A PROPOSED PLAN FOR ADMINISTERING THE LIBRARY

IN CHAMBERSVILLE JUNIOR HIGH SCHOOL

APPROVED:

James H. Dougherty
Major Professor

Elbridge C. Brodie
Minor Professor

J. C. Meekins
Director of the Department of Education

Jack Johnson
Dean of the Graduate Division
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Margie Faye Hudson, B. A.
158473
Blue Ridge, Texas
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CHAPTER I

INTRODUCTION

Statement of Problem

The purpose of this research is to set up, by reading, observing, and discussing the different phases of library administration, a proposed plan for administering a more adequate library program for the pupils and teachers of Chambersville Junior High School.

Situation

This is a small junior high school situated in a rural farming area ten miles from the county seat. A hard-surfaced all-weather road makes possible, at all times, contact with the county school office. There is a county school library available to all public schools. The library facilities within the Chambersville Junior High School have been grossly neglected. However, with funds now available, this library may be equipped to furnish reasonably efficient service to pupils and teachers.

Sources of Data

Data used in this study were obtained from books, pamphlets, periodicals, theses, and professional publications and reports, written by individuals who had studied the
problems of the library. A study and investigation of the problem of the library in Chambersville Junior High School furnished further information.

Delimitation

The content of this thesis is limited to a study of the library as it now exists in Chambersville Junior High School; and, for the purpose of setting up a proposed plan for the administration of a better library program for this school, a general survey was made of the studies and reports of library service in other school systems of the United States.

In the general survey, attention was given to the study of plans for administering the general library organization, the organization within the school, the selection of books, magazines, and visual aids, finances, and teacher-pupil use of the library. The study of other libraries is limited to a certain extent to libraries of elementary and junior high school levels.

Proposed Treatment of Data

A two-fold task was undertaken in this study. First, an effort was made, through the study of books and pamphlets, to set up a standard library program. Second, a study of the Chambersville Junior High School library was made to determine its strength and its weaknesses.

After the writer had examined a number of books and pamphlets pertaining to the subject, it was decided that
the Evaluative Criteria of the Committee for the Coöperative Study of Secondary School Standards was the most representative and the most detailed.¹ A check sheet containing the items to be evaluated was adapted from it. Three educators were selected to use the check sheet in evaluating the library in Chambersville Junior High School.

Chapter II shows the change in concept of the library now and formerly. It presents the objectives of education, of the library, and of both taken together, and it gives the requirements for a standard library. It also discusses the techniques for handling the organization, books and materials, and details of administration.

Chapter III presents a discussion of plans and suggestions for the effective use of the library by teachers and pupils.

Chapter IV presents in table form the data obtained from the check sheets filled out by a county supervisor, a superintendent, and a classroom teacher, in their evaluation of Chambersville Junior High School library. The findings of the committee on each of the phases of organization and administration are then compared with the standards listed in Chapter II. The program as set up in Chapters II and III is evaluated in this chapter.

Chapter V includes some of the conclusions reached and specific recommendations to adopt in the administration of the improved program.

The appendices contain the following items: a copy of the check sheets used in evaluating the Chambersville Junior High School library, standard booklists to aid in the selection of books and materials, and a list of magazines recommended for elementary and junior high schools. The books and articles from which information for this study was obtained are listed in the bibliography.

Definitions

Chambersville Junior High School is a rural school comprising grades one through ten and having an enrollment of 100 to 150 pupils.

Administering, as used in this study, includes the following functions: determining the most satisfactory general library plan to be used, selecting the best method of handling the situation in the local school, managing the finances and selection of books, and finding effective means of teacher-pupil use of the library.

School library means one that is under the legal control and supervision of the school personnel and one that is maintained primarily for the use of the school children.
Related Studies

Bertha Terry Cornwell, in *A Study of the Effectiveness of the Sour Lake, Texas, High School Library Program*, a thesis written in 1946, studied the effectiveness of a library program that had already been set up, according to accepted standards, in a small senior high school in east Texas. She studied the social status of, and the books read by, thirty-one high school freshmen. She noted the motivation for reading, the distribution of recreational reading among books, and the variety of reading done by this group. She found that the amount and variety of reading had definitely increased, but that the most often-read books were not always on the approved lists which are sent out by the Southern Library Association and the state library department. Her study differs from this in that hers deals with a plan already set up in a senior high school while this study attempts to set up a plan in a junior high school.

Jewel Gardiner and Leo B. Baisden wrote *Administering Library Service in the Elementary School*. They set out to study the types of library service and its effectiveness in different types and sizes of schools in California. Decisions reached in this study were that a large central library with distribution to class rooms is the best plan for larger schools, but for rural schools the best plan is for a larger unit to distribute books to the individual schools, either
to a central library or to the individual classrooms. Their study is different from this in that theirs was made in elementary schools in California.

