A SURVEY OF SIXTY-SIX SECONDARY SCHOOL LIBRARIES IN TEXAS

APPROVED:

James T. Webb
Major Professor

Kate Meek
Minor Professor

L. A. Sharp
Director of the Department of Education

Dean of the Graduate Division
A SURVEY OF SIXTY-SIX SECONDARY SCHOOL LIBRARIES IN TEXAS

THESIS

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By

Alma Cowling Enis, B. S.
110051
Sanger, Texas

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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study is to make a survey of the libraries of sixty-six selected high schools of Texas to determine the present status of these libraries and how they measure up to the requirements set up by the Association of Colleges and Secondary Schools of the Southern States and by individual authorities. The library staff, finance, equipment, use, materials, and the extent to which the libraries meet the educational needs of the schools will be evaluated.

Problem

The immediate problem of the study was the gathering of the necessary materials, and the organization and presentation of the data. This included research in the field of library literature, the preparation, distribution, and collection of a questionnaire to librarians, and the compilation of the data into a connected study.
Source of Data

The criteria for evaluating the libraries in this study were secured from literature in the field of library education and from questionnaires sent to the selected high schools. In order to have a representative survey, a definite plan was formulated in the beginning of the study. Questionnaires were sent to every tenth librarian listed in the Public School Directory of Texas.¹ The failure of many questionnaires to be returned forced some deviation from this plan, but as nearly as possible the data gathered were from widely represented areas.

Limitations of Study

The study is limited to sixty-six selected high schools of Texas, and to standards relating to adequate library service for secondary schools.

Method of Procedure

The study is divided into four chapters: Chapter I states the purpose of the study, source of data, limitations of the study, and the manner of procedure. Chapter II sets up criteria for evaluating the library of a secondary school. Chapter III presents in table form the results from the questionnaires and an analysis explaining the

¹Texas State Department of Education, Public School Directory, 1941-1942, pp. 1-34.
libraries studied and wherein they conform to or differ from the library standards as presented in Chapter II. The conclusions are given in Chapter IV of the study.
CHAPTER II

CRITERIA FOR EVALUATING THE LIBRARIES OF SECONDARY SCHOOLS

The school library is not a separate and independent organization in the school; it is an integral part of the school system that has, or should have, something to contribute to all the objectives of the secondary school.

The cardinal principles of education -- health, fundamental processes, home, vocations, citizenship, character, leisure -- are likewise found in the foundation of library service. However, these objectives, even though they constitute the foundation stones of education, are too vague to be set up as specific standards for libraries. Only the general literature of the library can express these rather indefinite purposes. Further search must be made in formulating a definite aim for a school library.

In the first place, the library today is above all else a service institution. It is not merely an important collection of books to be safeguarded and cared for, but also a guide and an aid to individuals and professions in the performance of everyday activities.
Fargo sets up the following definite objectives for a school library:

1. To acquire suitable library materials and to organize them for the use of the pupils and teachers.
2. To make the library an agency for
   a. Curriculum development
   b. Pupil exploration
   c. The dissemination of good literature.
3. To teach the skillful use of books and libraries in the interest of research and self-education.
4. To create an atmosphere favorable to the growth of the reading habit.
5. To stimulate literary appreciation.
6. To demonstrate the desirability of books and libraries as the companions of leisure.
7. To provide fruitful social experience.¹

These objectives stress the changes that have come about in the educational philosophy concerning the function and use of a library. Not too long ago the main function of the school library was to record and to conserve books, which were shelved in a room apart, cold and forbidding, and only the teachers entered to withdraw books which they thought might be useful in the schoolroom. It had no vital relationship to the instructional program. Now, however, the library is regarded as the hub around which the entire school revolves. It has one outstanding function -- the integration of the entire school program.

The Commission on the Reorganization of Secondary Education recommended specialization in education with unification of all departments in some common field. It said:

¹Lucile F. Fargo, The Library in the School, p. 23.
The ideal of a democracy ... involves, on the one hand, specialization, whereby individuals and groups of individuals become effective in the various vocations, and in other fields of human endeavor, and on the other hand, unification, whereby the members of that democracy may obtain those common ideals, and common modes of thought, feeling and action that make for cooperation, social cohesion, and social solidarity.\(^2\)

Logasa\(^3\) says that in the high school there are only two agencies that have the opportunity of coming in touch with all pupils. These two agencies are the administrative department and the library staff. These agencies have no specialized body of material to teach, as have the other departments, and in their work they deal with all the members of the school body. For that reason they are really the only two unifying agencies in the school. Logasa stresses the place of the library in this respect:

The library, in particular, is of importance in the matter of correlating the interests of all the departments in the school. As history is a continuous process in the life of the race, so education is a continuous process in the life of the pupils. For the purpose of organization and administration of secondary education, artificial divisions into departments according to subject matter is necessary, but the separation according to subject matter has tended to separate the school into almost independent units of instruction. In many schools the teachers give their loyalty to their department rather than to the school as a whole or to the objectives for which the school stands. Each subject then entrenches itself as best it can without reference to the other subjects taught in the school. Therefore, specialization becomes rigid, fixed, and uncompromising at the very period in the life of the pupil when


\(^3\)Hannah Logasa, The High School Library, p. 4.
orientation, exploration, and general sampling of
subject matter are what he needs most. Under these
conditions, the school library must have for its ob-
jective the unification of education, the correla-
tion of one department with another.4

Unification of the different parts of the school pro-
gram, therefore, is a worthy aim of the school library.
Modern educators have accepted this aim of unification and
have further elaborated upon it and stressed its importance.
Integration of content, creative education, and a spirit of
appreciation have been developed out of this one ultimate
aim: unification.

The present trend of education places considerable
stress upon the integration of content. Hicks5 says that
there should be unity in educational experience. Facts,
skills, and reactions should give a completeness that is
broad, rich, and significant. The integrated school is
less concerned about the particular kinds of facts a child
may learn, but is more concerned with knowledge in its
broader sense which is gained from many sources and applied
to particular situations.

The library, too, is in harmony with the fostering
of creative education. For centuries the library has been
identified with the fine arts, literature, and drama. Its
atmosphere has had the creative spirit. The creative works

4Ibid., pp. 4-5.
5Howard H. Hicks, "The Junior High School Library," School Library Yearbook, 1932, p. 44.
of the people of all times are centered within its walls. The library is rich in suggestions and inspirations which stimulate the thinking of the student, and out of his reactions and interpretations may come creative contributions that will enrich both his own life and that of others.

As for the development of the spirit of appreciation, Hicks explains the part of the library in developing such an attitude in a high school student:

The junior high school undertakes to build right attitudes and appreciations. It endeavors to establish sympathetic understanding of the social order. Other nations and peoples are studied that the child may understand their good qualities. Education is trying to show the beautiful side of life. It aims to send the child out into the world capable of understanding and enjoying the cultural things. For want of a better term, we call this "appreciation."...

