLS
CLASSIFIED ACCORDING TO ENROLLMENT

Number of books	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)*
Average.....	882	1553	1758
Smallest number in any one school...	50	...	...
Largest number in any one school...	7800
Total number of books...	11,466	39,092	24,625

*Number in parenthesis represents number of schools in each group.

Three libraries gave the total number of books including duplications which amounted to 14,480 volumes. This number could not be used in the above tables which included only the number of books in libraries exclusive of duplicates and text books.

TABLE 16

TYPES OF BOOKS IN LIBRARIES IN SCHOOLS
CLASSIFIED ACCORDING TO ENROLLMENT

Types	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)*
Reference.....	1	2	13	24	18
Fiction.....	1	2	13	25	12
Classed.....	...	2	8	18	9
Professional.....	...	...	7	10	8
Rare books or special collections	...	...	2	2	1
Bibliographies.....	1	1	8	9	4
No reply.....	...	...	1	2	...

*Number in parenthesis represents number of libraries in each group.

It was not the purpose of this investigation to find out the type of reading done by junior high school pupils. The purpose was to learn in a general way the types of books making up the collections in the various school libraries, the aim being to determine in a general way the libraries having well balanced collections.

The school with the smallest enrollment reported being served by a bookmobile from the county school library. Other schools may be served by one, which may account for the small number of books in some libraries and the limited variety in some libraries.

The type of books in any library and the accessibility to them may determine to a large extent the amount of reading done.

TABLE 17

FREE READING IN LIBRARIES IN SCHOOLS
CLASSIFIED ACCORDING TO ENROLLMENT

Reading done	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)*
Reading club.....	...	1	7	6	8
Browsing corner...	...	1	2	7	4
Free reading periods	...	1	6	16	10
Classroom library	5	8	7
Maintain none.....	1	1	1	6	1

*Number in parenthesis represents number of libraries in each group.

Although there are 50 per cent more libraries represented in the 500-1000 group than in the other two nearest groups, the above table does not indicate that there is an increased amount of reading done in those libraries. There are fewer reading clubs in this group than in the two other nearest groups, and a large number of the libraries in this group do not maintain any of the listed agencies.

Table 18 shows the large majority of junior high-school libraries in Texas use the Dewey decimal system of classification of books in their libraries. Lamar Johnson found the same to be true in his research made of the secondary school libraries in the United States.

The Dewey decimal system of classification is the method of classifying books dominantly used in secondary school libraries.⁵

⁵B. Lamar Johnson, "The Secondary School Library," Bulletin 17, Bureau of Education, Department of Interior, p. 103.

TABLE 18

METHOD OF CLASSIFYING BOOKS IN SCHOOLS
CLASSIFIED ACCORDING TO ENROLLMENT

Method	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)*
Dewey decimal system..	...	1	9	21	14
Units of teaching.....	...	...	1	...	...
By subjects taught.....	...	...	1	2	...
Method not given.....	1	1	2	2	...

*Number in parenthesis represents number of libraries in each group.

The total number of newspapers received in all the libraries reporting was 81. The fact that fourteen libraries receive no newspapers may be the cause for 21 libraries having no materials collected for their vertical files. (Table 21)

TABLE 19

NUMBER OF NEWSPAPERS RECEIVED BY LIBRARIES IN
SCHOOLS CLASSIFIED ACCORDING TO ENROLLMENT

Newspapers	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(11)	(17)	(11)*
Average.....	...	1	2	2	2
Smallest number in any one library	...	1	...	...	...
Largest number in any one library	...	...	...	...	7
Number of libraries receiving none	1	1	3	7	3
No reply	1	...	2	2	1

*Number in parenthesis represents number of libraries in each group

TABLE 20

NUMBER OF MAGAZINES IN LIBRARIES IN SCHOOLS
CLASSIFIED ACCORDING TO ENROLLMENT

Number of Magazines	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)*
Average.....	5	...	10.3	18	21.3
Smallest number in any one library.....	...	...	3	...	...
Largest number in any one library.....	...	...	...	...	87
Totals.....	5	...	135	368	299

*Number in parenthesis represents number of libraries in each group.

TABLE 21

LIBRARIES MAINTAINING A VERTICAL FILE
CLASSIFIED ACCORDING TO ENROLLMENT

File	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)*
Pictures.....	...	1	5	10	13
Pamphlets.....	...	1	5	12	13
Government documents.....	...	1	1	3	5
Other file material.....	1	7	8
No file.....	1	1	7	10	2

*Number in parenthesis represents the number of libraries in each group.