Another study made in California is given in *The Library in the Elementary School*, State of California Department of Education Bulletin, of September 15, 1935. In this a study was made of the function of the library, its organization and administration, its personnel, and the use of library methods in the elementary school. The finding was that the best medium for selecting books is a committee comprising principals, supervisors, teachers, and librarians. The purpose of the library and the economy are dominant factors in considering whether to maintain library books in separate library rooms or as collections in classrooms. The California study differed from this in that it was made in the elementary schools.

In August, 1943, Alma Cowling Enis wrote a thesis, *A Survey of Sixty-Six Secondary School Libraries in Texas*. She found that small schools of less than 100 to 500 students failed to meet requirements for trained librarians. Finances were reasonably adequately handled. Schools with less than 200 students failed to meet equipment standards. Schools with 500 or less students failed in giving adequate library instruction. Most of the libraries met standards for books but failed on the matter of newspapers and
periodicals. Most of the schools had materials for meeting instructional, individual, vocational, and social needs of the pupils. Her study differed from this in that she studied a number of senior high schools.

In another thesis, *The Classroom Library in Action in an Integrated Elementary School Program*, Mamie Lee Sweatmon reached the conclusions that elementary school children have a definite need for libraries, instruction can be adapted to meet the need of children, training should come by use, and acquiring of knowledge and skills make it possible to realize greater use of the library. Her study differs in that it deals with the use of the library in the elementary school.

In July, 1947, the Library Leadership Workshop of North Texas State College prepared a bulletin, *Texas School Libraries, a Manual of Practices and Procedures*. This manual contains information that will be of value in bringing about more efficient administration and use of all types of libraries.
CHAPTER II

CONCEPTS, OBJECTIVES, STANDARDS, AND TECHNIQUES
OF LIBRARY ADMINISTRATION

Concepts of the School Library

As the modern concept of education becomes more common among the educators of our country, the knowledge of the need for and place of the library in the educational setup will become more prevalent. The Southern Association of Colleges and Secondary Schools, in reporting its findings and decisions in its work from 1938 to 1945, recommended the following list of general needs for school students:

1. To have as good home as he can get with available help

2. To know what is happening in the world and something of the reasons why

3. To know how to live in a democracy

4. To have practice in making decisions

5. To know his own needs

6. To be able to read, write, and figure

7. To have a sound body and ability and willingness to keep it so

8. To be able to understand what he reads
9. To have opportunity to pursue and develop interests and purposes of his own

10. To develop the habit of recreating in a variety of ways

11. To develop vocational skills and interests
12. To form the habit of doing good work in school
13. To develop good work habits
14. To have opportunity for creative expression
15. To be able to dress and behave properly
16. To form the habit of keeping his surroundings clean, neat, and orderly
17. To be responsible in the care of equipment
18. To be engaged in doing things which make sense
19. To be in a school situation where he is pleasantly happy
20. To have a feeling of accomplishment.¹

Very few of these needs could be realized to their fullest extent without the services of the library; but the library can aid in the realization of all of them.

The change in the concept of the purpose of the library has been as great as the change in the thought about education. The following paragraph from the Old Librarian's

Almanac shows a decided evolution in thought concerning the library function and purpose.

Keep your Books behind stout Gratings and in no wise let any Person come at them to take them from the Shelf except yourself. Have in Mind the counsel of Master Enoch Sneed (that most Worthy Librarian) who says: "It were better that no Person enter the Library (save the Librarian Himself) and that the Books be kept in Safety, than that one Book be lost, or others Misplaced." Guard well your Books -- this is always your foremost Duty. . . . So far as your authority will permit it. Exercise great Discrimination as to which Persons shall be admitted to the use of the Library. For the Treasure House of Literature is no more to be thrown open to the ravages of the unreasoning Mob, than is a fair Garden to be laid unprotected at the Mercy of a Swarm of Beasts.

The modern school library is essential as a teaching force and as an agency through which a considerable amount of teaching can be done, and many sorts of learning can take place. It creates interest in books and related materials and helps students acquire correct study techniques in the use of books and other materials. It is a guidance center, developing individual interests and abilities, and providing opportunities for practice of citizenship. It is a center of materials where pupils may become acquainted with books, periodicals, and visual aids.

As will be discussed more fully later in this chapter, the library should be so located and administered that the pupils may have an opportunity to examine books and materials.

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They should be allowed to go to the library at certain times for study and reading. It is there that they obtain training in citizenship, development of self-control, cooperation, a sense of responsibility, and training in care of books.