Library workers are enthusiastic over this type of education. They have been trained to believe that the library is a distinctly cultural institution. One of its chief aims is to provide appreciation of the wholesome and the beautiful. This ideal is traditional with the library. The schools may well look to the library as a source of inspiration and help.6

Exploration is also considered an important function of the high school. When the child is most eager to read, the high school library affords adventure into unknown realms; its many books contain new ideas and new plans; it gives an individual an opportunity to contribute to the group

6Ibid., p. 45.
by finding something that is new, something that is not in
the textbook. Inspired by this motive, the high school stu-
dent reads books in the same spirit in which he would build
a miniature park or draw a picture. "The mind is active,
enjoying new situations, weighing values, organizing facts
and planning new tasks."  

If the library is to accomplish these things, it must
be something more than a mere collection of books. The Com-
mittee for the Cooperative Study of Secondary School Stand-
ards has this comment:

The library should be a center of the educational life of the school, not merely a collection of books. It should provide the reading and reference facilities necessary to make the educational program effective. Its books and other resources should therefore be chosen in the light of the specific aims and purposes of the school. Many pupils do not have access to good books and periodicals in their homes and therefore lack the background which acquaintance with such material would supply. By teaching pupils how and where to find library materials, how to select them, and how to use them effectively, the library should provide pupils with valuable means not only of extending their knowledge and understanding but also of developing desirable leisure habits. The library and its facilities not only should be readily and easily accessible but also should be so attractively equipped and arranged that aesthetic tastes will be developed.

Adequate provisions for the school library should include the following: (1) a well educated, efficient librarian; (2) books and periodicals to supply the needs for reference, research, and cultural and inspirational reading; (3) provision for keeping all materials fully catalogued and well organized; (4) a budget which provides adequately for the maintenance and improvement of the library;

7 Ibid., p. 46.
(5) encouragement of the pupils in the development of the habit of reading and enjoying books and periodicals of good quality and real value.8

Anna Clark Kennedy, Senior Supervisor of School Libraries in New York, gives briefly her conception of adequate library service. Her ideas are considered worthwhile in this study to the extent that they are reproduced here in full. She says that the school library is:

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

A teaching agency. The school library has a positive, active, teaching function. It suggests the reading of books which might otherwise be unknown or neglected. It supplies materials for developing and expanding interests. It stimulates new interests. Through its reference tools, indexes, bibliographies, and catalogs, the realms of information and knowledge may be explored. The library cooperates with other agencies of instruction in helping pupils learn how to use books and libraries, how to find information, how to study. By its bulletins and exhibits, by its posters, direction sheets, and guides, by its appearance and atmosphere, the library teaches informally and encourages learning. By the introduction to the public library, it suggests the lifetime use of reading to further any interest or experience. The beauty, order, and quiet of the library, the efficiency of its organization, the appeal of its books invite reading, make study attractive, carry on and increase the

enthusiasm, zeal, or motive started within its own walls or in the classroom, assembly, shop, laboratory or gymnasium.

A book center. The school library is a book center. In it the books and materials to satisfy the interests and to meet the needs of the pupils and teachers of the school are organized, cataloged, shelved or filed, and displayed so as to be easily found and used.

A reading center. The school library is a reading center, a place for enjoying books, for investigating problems, for study; for using all sorts of printed materials -- clippings, pamphlets, pictures, maps and magazines. The physical features of the room -- particularly the provisions for lighting, for seating, for ventilation and for regulating temperature -- make the reader comfortable and facilitate reading and study. The school librarian -- skilled in bringing books and people together, understanding school needs and prepared to cope with school problems, ready to utilize the results of the school's testing program, quick in discovering reading difficulties and in finding aid for dealing with them; alert to improve the conditions for study and to help individuals improve their study habits, effective in relating books to the happenings of the world and the interest of the world to books -- is so subtle a guide and leader that the reader is almost unaware of his services. The school librarian makes the library a reading room, a book laboratory, a work center for the entire school.9

Educators, realizing the possibilities found in the school library as a necessary tool in education, have given thought to what constitutes an adequate library program -- librarian, books, appropriation, use of library, organization and equipment. After much study, a committee, of which C. C. Certain was chairman, was appointed by the Southern Association of Colleges and Secondary Schools to determine

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standards for school libraries. They submitted the following standards:

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, sup-
   plementary reading and cultural and inspirational read-
   ing. 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 se-
   lected 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
   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.

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 super-
   vision.

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 same qualifications and educational
   background as teachers, including 24-30 semester hours
   in an approved library school. One or two years' 
   teaching experience is very valuable.

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 24-30 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, 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, , 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 twelve lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school. (This course required in all schools.)

V. Organization

(1) Enrollment of 100 or more students -- at least an adequate shelf-list and an adequate loan-system installed.

VI. Equipment

(1) Enrollment of 100 or less students to 200 -- separate classroom or end of study hall fitted up with shelving, table, and chairs; always accessible to students, but under supervision.
(2) Enrollment of 200 to 500 students -- separate room equipped with bulletin board, tables, chairs, shelves, loan desks, magazine racks, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 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 to supervise study. At least two full-time trained librarians for 4.)

Since the above standards represent the study and research of the committee and have been accepted as the measure of adequacy, they will be used in the evaluation of the school libraries selected for this study.

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10Doak S. Campbell, Libraries in the Accredited High Schools of the Association of Colleges and Secondary Schools in the Southern Association, p. 27.
CHAPTER III
THE EXTENT TO WHICH SIXTY-SIX SECONDARY SCHOOL
LIBRARIES IN TEXAS MEET ACCEPTED
LIBRARY STANDARDS

The aim of this chapter is to present the data taken from the questionnaires to sixty-six school libraries in Texas on the different phases of the school library staff, finance, equipment, use, materials, and the extent to which the libraries are judged to meet the educational needs of the schools.

Library Staff

In order to correlate the data and the standards by which the library is evaluated, the criteria for the different items are repeated before the specific phase for which they are used. The standard by which the library staff is evaluated follows:

1. Enrollment of 100 or less students -- teacher librarian with at least six semester hours in Library Science. Excused from certain number of hours in 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 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 same qualifications and educational background as teachers, including 20-30 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 24-30 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, enrollment, there shall be an additional full-time trained librarian.¹

The items which were used in the questionnaire to evaluate the library staff are:

1. Does the librarian have a degree in library science?

2. Does the librarian have additional professional training?

3. Does the librarian serve full-time?

4. Is the librarian a teacher-librarian?

5. Does the library have trained assistants?

6. Does the library have student assistants?

Table 1 presents the data from the questionnaires on the above items.