Files of supplementary material gathered by teachers and students may be developed--pamphlets and pictures gathered from the government, states, cities, travel bureaus, organizations, etc. Much of this is free, but money can be safely invested in this so-called ephem-

eral material that sometimes is the best type of thing available.⁶

Ephemeral material may be cared for by student help and prove of great value. Many business concerns give free materials to schools as an advertising scheme and if the librarian is alert to this fact and avails herself of the opportunity of obtaining this material for the library, much of it will prove of lasting benefit. Care must be taken not to over crowd files with out of date and useless materials.

TABLE 22

EQUIPMENT OF LIBRARIES IN SCHOOLS CLASSIFIED ACCORDING TO ENROLLMENT

No table is made for the equipment in schools with less than 100 enrollment for there is only one school in this group and it failed to report on this item in the questionnaire.

Schools with 100-200 students

Separate classroom or end of study hall.....	2
Furnished with	
Tables.....	2
Chairs.....	2
Shelves.....	2
Maintain a	
Card catalog.....	2
Shelf list.....	2
Accession record.....	2

Schools with 200-500 students

Separate library.....	8
-----------------------	---

⁶Richard J. Hurley, "Book Selection Methods of a Progressive High School's Library," The Clearing House, III (1938) 453-455.

TABLE 22--Continued

Furnished with	
Tables.....	9
Chairs.....	9
Shelves.....	9
Loan desk.....	7
Magazine rack	7
Bulletin board	7
Catalog case	7
Typewriter.....	6
Maintain a	
Card catalog	11
Shelf list	10
Accession record.....	12
Room large enough to accommodate 10% of enrollment allowing 25 square feet per person.....	5

Schools with 500-1000 students

Furnished with	
Tables.....	20
Chairs.....	21
Shelves.....	20
Loan desk.....	16
Magazine rack.....	15
Bulletin board.....	15
Catalog case	15
Type writer.....	15
Maintain a	
Card catalog	21
Shelf list	21
Accession record.....	21
Room large enough to accommodate 10% of enrollment, allowing 25 square feet per person....	8
Library workroom and essential office furniture	5

Schools with more than 1000 students

Separate library.....	13
Furnished with	
Tables.....	14
Chairs.....	14
Shelves.....	14
Loan desk.....	14
Magazine rack.....	13

TABLE 22--Continued

Bulletin board.....	13
Catalog case.....	13
Typewriter.....	13
Maintain a	
Card catalog.....	14
Shelf list.....	14
Accession record.....	14
Library workroom and essential office furniture...	7
Room large enough to accommodate 10% of enrollment, allowing 25 square feet per person.....	4
Employment of at least two full-time librarians...	0

The data in Table 22 show that in general there is a lack of equipment as well as necessary floor space for proper accommodation of students in the library.

Functions and Services of the Library

The functions and services of the library are concerned with provision for instruction in the use of the library, special features to attract readers to the library, pupil and community use of the school library, and cooperation of teachers and librarians.

Table 23 shows that practically no instruction in the use of the library is given in schools with smaller enrollments. Fourteen of the schools with enrollments of less than 500 students failed to reply to this section of the questionnaire. This fact may indicate that no instruction in the use of the library is given.

TABLE 25

**PROVISION FOR INSTRUCTION IN THE USE OF
THE LIBRARY IN SCHOOLS CLASSIFIED
ACCORDING TO ENROLLMENT**

Instruction	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)*
Group instruction.....	8	18	12
Individual instruction	...	2	2	20	5
By librarian	6	10	11
By teacher	4	9	6
During special week...	6	4
As need arises.....	9	6
As unit of English....	10	7
course	3	6
A class.....	2	3	6
In library club.....	1	2
No reply.....	1	6	7	...	...

*Number in parenthesis represents the number of libraries in each group.

Statistics in Table 24 clearly indicate that the schools with the largest enrollments are the schools which have special features to attract readers to their libraries. This feature could be one of the conclusive evidences why the libraries in schools with small enrollment are not used to the fullest in serving the pupils.

Data for Table 25 show that the newer methods of teaching are being used in the junior high schools of Texas. The reason the figures are so large is that several libraries reported more than one use made of the library since instruction methods are changing.