Objectives of the School Library

For many years, the Seven Cardinal Principles of Secondary Education, which were set up by the National Education Association, have been the guiding light for educators in their teaching of the youth of the land.

The school administrator can help the child to realize these objectives -- health, worthy home membership, fundamental tools, vocation, citizenship, worthy use of leisure, and ethical character -- through wise selection and administration of books, posters, magazines, and film strips. These objectives can be realized individually only as the teachers and the pupils develop them through the use of the library as a tool for that purpose.

In the 1930's certain restatements of educational objectives, which embodied new ideas for educating youth, were made. The scope of such education was greatly increased, while integrated curricula, presupposing non-traditional methods of teaching, were introduced. Notable among these restatements is that of the Educational Policies Commission, with its goals of self-realization, human relationship, economic efficiency, and civic responsibility, which are considered the aims of education in a democracy. It is evident that these aims have elements in common with the seven cardinal principles, issued twenty years before, but the newer statement introduces factors and purposes which are missing in the older list.
1. It encompasses the whole life of the child and implies continuity of development towards democratic citizenship.

2. It demands the fusion of all school activities into a complete pattern of social and learning experiences, wherein the library as one integral part shares these objectives and assumes responsibility for their achievement on an equal basis with the rest of the school.

3. The school library continues to perform its important task of curriculum enrichment and library service, but, in addition, it assumes a significant role in fulfilling other educational objectives.

4. It is through school library experience of a community service nature as well as through the library's information and recreation resources that some students find self-illustrations of economic efficiency, and take action as responsible citizens.3

More specific objectives for the school library were developed by the Joint Committee of the National Education Association and the American Library Association in 1941. These principles may apply to schools of elementary or secondary classification in small or large, rural or urban areas.

1. The school library is an essential element in the school program; the basic purpose of the school library is identical with the basic purpose of the school itself.

2. School library service, being an essential part of the school program, is basically a responsibility of the board of education.

3. The distinctive purpose of the school library within the total complex of the work of the school is that of helping children and young people to develop abilities and habits of purposefully using books and libraries in attaining their goals of living.

4. The school library program should carry out the purposes of sharing in the whole school program and of encouraging the effective use of books and libraries by

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providing individual service to individual children through reading guidance, ample reading materials, and library experience. 4

The library will be effective in meeting the needs of teachers and pupils to the extent that it fulfills these objectives.

1. It should participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents, and other community members.
2. It should provide boys and girls with the library materials and services most appropriate and most meaningful in their growth and development as individuals.
3. It should stimulate and guide pupils in all phases of their reading that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.
4. It should provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes.
5. It should help children and young people to become skillful and discriminating users of libraries and of printed and audio-visual materials.
6. It should introduce pupils to community libraries as early as possible and cooperate with these libraries in their efforts to encourage continuing education and cultural growth.
7. It should aid the teachers in the selection and use of all types of library materials which contribute to the teaching program.
8. It should provide teachers and administrators with ample material for the continuing of professional and cultural growth of the school staff.
9. It should provide materials for the teachers and community leaders to use in planning and developing an over-all library program for the community or area. 5

Paul R. Mort gives the following psychological criteria for school administration. The library has a definite place in realizing them.

4Ibid., p. 8. 5Ibid., pp. 9-10.
1. Individuals differ in many such ways as capacities, past growth, and points at which growth is now ready to occur. To provide a wholesome growing situation a school must have a wide variety of open doors leading by varied paths toward the desired goals.

2. The more there is common between the learning situation and the situation in which learning is to be applied, the more likely will the learning be useful.

3. Learning is a process of individual unfolding. Each of us grows from where he is, not from some independently determined starting point held in common with others.

4. Interest is the phenomenon that indicates growth.6

Wise use of the library by teachers and pupils should provide an excellent means of aid in the realizing of these principles of democracy proposed by Edmonson, Roemer, and Bacon.

The purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members and of society as a whole.

Education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends.7

The United States Bureau of Education gave this principle of democracy.

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

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6 Paul R. Mort, Principles of School Administration, pp. 37, 38, 39, 42.

may obtain those common ideals, and common modes of thought, feeling and action that make for cooperation, social cohesion, and social solidarity. 8

Hicks suggests another role in which the library may serve. He gives the following comparatively new aims for the junior high school:

1. To build right attitudes and appreciations
2. To establish sympathetic understanding of the social order
3. To build, through study of other nations and peoples, an understanding of their good qualities
4. To try to show the beautiful side of life
5. To aim to send the child out into the world with ability to understand and enjoy cultural things.