In the item on the amount of time spent by the school librarian in the school library, the data show that twenty-nine out of the sixty-six schools (forty-three per cent) had

¹Ibid., p. 8.
# TABLE 1

THE NUMBER OF HIGH SCHOOL LIBRARIES IN SCHOOLS OF THE VARIOUS SIZES THAT MEET EACH OF THE VARIOUS ITEMS OF EVALUATION

<table>
<thead>
<tr>
<th>Size of Schools</th>
<th>Number of Schools</th>
<th>Items Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>100 or less students</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>100-200 students...</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>200-500 students...</td>
<td>32</td>
<td>13</td>
</tr>
<tr>
<td>500-1,000 students.</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>1,000 or more students......</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total......</strong></td>
<td><strong>66</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

full-time librarians. In the No. 1 group, there was not a single full-time librarian and in the No. 2 group there were only six. However, the standards did not specify full-time librarians for schools of this type, and a number of teacher-librarians functioned. In the combined twenty-two schools in the group, there were twelve teacher-librarians, and seventeen student helpers.

The No. 3 group of schools, thirty-two in number, had thirteen full-time librarians, fourteen teacher-librarians,
six trained assistants, and twenty-four student helpers. The No. 4 group, with eight schools, had six full-time librarians, two teacher-librarians, and seven student helpers. The four schools in the No. 5 group had four full-time librarians, one teacher-librarian, and four student helpers.

It is evident from these data that the smaller schools did not meet the standards in respect to a trained library staff as far as academic and professional training is concerned. The larger schools more nearly met the standards. However, the fact that a teacher has library training does not automatically guarantee that she is a good librarian; the personality of the teacher, her interest in reading, and her general knowledge of the school and its needs determine her usefulness as librarian to a large extent. According to the standards, the smaller schools did not measure up because of so many teacher-librarians and student assistants.

Finance

The provisions of Standard No. III regarding finance in the library program are:

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 for books, periodicals, etc.2

2 Ibid., p. 16.
The questionnaire was first phrased in order to obtain the above information, but many librarians did not give the exact amount of the appropriation to take care of the finances of the library, so the following questions were asked:

1. How much is the appropriation for books in your school?
2. How much is the appropriation for magazines?
3. How much is the appropriation for periodicals?
4. Who buys the books?
5. At what time are the books bought?
6. Are the fines absorbed in the library budget?
7. Are the fines absorbed in the general budget?

Table 2 shows the data obtained from the questionnaires regarding the finance provisions that the sixty-six schools made for the libraries.

Analysis of the data in the table shows that in Group No. 1 -- fewer than one hundred students -- the average enrollment was sixty-nine students and the average appropriation for books was $76.60, an average of $1.09 for each student. The average enrollment in Group No. 2 -- one hundred to two hundred students -- was 168, while the average amount appropriated for books was $186.80 -- an average of $1.11 for each child. The enrollment for Group No. 3 -- two hundred to five hundred students -- was 319, while the
**TABLE 2**


<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
<th>Appropriation for</th>
<th>Purchaser of Books</th>
<th>Disposal of Fines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1..</td>
<td>80</td>
<td>$175.00</td>
<td>$12.50</td>
<td>$12.50</td>
</tr>
<tr>
<td>2..</td>
<td>50</td>
<td>35.00</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>3..</td>
<td>92</td>
<td>65.00</td>
<td>25.00</td>
<td>...</td>
</tr>
<tr>
<td>4..</td>
<td>65</td>
<td>60.00</td>
<td>15.00</td>
<td>5.00</td>
</tr>
<tr>
<td>5..</td>
<td>81</td>
<td>100.00</td>
<td>35.00</td>
<td>8.00</td>
</tr>
<tr>
<td>6..</td>
<td>51</td>
<td>25.00</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>419</td>
<td>460.00</td>
<td>87.50</td>
<td>25.50</td>
</tr>
<tr>
<td><strong>Av...</strong></td>
<td>69.8</td>
<td>76.60</td>
<td>12.58</td>
<td>4.25</td>
</tr>
</tbody>
</table>

**100 to 200 Students**

| 7..    | 175         | 50.00 | 0 | 0 | x | x |
| 8..    | 140         | 75.00 | 0 | 0 | x | x |
| 9..    | 165         | 65.00 | 0 | 0 | x | x |
| 10..   | 175         | 100.00 | 10.00 | 10.00 | x | x |
| 11..   | 186         | 150.00 | 20.00 | 0 | x | x |
| 12..   | 193         | 800.00 | 150.00 | 20.00 | x | x |
| 13..   | 150         | 250.00 | 31.50 | 10.00 | x | x |
| 14..   | 150         | 75.00 | 30.00 | 8.00 | x | x |
| 15..   | 125         | 300.00 | 50.00 | 20.00 | x | x |
| 16..   | 123         | 100.00 | 10.00 | 10.00 | x | x |
| 17..   | 200         | 150.00 | 20.00 | 5.00 | x | x |
| 18..   | 130         | 150.00 | 25.00 | 15.00 | x | x |
### TABLE 2 -- Continued

<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
<th>Appropriation for</th>
<th>Purchaser of Books</th>
<th>Disposal of Fines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Books</td>
<td>Magazines</td>
<td>Periodicals</td>
</tr>
<tr>
<td>19..</td>
<td>150</td>
<td>$225.00</td>
<td>110.00</td>
<td>25.00</td>
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<tr>
<td>20..</td>
<td>195</td>
<td>150.00</td>
<td>75.00</td>
<td>0</td>
</tr>
<tr>
<td>21..</td>
<td>175</td>
<td>200.00</td>
<td>50.00</td>
<td>5.00</td>
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<td>22..</td>
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<td>10.00</td>
</tr>
<tr>
<td>Total</td>
<td>2,692</td>
<td>2,990.00</td>
<td>601.50</td>
<td>138.00</td>
</tr>
<tr>
<td>Av....</td>
<td>168.2</td>
<td>186.80</td>
<td>37.59</td>
<td>8.62</td>
</tr>
</tbody>
</table>