TABLE 24

**SPECIAL FEATURES TO ATTRACT READERS TO LIBRARIES
IN SCHOOLS CLASSIFIED ACCORDING TO ENROLLMENT**

Special features	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)*
Posters.....	1	...	9	13	9
Book reviews.....	5	6	4
Book week observed..	7	11	8
Other features					
Bulletin board...	3	2
Exhibits.....	5	2
Book jacket display	1	2	2
New book display.	2	2
Auditorium program	2	3	3
Special invitation	1
Bulletin put out by library.....	1	...
Contests.....	2	1
Notices in school paper.....	2	3
Publicity over school.. broadcasting system..	1	1
Free access to books and magazines..	2	...
Awards.....	1	1	1
No reply.....	...	2	3	4	1

*Number in parenthesis represents number of libraries in each group.

TABLE 25

**PUPIL USE OF LIBRARY IN SCHOOLS CLASSIFIED
ACCORDING TO ENROLLMENT**

Use made	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)*
Activity programs....	...	...	6	13	10
Units of teaching....	...	...	5	13	7
Trends toward use of more than one book for each subject...	...	...	5	14	10
No reply.....	1	2	...	...	...

*Number in parenthesis represents number of libraries in each group.

The possibility of enlarging the scope of education in these years through adequate library service matches the need of accomplishing the enlargement so fitly as to warrant vigorous effort at providing the facilities and pressing them into use. The expanded program of studies, the enrichment of content within the subjects, and the improved methods of teaching, all of which demand excursions beyond the confines of the text-book, . . . the establishment of habits of wholesome recreational reading, and the varied reading needs in certain of the allied activities are some of the modifications brought by the new school which call for a much augmented library situation and service. . . .

TABLE 26
COMMUNITY USE OF LIBRARY IN SCHOOLS CLASSIFIED
ACCORDING TO ENROLLMENT

Use made	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(13)	(25)	(14)*
Permitted to borrow books.....	4	8	5
Borrow books.....	4	4	3
Book reviews.....	2	1
Other uses					
Research problems	2
Pupils bring books home to parents	2	2	...
Not permitted.....	...	2	4	14	3

*Number in parenthesis represents the number of libraries in each group.

Data in Table 26 clearly show that many school libraries do not permit community use of the school library. A few of the libraries giving such a report stated the community had access to the city library or branch of it. Others reported

⁷ Leonard V. Kees, The Junior High School, p. 478.

the community was permitted to use library only on special occasions.

TABLE 27
COOPERATION OF TEACHERS AND LIBRARIAN IN SCHOOLS
CLASSIFIED ACCORDING TO ENROLLMENT

	Enrollment				
	100 or less	100-200	200-500	500-1000	over 1000
	(1)	(2)	(15)	(25)	(14)*
Cooperation of teachers and librarian.....	...	2	11	21	13
No reply.....	1	...	2	4	1

*Number in parenthesis represents number of libraries in each group.

Cooperation of teacher and librarian was asked for purely on a personal opinion basis. A few answers were given as "fair" but the majority reported "splendid". In no instance did any school give an adverse report. Such existing conditions are conducive to improved library service in the future.

A personal opinion was also asked on the pupil's and teacher's attitude toward the library. Since there were so few replies to this part of the questionnaire, no attempt was made to show results according to enrollment. In 35 schools reporting, the pupil's attitude toward the library was 77 per cent favorable. In 31 schools, it was reported that 19 per cent of the pupils were indifferent toward the library. In 31 schools, 11 per cent of the pupils disliked the library.

The teacher's attitude toward the library was more favorable than that of the pupil. In 31 schools, 96 per cent of the teachers favor present practices in the library and in 12 schools, 32 per cent desire a change. These figures are not at all accurate for they represent only an estimate on the part of the librarian.

In the summary table which follows, all conclusions reached simply constitute statistics based on replies of actual library conditions in the junior high school libraries of Texas, in their relationship to Southern Association Standards for Secondary School Libraries. The totals in the extreme right hand column of the table are in a brief way the summary of this investigation. It is a significant fact that only five junior high schools out of 58 in Texas reached all the standards.