#### 200 to 500 Students

|        | 224 | 40.00 | 30.00 | 0 | x | x | x |
| 24..   | 400 | 100.00 | 50.00 | 50.00 | x | x |
| 25..   | 250 | 90.00 | 10.00 | | x | x |
| 26..   | 394 | 500.00 | 15.00 | 10.00 | x | x |
| 27..   | 282 | 300.00 | 25.00 | 15.00 | x | x |
| 28..   | 280 | 225.00 | 15.00 | 5.00 | x | x |
| 29..   | 325 | 500.00 | 20.00 | 10.00 | x | x |
| 30..   | 425 | 200.00 | 20.00 | 10.00 | x | x |
| 31..   | 400 | 650.00 | 80.00 | 8.00 | x | x |
| 32..   | 225 | 175.00 | 35.00 | 20.00 | x | x |
| 33..   | 380 | 900.00 | 100.00 | 0 | x | x |
| 34..   | 247 | 175.00 | 25.00 | 15.00 | x | 0 |
| 35..   | 297 | 1,000.00 | 10.00 | 0 | x | x |
| 36..   | 500 | 200.00 | 30.00 | 0 | x | x |
| 37..   | 315 | 100.00 | 25.00 | 12.00 | x | x |
| 38..   | 424 | 500.00 | 50.00 | 50.00 | x | x |
| 39..   | 287 | 200.00 | 25.00 | 10.00 | x | x |
| 40..   | 227 | 100.00 | 12.00 | 13.50 | x | x |
| 41..   | 300 | 500.00 | 40.00 | 14.00 | x | x |
| 42..   | 450 | 400.00 | 25.00 | 14.00 | x | x |
| 43..   | 332 | 400.00 | 0 | 0 | x | x |
| 44..   | 260 | 500.00 | 100.00 | (Gifts) | x | x |
| 45..   | 211 | 500.00 | 0 | 0 | x | x |
TABLE 2 -- Continued

<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
<th>Appropriation for</th>
<th>Purchaser of Books</th>
<th>Disposal of Fines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Books</td>
<td>Magazines</td>
<td>Periodicals</td>
<td>Librarian</td>
</tr>
<tr>
<td>46..</td>
<td>350</td>
<td>500.00</td>
<td>50.00</td>
<td>10.00</td>
</tr>
<tr>
<td>47..</td>
<td>230</td>
<td>100.00</td>
<td>15.00</td>
<td>5.00</td>
</tr>
<tr>
<td>48..</td>
<td>500</td>
<td>500.00</td>
<td>60.00</td>
<td>10.00</td>
</tr>
<tr>
<td>49..</td>
<td>225</td>
<td>100.00</td>
<td>25.00</td>
<td>13.50</td>
</tr>
<tr>
<td>50..</td>
<td>212</td>
<td>200.00</td>
<td>60.00</td>
<td>20.00</td>
</tr>
<tr>
<td>51..</td>
<td>242</td>
<td>300.00</td>
<td>23.00</td>
<td>15.00</td>
</tr>
<tr>
<td>52..</td>
<td>264</td>
<td>400.00</td>
<td>50.00</td>
<td>25.00</td>
</tr>
<tr>
<td>53..</td>
<td>485</td>
<td>150.00</td>
<td>25.00</td>
<td>15.00</td>
</tr>
<tr>
<td>54..</td>
<td>270</td>
<td>200.00</td>
<td>26.00</td>
<td>14.00</td>
</tr>
<tr>
<td>Total.</td>
<td>10,213</td>
<td>11,215.00</td>
<td>1036.00</td>
<td>389.00</td>
</tr>
<tr>
<td>Av....</td>
<td>319.1</td>
<td>350.00</td>
<td>32.37</td>
<td>12.15</td>
</tr>
</tbody>
</table>

500 to 1,000 Students

<table>
<thead>
<tr>
<th></th>
<th>Appropriation for</th>
<th>Purchaser of Books</th>
<th>Disposal of Fines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Books</td>
<td>Magazines</td>
<td>Periodicals</td>
</tr>
<tr>
<td>55..</td>
<td>708</td>
<td>325.00</td>
<td>75.00</td>
</tr>
<tr>
<td>56..</td>
<td>585</td>
<td>439.00</td>
<td>0</td>
</tr>
<tr>
<td>57..</td>
<td>591</td>
<td>450.00</td>
<td>70.00</td>
</tr>
<tr>
<td>58..</td>
<td>650</td>
<td>600.00</td>
<td>75.00</td>
</tr>
<tr>
<td>59..</td>
<td>636</td>
<td>500.00</td>
<td>60.00</td>
</tr>
<tr>
<td>60..</td>
<td>812</td>
<td>270.00</td>
<td>25.00</td>
</tr>
<tr>
<td>61..</td>
<td>550</td>
<td>600.00</td>
<td>70.00</td>
</tr>
<tr>
<td>62..</td>
<td>592</td>
<td>500.00</td>
<td>35.00</td>
</tr>
<tr>
<td>Total.</td>
<td>5,124</td>
<td>3,674.00</td>
<td>380.00</td>
</tr>
<tr>
<td>Av....</td>
<td>640.5</td>
<td>451.75</td>
<td>47.50</td>
</tr>
</tbody>
</table>
TABLE 2 -- Continued

<table>
<thead>
<tr>
<th>School Enroll-</th>
<th>Appropriation for</th>
<th>Purchaser of</th>
<th>Disposal of Fines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Books</td>
<td>Magazines</td>
</tr>
<tr>
<td>63..</td>
<td>1,800</td>
<td>2,000.00</td>
<td>75.00</td>
</tr>
<tr>
<td>64..</td>
<td>1,268</td>
<td>1,100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>65..</td>
<td>1,644</td>
<td>850.00</td>
<td>100.00</td>
</tr>
<tr>
<td>66..</td>
<td>1,244</td>
<td>959.00</td>
<td>85.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5,980</td>
<td>4,909.00</td>
<td>380.00</td>
</tr>
<tr>
<td><strong>Av....</strong></td>
<td>1,495</td>
<td>1,227.25</td>
<td>90.00</td>
</tr>
</tbody>
</table>

<sup>3</sup>No fines assessed.

average appropriation for books was $350.00 -- an average of $1.00 per pupil. Reference to the standard for schools of less than five hundred pupils shows that "there should be an annual appropriation of at least $1.00 per student for books, periodicals, etc."<sup>3</sup> It is apparent that the secondary schools in Texas that were surveyed in the present study, with enrollments of less than five hundred pupils, met the library standards very satisfactorily. In addition, each of the groups in the schools with enrollments of less than

<sup>3</sup> Ibid., p. 16.
five hundred had varying amounts appropriated for magazines, periodicals, and newspapers. Some of the schools indicated that they had no money appropriated for these things, but in each instance the librarians added a note saying that these were available through gifts and bequests.

In Group No. 4 -- five hundred to one thousand students -- the average enrollment was 640 pupils, while the average appropriation was $451.75 -- an average per pupil of seventy cents. The average enrollment in group five -- one thousand or more students -- was 1,495, while the average appropriation for books was $1,227.25 -- an average per pupil of eighty-two cents. Group No. 4, it is apparent, fell below the required standard of seventy-five cents per pupil, but Group No. 5 met the standard for schools in this class. However, both groups also had sufficient amounts for magazines and newspapers, and this would bring the No. 4 group up to standard the put the No. 5 group well over the standard.

As far as the appropriations for books are concerned, together with appropriations for magazines and periodicals, it is evident that all of the schools surveyed met the library standards set up by the Southern Association of Colleges and Secondary Schools.

In Group No. 1 the data show that three librarians purchased the books for the schools, while three other schools
purchased their books through persons other than the librarians. In the sixteen schools in Group 2, purchase of library books was made in eleven of them by the librarians, while others besides the librarian did the book purchasing in five schools. In the thirty-two schools in Group 3, thirteen librarians purchased the books in their schools, but nineteen schools utilized other persons for the purchasing. In Groups 4 and 5, all the book purchasing was done by the librarians in the schools. In studying these data, it appears that the schools have satisfactorily met requirements in this field. Fargo says that the "initiative in selection and acquisition belongs to the librarian. Primarily she is employed for that very purpose."4 Not all these schools, it should be remembered, had full-time librarians, and the selection would, of necessity, fall on other members of the school staff. All of the schools with full-time librarians delegated the selection of books to the librarians.

In regard to the disposal of fines derived through library funds, some schools indicated that they did not levy fines. Where they did, the great preponderance of the schools gave their money from fines to the library fund, and did not turn the funds in to the general school fund. There is no "cut-and-dried" rule for such procedures, but

---

4Fargo, op. cit., p. 331.
when the fine money goes to the library fund, it is aiding the department for which it is most logically intended.

The general conclusion, drawn from the data furnished in the questionnaires on the finance of the secondary school libraries surveyed, is that the schools were providing satisfactorily for books, periodicals, and magazines in the libraries.

Equipment

The provisions of Standard No. VI for the equipment of libraries are:

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 pupils, but under supervision.
2. Enrollment of 200 to 500 students -- separate room equipped with tables, chairs, shelves, loan desk, magazine racks, 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.5

The specific questions asked in the questionnaire sent to the librarians in this survey were:

1. Does the school have a separate library room?
2. Is there an accession record?
3. Is there a shelf list?

5Campbell, op. cit., p. 27.
4. Is there a card catalog?
5. Does the library have a charging desk?
6. Does the library have a magazine rack?
7. Does the library have a newspaper rack?
8. Does the library have a bulletin board?
9. Does the library have a vertical file?
10. Does the library have a typewriter?

The summary of the status of the sixty-six schools surveyed in respect to how they met the above items is shown in Table 3.

Analysis of these data shows that in the group of schools of less than one hundred students, six in all, there were only two trained librarians. In the 100 to 200 group, there were nine trained librarians in sixteen schools; in the 200 to 500 group, there were thirteen trained librarians in thirty-two schools; in the 500 to 1,000 group, there were seven trained librarians in eight schools; and in the 1,000 or more group, there was a trained librarian in each of the four schools represented. Reference to the standards will show that Group 1 did not meet the requirements of the standard; Group 2 had nine teachers with library degrees and six with some training, thus meeting the standards fairly well. Group 3, with thirty-two schools, had only thirteen teachers who had library science degrees
TABLE 3

THE NUMBER OF THE SIXTY-SIX SECONDARY SCHOOL LIBRARIES IN SCHOOLS OF VARIOUS SIZES THAT DO AND DO NOT MEET EACH STANDARD OF EVALUATION

<table>
<thead>
<tr>
<th>Items Evaluated</th>
<th>Size of Schools by Enrollment Groups</th>
<th>Number of Schools in Each Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>1. Yes No.</td>
<td>0 6</td>
<td>6 10</td>
</tr>
<tr>
<td>2. Yes No.</td>
<td>4 2</td>
<td>16 0</td>
</tr>
<tr>
<td>3. Yes No.</td>
<td>5 1</td>
<td>14 2</td>
</tr>
<tr>
<td>4. Yes No.</td>
<td>4 2</td>
<td>14 2</td>
</tr>
<tr>
<td>5. Yes No.</td>
<td>6 0</td>
<td>16 0</td>
</tr>
<tr>
<td>6. Yes No.</td>
<td>5 1</td>
<td>14 2</td>
</tr>
<tr>
<td>7. Yes No.</td>
<td>5 1</td>
<td>8 2</td>
</tr>
<tr>
<td>8. Yes No.</td>
<td>2 4</td>
<td>10 6</td>
</tr>
<tr>
<td>9. Yes No.</td>
<td>4 2</td>
<td>8 8</td>
</tr>
<tr>
<td>10. Yes No.</td>
<td>4 2</td>
<td>11 5</td>
</tr>
</tbody>
</table>
and eight teachers with some library science training; this group fell below the standard. Groups 4 and 5, with their trained librarians, met the library standard as far as training was concerned. The larger schools, it is apparent, met the standards better than the smaller schools.

This lack of trained librarians in the smaller schools is an indication that the school systems in which such situations exist are not meeting the educational requirements of the teachers and the students. Logasa says:

It is certainly not too much to expect that the person who is to be the library adviser for both faculty and students should have at least the same academic training that the teachers in the schools possess. In addition the librarian should have technical training; for without that she will not be able to administer the library efficiently as otherwise, and will, as a consequence, be restricted in her efforts to give the very best possible service.\(^6\)

Analysis of the data in Table 3 shows that all the schools in Group 1, because they did not have a separate room for a library, failed to meet the requirements of the library standard set up for evaluation of library equipment. Group 2 likewise failed to meet these standards, because only six schools out of the sixteen in the group had separate libraries. In Group 3, all the schools had separate libraries except three; and in Groups 4 and 5, all of the schools had separate libraries.

\(^6\)Logasa, op. cit., p. 69.
However, the school libraries, in other equipment, came nearer meeting accepted library standards. Out of the sixty-six schools evaluated, sixty-two had accession records, sixty-three had shelf lists, sixty-one had card catalogues, all had charging desks, sixty had magazine racks, sixty-three had newspaper racks, fifty-one had bulletin boards, forty-seven had vertical files, and fifty-three had typewriters. Fargo has this comment on the needed equipment:

Indispensable equipment for the school library includes: shelving; tables and chairs; librarian's desk (or desks) and chairs; filing cabinets, including card catalog cases and vertical files; magazine and newspaper racks; a book truck; one or more bulletin boards; a display case; a typewriter.\textsuperscript{7}

According to the above specifications, the majority of the libraries in the smaller schools met equipment standards fairly well, and the larger schools met them very satisfactorily.

Service and Use

The selected library standard for evaluation of the service and use of the library is: "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."\textsuperscript{8}

Analysis of the data in Table 4 shows that, of the schools that gave instruction in the use of the library,

\textsuperscript{7}Fargo, op. cit., p. 275.