TABLE 28

SUMMARY BASED ON LIBRARY STANDARDS IN SCHOOLS
CLASSIFIED ACCORDING TO ENROLLMENT

Enrollment groups	100 or less	100-200	200-500	500-1000	over 1000	totals
Number of schools....	1	2	13	25	14	55
1. Meeting all requirements.....	...	...	...	4	1	5
2. Meeting book requirements.....	...	...	7	9	5	21
3. Creditable book collections.....	...	...	2	11	8	21
4. Notably deficient collections.....	1	2	4	3	1	10
5. Meeting magazine requirements.....	1	...	5	7	1	14
6. Meeting newspaper requirements.....	...	1	5	7	4	17
7. Meeting appropriation requirements.....	...	...	...	4	2	6
8. Meeting training requirement (librarian)....	...	...	3	5	8	16
9. Librarians with no training.....	1	2	8	6	2	19
10. Adequate time in library.....	1	2	8	13	13	37
11. Schools giving instruction in the use of the library.....	...	1	8	13	13	35
12. Satisfactory space....	...	1	5	8	5	19
13. Satisfactory equipment....	...	1	7	16	12	36

CHAPTER IV

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

From the foregoing study of the development and practices in the junior high school libraries of Texas, a number of facts stand out pre-eminently. Texas has been slow to awaken to this most urgent need in the new curriculum today--the organization of the junior high school library. School librarians who are facing problems they do not know how to meet, should find this study helpful in suggesting methods beneficial for their needs. No one librarian will wish to adopt all the devices reported, but many librarians will find devices described which will prove helpful in meeting problems which they are confronting.

The results of this investigation indicate the practices of 65 per cent of the junior high school libraries of Texas. The description of practices in schools with outstanding library service, it is hoped, will assist in bringing to the attention of educators the possibilities of the junior high school libraries.

It is stated in the standards for schools with more than 1000 students that separate rooms for conferences and instruction in the use of the library are desirable. However, only one library reported having a conference room. For every 1000 enrollment or major fraction thereof there must be an

additional full-time librarian. Six schools in this group reported an enrollment of a major fraction above the 1000. They should employ two librarians, but none reported doing so. Each school in this entire group, however, reported the employment of one or more Works Progress Administration worker whose services in the library may be the reason for the unemployment of a second trained librarian.

Many libraries are inadequately equipped to carry on the necessary work. An amazing number of untrained people are employed to conduct school libraries. Pupil assistants are being used in most high school libraries and are performing a wide range of activities. Regular instruction in the use of books and libraries is given in approximately two-thirds of the schools.

In the majority of schools, pupils are admitted to the library by permits from the classroom (Table 10). The wide variety of types (Table 16) and numbers of books (Table 15), the free reading done (Table 17), the number of magazines (Table 19) and newspapers (Table 18), and special features to attract readers to the library (Table 23), probably account for the large average daily circulation of books (Table 14) and increased use of the library since instruction methods are changing (Table 24).

In schools of 200-500 students three libraries met all requirements except annual book apportionment, and two more libraries could be added to the attainment list if their librarians had the adequate amount of training.

In schools of over 1000 students the magazine requirement is 40 or more and only one library met this requirement and only two schools met book apportionment. With these two exceptions four schools met all requirements.

Only one-third of the libraries had satisfactory floor space, the standards requiring the room to be large enough to accommodate 10 per cent of the enrollment, allowing 25 square feet per person. This small number would indicate crowded conditions existing in two-thirds of the libraries, if libraries are adequately used.

The three points receiving the highest percentages are librarian spending adequate time in the library, instruction given in the use of the library, and satisfactory equipment for libraries.

Special attention is called to the two lowest points given in the totals. Nineteen libraries reported having librarians with no training and 20 with partial training. Since both of these figures are larger than the number of librarians with adequate amount of training (16) recommendation number 4 in Chapter IV is justifiable. Only six schools met book apportionment requirement. This may be due to the fact that the annual book apportionment is too high for schools to meet or that a number of schools did not know their annual apportionment--especially larger schools where books were purchased in a central office.

In view of the foregoing facts, the following recommendations seem to be warranted:

1. Librarians in service should complete required library training at the earliest possible date.

2. The librarian should spend most of her time doing professional work which requires special library skill and experience. It is in the interest of economy and library efficiency to have other routine work done by clerical help.

3. Some system of classification of books should be adopted for all junior high school libraries. Until a better system of classification of books is evolved, the Dewey Decimal System should be the method adopted for classification.