\textsuperscript{8}Campbell, op. cit., p. 20.
TABLE 4

THE EXTENT TO WHICH THE SIXTY-SIX SECONDARY SCHOOL
LIBRARIES SURVEYED IN TEXAS MET THE ITEMS ASKED
FOR IN THE QUESTIONNAIRE ON THE USE MADE
OF THE LIBRARY

<table>
<thead>
<tr>
<th>Size of School</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tot-</td>
<td>Av.</td>
<td>Librarian</td>
<td>Others</td>
<td>Yes</td>
</tr>
<tr>
<td>100 or less...</td>
<td>24</td>
<td>6*</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>100 to 200.....</td>
<td>93</td>
<td>10.3</td>
<td>5</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>200 to 500.....</td>
<td>245</td>
<td>9.8</td>
<td>14</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td>500 to 1,000....</td>
<td>80</td>
<td>10</td>
<td>8</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>1,000 and over..</td>
<td>46</td>
<td>11.5</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

*Two schools in Group 1 gave no instruction, seven schools in Group 2 gave no instruction, and seven schools in Group 3 gave no instruction.

those in Group 1 averaged giving six lessons. However, two schools in this group gave no instruction at all. Seven schools in Group 2 did not give any instruction; those that
did averaged 10.8 lessons. In Group 3, seven out of the thirty-two schools in the group did not give any instruction; the remaining twenty-five schools averaged 9.8 lessons. All the schools in Groups 4 and 5 gave instruction in the use of the library; Group 4 averaged ten lessons, and Group 5 averaged 11.5 lessons.

The schools in the first three groups, it is seen, were deficient in the number of lessons given in the use of the library. Sixteen schools offered no instruction of any kind, and the number which did failed to offer the minimum requirement of twelve lessons. The schools in the two larger groups, it is noticeable, were much more efficient than the smaller schools in this respect.

Of the sixty-five schools, thirty-three had library instruction given by the librarians; in seventeen schools, the instruction was given by others, usually the English teacher. As mentioned above, sixteen of the schools gave no library instruction whatever. According to Hicks, library instruction is the work of both teachers and librarians:

Instruction should be divided between librarian and classroom teachers. Index, table of contents, and use of dictionary can be taught in the classroom. Teachers should give the instruction in note-taking, bibliography, and evaluation of materials. The librarian should instruct children in those things that are peculiar to the library. Among these are the card catalog, experience in finding
books on shelves, use of bibliographies, and use of magazines. In specific instances many of these responsibilities overlap and should be performed cooperatively by librarian and teacher.\(^9\)

All of the schools, with the exception of two in Groups 1 and 2, with small school population, kept their libraries open during the school day. In this respect, two schools were deficient. The library, be it large or small, should be available to the students at all times.

It is hard to measure the interest that the students take in reading or in library attendance at school, but a glance at the number of books, on the average, which are checked out each day will indicate to some extent this interest. In Group 1, the average daily circulation of books was fifty-three; in Group 2, fifty-seven plus; in Group 3, 105.2; in Group 4, 82.7; and in Group 5, one hundred books. These data indicate that the reading interest, as attested by circulation figures, was good in Group 5, poor in Group 4, fair in Group 3, and medium in Groups 1 and 2.

There was little difference of opinion on the merits of the required reading lists in the school libraries surveyed. Only six schools out of the sixty-six indicated that they did not require reading lists. This does not necessarily mean that all the reading was required; any well-organized library makes provision for recreational and

\(^9\)Hicks, op. cit., p. 71.
voluntary reading as well as assigned reading, and there is no reason to suppose that these schools did otherwise.

The general conclusion derived from the study of the use of the evaluated schools made of their libraries is: lack of personnel, inadequate equipment, crowded conditions, shortage of books and other library materials, hindered the full realization of the schools' potential use of their libraries. Also it might be noted here that there are many intangible things, highly valuable in the appraisement of the efficiency of a library, which are almost impossible to judge objectively from a questionnaire. Service and use of a library, after all, means the success or failure of the achievement of the library aims. The material presented here, however, does indicate that the secondary schools surveyed were, for the most part, aware of the importance of the school libraries and were endeavoring to realize as much service and use as possible from them.

Library Materials

The provision of Standard No. I for library materials is as follows:

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 lists 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 good 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 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.10

The summary of the data taken from the questionnaires answered by sixty-six librarians in the schools surveyed is given in Table 5. The specific questions asked in the questionnaire were:

1. How many books are accessioned in your library?

2. How many additions were made in 1942-43?

3. How many magazines (subscriptions) in the library?

4. What method is used in classification system?
   a. Dewey decimal.
   b. Other.

5. Is author catalogued by
   a. Author.
   b. Title.
   c. Subject.

6. Is there an adequate loan system?

Table 5 shows the data on library materials in the sixty-six schools, as taken from the questionnaires.

10 Campbell, *op. cit.*, p. 3.
TABLE 5
THE EXTENT TO WHICH THE SIXTY-SIX SECONDARY SCHOOL LIBRARIES SURVEYED IN TEXAS MET THE ITEMS ASKED FOR IN THE QUESTIONNAIRE ON LIBRARY MATERIALS

<table>
<thead>
<tr>
<th>Items Evaluated</th>
<th>Size of School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100 or Less</td>
</tr>
<tr>
<td>Number of books accessioned:</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8,106</td>
</tr>
<tr>
<td>Average</td>
<td>1,351</td>
</tr>
<tr>
<td>Number of books added in 1942-43:</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>615</td>
</tr>
<tr>
<td>Average</td>
<td>102</td>
</tr>
<tr>
<td>Number of magazines:</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
</tr>
<tr>
<td>Average</td>
<td>15</td>
</tr>
<tr>
<td>Number of newspapers:</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
<tr>
<td>Average</td>
<td>.8</td>
</tr>
<tr>
<td>Method of classifying books:</td>
<td></td>
</tr>
<tr>
<td>Dewey Decimal...</td>
<td>3</td>
</tr>
<tr>
<td>Other............</td>
<td>3</td>
</tr>
<tr>
<td>Method of cataloguing:</td>
<td></td>
</tr>
<tr>
<td>Author...........</td>
<td>6</td>
</tr>
<tr>
<td>Title............</td>
<td>6</td>
</tr>
<tr>
<td>Subject...........</td>
<td></td>
</tr>
<tr>
<td>Is there an adequate loan system?</td>
<td></td>
</tr>
<tr>
<td>Yes..............</td>
<td>6</td>
</tr>
<tr>
<td>No...............</td>
<td></td>
</tr>
</tbody>
</table>
Analysis of these data shows that the six school libraries in Group No. 1 had a total of 8,106 books or an average of 1,351 books per school library. There was an average of 102 books added to the libraries in 1942-1943, and the schools averaged fifteen periodicals and not quite one newspaper to each school. The libraries in Group 1 not only met but surpassed the library standards for the required number of holdings in library materials.

In Group 2 there was a total of 32,500 books accessioned for the sixteen schools, and 853 added during 1942-1943. The average number of books per school library was 1,780, and the average number of periodicals and newspapers was twenty and two, respectively, for Group 2. Again, on the average, school libraries in this group met and surpassed the standards for library materials.

Group 3, with thirty-two schools, had a total of 61,529 books in its libraries, and an average of 1,912. Books added in 1942-1943 totaled 3,432, or an average of 107/. The total number of magazines for the group was 835, an average of twenty-six, plus, while the total number of newspapers was eighty-four, with an average of 2.6. The standards for this group are 1,000 to 2,500 books, fifteen to thirty suitable periodicals, and daily newspapers. This group meets the standards for the number of books accessioned, but does not quite meet the standards for the number of periodicals or newspapers.
In Group 4, comprising ten schools, the total number of books accessioned at the time of the study was 32,500, and the total number added in 1942-1943 was 853, which was an average of 4,062 and 106, respectively. One hundred and eighty-four magazines comprised the total for the eight schools, while the average was twenty-three. The eight schools together had a total of eighteen newspapers, or an average of 2.25 to each school. Reference to Standard 4 for this group of schools shows that the school libraries met the standards for the number of books accessioned, but fell below the standards in the number of periodicals and magazines available for student use.

Group 5 had a total of 41,735 books in its libraries, or an average of 10,433 books per school library. An average of 456 books was purchased for the library in 1942-1943, while the average number of periodicals in the libraries was twenty-eight for magazines and 3.7 for newspapers. The school libraries met and surpassed the standards for the number of books accessioned, but fell below the standard for the number of magazines and newspapers.

In the method of classifying books, three libraries in Group 1, eleven in Group 2, twenty-eight in Group 3, eight in Group 4 and four in Group 5 used the Dewey Decimal System in classifying their books. These together make a total of fifty-four libraries out of the sixty-six that
classified books according to standard methods. Fargo states that almost all school libraries use the Dewey system of classification,\textsuperscript{11} hence it may be accepted that the majority of the libraries here followed accepted library practices. Where the Dewey system was not used, the schools were small and the books were unclassified.

Where the schools catalogued their books, the classification was made by author and title. Twelve of the libraries also catalogued their books by subject. Each of the school libraries signified that it had an adequate charging system.

To summarize: This statement may be made, that on the basis of the data given in the questionnaires, the libraries of the sixty-six secondary schools surveyed appear to have sufficient books to meet satisfactorily the standards set up by the Southern Association for evaluation of such material. However, the number of periodicals and newspapers in Groups 3, 4, and 5 do not meet standard requirements. The methods of classification and cataloguing of books, where the schools had libraries, are satisfactory. The charging systems also meet the standard.

Ways in Which the Library Meets the Needs of the School

In the beginning of the study, it was set forth that one of the fundamental aims and objectives of the school

\textsuperscript{11}Fargo, \textit{op. cit.}, p.
library is to coordinate and unify the work of the entire school program. While the methods by which the library meets these needs is difficult to measure or evaluate, nevertheless an attempt has been made in this survey to do this. A library rendering adequate library service provides material to meet individual, instructional, vocational guidance, clubs, and assembly program needs; therefore, a place was made in the questionnaire sent out to the librarians in which these needs were listed and each librarian was asked to indicate how that library met these needs. Table 6 shows how the librarians evaluated their library material in this respect, and according to the numbers 1, 2, 3, 4, and 5, ranked the results in the order of their importance.

According to the data in this table, the school libraries in Group 1 used a total of three hundred of their library materials for meeting individual needs; for example, adventure stories, animal stories, careers, homemaking, religion, and a number of other subjects. It is apparent that these items might be included also in other needs and requirements such as vocational guidance, classroom instruction, or for the clubs and assembly programs. No hard and fast lines can be drawn on these rankings, and most of the librarians indicated that the items listed met more than one need, and so marked them 2, 3, and 1, or whatever the
TABLE 6
THE NUMBER OF BOOKS NEEDED IN EACH CLASSIFICATION IN THE LIBRARIES OF THE SIXTY-SIX SECONDARY SCHOOLS OF VARYING SIZES IN TEXAS

<table>
<thead>
<tr>
<th>Items Evaluated</th>
<th>Size of School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100 or Less</td>
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<tr>
<td>Individual needs</td>
<td></td>
</tr>
<tr>
<td>Total...........</td>
<td>300</td>
</tr>
<tr>
<td>Average.........</td>
<td>50</td>
</tr>
<tr>
<td>Instructional needs:</td>
<td></td>
</tr>
<tr>
<td>Total...........</td>
<td>250</td>
</tr>
<tr>
<td>Average.........</td>
<td>41.3</td>
</tr>
<tr>
<td>Vocational guidance:</td>
<td></td>
</tr>
<tr>
<td>Total...........</td>
<td>150</td>
</tr>
<tr>
<td>Average.........</td>
<td>25</td>
</tr>
<tr>
<td>Clubs:</td>
<td></td>
</tr>
<tr>
<td>Total...........</td>
<td>72</td>
</tr>
<tr>
<td>Average.........</td>
<td>18</td>
</tr>
<tr>
<td>Assembly programs:</td>
<td></td>
</tr>
<tr>
<td>Total...........</td>
<td>18</td>
</tr>
<tr>
<td>Average.........</td>
<td>6</td>
</tr>
</tbody>
</table>

Combination might be. At any rate, the division is made in order to get some idea of the type and scope of the library materials required. Group 1, then, had an average of fifty items used to meet individual needs, forty-one and
three-tenths items to meet instructional needs, twenty-five for vocational needs, and six for assembly programs.

In the larger schools, the librarians reported greater holdings, but the degree in which they met the above listed needs showed only a slight difference from the reports of the smaller schools. Group 2 had an average of seventy-five items for individual needs, fifty-one and one-tenth items for instruction, 37.5 items for vocational guidance, twenty items for clubs, and an average of 6.1 items for assembly programs. Group 3 had an average of sixty items for individual needs, seventy-five for instructional needs, twenty-five for vocational guidance, 28.7 for clubs, and an average of five items for assembly programs. The librarians in Group 4 estimated that there was an average of 77.5 items for individual needs, eighty items for instructional needs, twenty-five for vocational guidance, twenty-nine and two-tenths for clubs, and six and one-half items for assembly programs. Group 5, the four large schools, did not differ materially from the other groups; the librarians in these larger schools estimated that there was an average of seventy-five items for individual needs, 74.2 items for instructional needs, twenty-five items for vocational guidance, 22.2 items for clubs, and an average of 6.2 items for assembly programs.
In considering these figures, as well as the other figures that were given in the librarians' answers to the questionnaire, it should be remembered that they were, in the main, estimates. The librarians, busy with their many duties, did not have the time to evaluate the library materials to the exact figure. The fact that the estimates roughly coincide, one with another, indicates that the librarians' estimates were fairly representative of the materials in the libraries.

Thus, according to the data in Table 6, the materials appear to have been divided fairly well, and the assumption is that the libraries were meeting satisfactorily the needs of the users and were serving to coordinate and unify the work of the entire school program.