4. Junior high school libraries should remain open in the summer to aid in rendering the maximum service.

5. School administrators should see that instruction on books and the use of the library is included in the curriculum.

6. The thirty-six per cent of the junior high school libraries that are deficient in equipment should be furnished with essential office furniture and equipped with essential library tools, in order to render the most efficient service.

7. In libraries where the book collection is low, and the school is unable to purchase sufficient needs, a contract should be made with the public, county or state library lending agency to supplement the deficiency.

8. School Boards should make sufficient book appropriations per student per year.

APPENDIX I

Questionnaire for Junior High School Libraries of Texas

The data given below is to be used in the preparation of a thesis as partial fulfillment for a master's degree. Your cooperation and immediate reply will be greatly appreciated.

NAME OF SCHOOL _____ LIBRARIAN _____

1. Number of teachers?
2. Number of pupils?
3. Is your library open all day?
4. Is it open before and after school - on Saturdays?
5. Does it function in the summer?
6. Is the librarian responsible for state adopted texts?
7. What is the appropriation per student per year?
8. Librarian:
 - a. Training-number of semester hours in library science?
 - b. Half time or full time?
9. Number of paid helpers?
10. Number of student helpers? (Use reverse side for answers)
 - a. Training
 - b. Duties
 - c. Credit
11. System of admittance of students to the library?
12. What special features do you have to attract readers to your library?
 - a. Posters
 - b. Book reviews
 - c. Book week observed in some special way
 - d. Other features
13. Is instruction given in library science?
 - a. Group or individual instructions
 - b. By librarian or teacher

- c. During a special week or as a class through the year?
- d. Is it taught as the need arises or as part of the English course?
- e. Is it an elective course?
- f. Is credit given?

14. Is your library used more since instruction methods are changing?

- a. Activity programs
- b. Units of teaching
- c. Trends away from the use of one text book for each subject taught

15. Number of volumes exclusive of duplications and text books?

16. Number of periodicals?

17. Number of newspapers?

18. Who buys the books?

- | | |
|-------------------------|-----------------------|
| a. Superintendent _____ | c. Principal _____ |
| b. Librarian _____ | d. Teachers _____ |
| | e. School Board _____ |

19. When are the books bought?

- a. At the beginning of the year
- b. Throughout the year
- c. At any time

20. Types of books?

- a. Reference
- b. Fiction
- c. Classed
- d. Professional
- e. Rare books or special collections
- f. Bibliographies

21. What is the arrangement of the books?

- a. Dewey decimal system
- b. By subjects taught
- c. Grouped by units of teaching
- d. Own system(Use back of this page for explanation)

22. Do you maintain a vertical file?

- | | |
|-------------------------------|---------------------------------|
| a. Pictures _____ | b. Pamphlets _____ |
| c. Government documents _____ | d. Other library material _____ |

23. Loan system

- a. Are books sent to room for period?
- b. Are books sent to room for day?
- c. Are books sent to room for duration of teaching unit?

- d. Do you have a "Fines" System?
 1. How is the money spent?
 2. What is done if the student does not pay?
 - e. Average number of missing books per year?
24. Do you maintain an adequate shelf list, card catalog, and accession record?
 25. What is the average estimated circulation?
 26. Do you have class-room libraries?
 27. Do you have a library reading club?
 28. Do you have a browsing corner?
 29. Do you have free reading periods?
 30. Community use of library?
 - a. Are they permitted to borrow books?
 - b. Do they _____ Extent _____
 - c. Book reviews _____ Frequency _____
 - d. Other uses made
 31. Equipment
 - a. Separate room or end of study hall fitted with tables, chairs, and shelves?
 - b. Separate library equipped with tables, chairs, shelves, loan desk, magazine rack, bulletin board, catalog case, typewriter, and other essential office equipment?
 - c. Room large enough to accommodate 10 % of enrollment, allowing 25 square feet per person?
 - d. Library work room and essential office furniture?
 - e. Separate rooms for conferences and instruction?
 32. Pupil's attitude toward library (Your opinion)?
 - a. Per cent like library
 - b. Per cent indifferent
 - c. Per cent dislike
 33. Teachers attitude toward library (Your estimate)?
 - a. Percentage who favor present practice
 - b. Percentage who desire change
 34. Do you have cooperation of teacher and librarian?
 35. Any added information or comments shall be greatly appreciated

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