The above discussions conclude the study of the sixty-six secondary school libraries and their materials and methods of serving. The general conclusion is that, in most instances, the schools studied are meeting at least the minimum requirements of the library standards very well, and in some cases exceeding them. But it should be stressed again that the real value of the library lies in intangible things difficult to analyze or measure. Hicks says that the library cannot succeed if set apart from other departments of the school, for the library extends into all
departments and all subjects.\textsuperscript{12} Coordination and integration are necessary, and these call for the services of both skilled librarians and teachers. There must be willing cooperation between the librarian and the instructor and vice versa. Often true cooperation depends upon knowledge, understanding, and appreciation of the needs of others. All the books and equipment in the world will not make a good library; there must be a librarian in charge who knows the content of the library in relation to the individual needs of the instructional staff and the entire enrollment. She should be able to name the books or describe the materials that will help the students. Her knowledge should give life to textbooks and broaden the scope of the classroom work. These things, it is clear, have not been evaluated in this study because they do not lend themselves to objective measurement. Attention is called to them to stress the incompleteness of this survey. As far as objective measurements are concerned, the Texas secondary school libraries surveyed appear to meet accepted library standards fairly well. This is especially true in the larger schools. Many of the smaller schools, especially in Groups 1 and 2, had poor library facilities and failed to meet the standards, but on an average, the school libraries met the minimum requirements.

\textsuperscript{12}Hicks, \textit{op. cit.}, p. 49.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to make a survey of libraries of selected high schools of Texas to determine their present status and to see how they compare with library standards. Attention was given to the library staff, the finance, the equipment, the service and use, and library materials.

Sixty-six libraries of Texas schools were included in the study. Information on them was secured through a questionnaire sent to either the school librarians or the administrator of the very small libraries. In order to evaluate the schools by the library standards chosen for evaluation, they were divided into the following groups:

1. 100 students or less.
2. 100 to 200 students.
3. 200 to 500 students.
4. 500 to 1,000 students.
5. 1,000 students and over.

When the questionnaires were tabulated, it was found
that six of the schools were in Group 1, sixteen in Group 2, thirty-two in Group 3, eight in Group 4, and four in Group 5. Each of these groups was then compared with the accepted library standards to see wherein it met or failed to meet the requirements of the standards. Data taken from the questionnaires were presented in the form of tables, and conclusions were drawn from the results.

Conclusions

The following conclusions were drawn from the study of the libraries of the sixty-six schools surveyed:

Library staff. -- Groups 1, 2, and 3 failed to meet the accepted library standards for trained librarians and a full-time staff. Groups 4 and 5, the larger schools, met the standards fairly well.

Finance. -- All the school libraries in the study met the accepted library standards for appropriations for books, magazines, periodicals, and newspapers. Purchasing of books and the payment of fines were conducted along approved lines.

Equipment. -- All of the schools in Group 1 failed to meet the accepted library standards because they did not have a room reserved exclusively for library purposes.

Ten schools in Group 2 failed to meet accepted library standards for the same reason as given above.
All of the schools except two in Group 3 met the library requirements of a separate library room for the students.

All of the school libraries in Groups 4 and 5 and the majority of the libraries in Group 3 met all other requirements fairly well, in so far as library equipment was concerned: accession records, card catalogs, shelf lists, magazine and newspaper racks, bulletin boards, vertical files, and typewriters.

Service and use. -- The school libraries in Groups 1, 2, and 3 did not meet accepted standards for library instruction in the service and use of the library in a satisfactory manner. The school libraries in Groups 4 and 5 met the requirements fairly well. The daily circulation of books indicated that the libraries were used daily by the students in the schools.

Library materials. -- In the number of books accessioned, all the school libraries, on the average, met accepted library standards. In the matter of periodicals and newspapers, however, most of the libraries failed to meet accepted standards. Where the libraries were large enough to use classification systems, and where there were school libraries, accepted methods of classifying books were used.

Classification of library materials to meet school needs. -- The data taken from the questionnaires indicated
that the school libraries, as far as might be ascertained by objective methods, contained material for meeting the instructional, individual, vocational, and social needs of the pupils. The larger schools, it was evident, met these needs more adequately than the smaller schools.

Recommendations

The following recommendations are offered:

1. There should be a greater effort put forth by the smaller schools to enlarge their libraries, and to provide better equipment facilities. Each school needs a library separate from the classrooms, or, at least, placed in a portion of the study hall.

2. There should be more trained librarians for the school libraries. Where a full-time librarian is not needed, high schools should require one of the teachers to have had elementary training, at least, in the fundamentals of library service. In addition to her other duties as a teacher, this teacher-librarian can carry on the library activities of the school.

3. There should be more instruction in the use of the school library, and this instruction should be given by a teacher or a librarian with training in library science. The use made of the library by the staff and the students, not the amount of material or equipment, will, in the long run, determine the efficacy of the school library to meet
the needs of the school. Lack of library instruction is one of the weakest points found in this survey of selected high school libraries, and this lack should be remedied.
APPENDIX

Questionnaire

The data given below are 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 __________________ Location __________________
Report made by __________________ Enrollment _________________

Library staff
Librarian: degree __ additional degree ________________
full time ________________
Teacher librarian ________________
Assistant: trained ___________ student ________________

Finance
Appropriation for books __________ magazines ________________
newspapers ________________
Who buys the books? ________________ When? ________________
Are fines absorbed in library budget? ________________
General budget? ________________

Equipment
Is there an accession record ______ shelf list __________
card catalog ______ charging desk ______ magazine rack ______
newspaper rack ______ bulletin board ______ vertical file ______
typewriter ______

Service and use
Instruction in use: Number of lessons ______ required? ______
Who gives the instruction? ______ Where? ______
How are students admitted to library? ______
Library open every period? ______ before ______
_________ after ______ school? Are there conference rooms? ______
Open stacks? ______ Is the library used in summer? ______
As instruction changes is the library used more? ______
Do the students like to come to the library? ______
Are books sent to rooms for a period? ______ day? ______
Average daily circulation ______ Are there reading clubs? ______ browsing corners ______ free reading periods ______
? Are there required reading lists? ______
Library materials

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<thead>
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<th>Is there an adequate loan system?</th>
<th>Is library cataloged by author?</th>
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<tr>
<td></td>
<td>title? subject?</td>
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<tr>
<td>Number of books accessioned in 1943</td>
<td>Number of magazines newspapers</td>
</tr>
<tr>
<td>subscriptions and gifts</td>
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</table>

A library rendering adequate library service provides material to meet the following needs (1) individual, (2) instructional, (3) vocational guidance, (4) clubs, and (5) assembly programs. Please indicate how the following items are used to meet the above needs by using the numbers 1, 2, 3, 4, and 5 in the order of their demand.

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<th>accounting</th>
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puzzles
radio
readings
religion
salesmanship
science
civilian defense

sculpture
sewing
transportation
travel
vocations
war
production of war materials
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