This type of education has prompted enthusiastic response from library workers who were trained to believe that the library is a distinctly cultural institution, one of its chief aims being "to provide appreciation of the wholesome and the beautiful." As the schools take up this idea, traditional with the library, they may surely depend upon the library for inspiration and help. 9

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8Ibid., p. 21.
9Howard H. Hicks, "The Junior High School Library," School Library Yearbook, 1932, p. 44.
The Committee for the Coöperative Study of Secondary School Standards in its 1940 report gave this summary of the evaluation and responsibility of the library in the school.

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 so attractively equipped that aesthetic tastes will be developed but also should be readily and easily accessible.10

Standards for the School Library

The Southern Association of Colleges and Secondary Schools appointed a committee, of which C. C. Certain served as chairman, to set up the standard requirements for school libraries. Those requirements which pertain to this problem are cited here.

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.

10 Committee for the Coöperative Study of Secondary School Standards, How to Evaluate a Secondary School, p. 11.
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 ap-
proved 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.

II. Librarian

(1) Enrollment of 100 or less students — teacher-
librarian with at least 6 semester hours in Library
Science. Excepted from certain number of hours of teaching
and thus allotted definite time for library work, with
regular hours in the library. Sufficient student help
trained by the teacher-librarian to keep the library
open all day, but open only under supervision.
(2) Enrollment of 100 to 200 students — half-time
librarian with a one-year course of 24-30 semester hours
in an accredited library school, or half-time with col-
lege graduation including 12 semester hours in Library
Science.

III. Appropriation

Enrollment of 500 or less students — annual appro-
priation of at least $1.25 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 the first year of high school.

V. Organization

(1) Enrollment of 100 or less students — at least
an adequate shelf-list and an adequate loan-system.
(2) Enrollment of more than 100 students — card
catalogues, shelf-lists, accession record, and adequate
loan system.

VI. Equipment

Enrollment of 100 or less students to 200 —
separate classroom or end of study hall fitted up with
shelving, magazine rack, bulletin boards, table, and chairs, always accessible to students, but under supervision.\textsuperscript{11}

In addition to books, there are now available to schools many other types of new materials, which are essential in a good learning situation and, consequently, are becoming an important part of the library resources. These are known as audio-visual aids and include 16mm. films, film-strips, slides, museum objects, radio programs, recordings and transcriptions, flat pictures, maps, and other non-book materials.\textsuperscript{12}

Techniques of Administration

General organization of the library.—California seems to have done a great deal of work in recent years in regard to the organization of libraries on the county or district basis. In the elementary schools an appropriation of not less than twenty-five dollars per teacher is pooled in a county fund to buy books and materials on the county-wide basis. The books and materials are circulated to the best advantage of all the participating schools.

The central depository is located in a place that will be most convenient for all participants. Teachers may go to the depository, examine sample books on display, and make

\textsuperscript{11} Doak S. Campbell, \textit{Libraries in the Accredited High Schools of the Association of Colleges and Secondary Schools in the Southern Association}, p. 27.

\textsuperscript{12} American Library Association, \textit{op. cit.}, pp. 23-24.
out a requisition for books that they want delivered to them. The books are delivered periodically either by mail or by the county library car.

For the rural school and the small school system, affiliation with the county library is the best working plan yet devised. Through pooling library funds in this manner, the average individual school has the use of at least five times as many books in one year as could be purchased with the single library fund.¹³

Jewel Gardiner and Leo B. Baisden suggest that the plan of distributing books and library materials from a central library offers the best advantages and should be used by rural and very small urban schools, for these schools are as a rule too small to maintain complete library service. County library service provides central direction and supervision, enrichment of the library program, and economy in purchasing books and library supplies in quantity. If a small school system attempts to purchase its own selections, the books are seldom well selected, and the collection is so small that the children exhaust their interest in it before the books are used enough to be worn out and replaced.¹⁴

Schools with enrollments of fewer than 200 pupils should have basic reference tools, such as encyclopedias and dictionaries, available in the school at all times.


¹⁴Jewel Gardiner and Leo B. Baisden, Administering Library Service in the Elementary School, p. 15.
times. For other books, however, the small school may acquire its own collection, but unless it has unusual financial resources it will receive more satisfactory service through a central library from which it can borrow collections for an extended period with opportunity to make exchanges as the classwork and pupil-interests change.

Where many small schools are involved, especially schools in which the enrollment is fewer than 100 pupils, a central library collection should be maintained from which substantial loans may be made to individual schools for whatever period of time they are needed and from which less frequently needed reference materials may be borrowed.15

Administration within the school.—Someone within the school system must assume the responsibility for the administration of the library. General agreement on this point indicates that the school library should be the responsibility of the school board just as are other services of the school. As administrative head of the school, the superintendent has the responsibility of “selling” the library to the board. He must recognize the importance of library service, see the need for its support, and interpret its value to the board to the extent that the board will be willing to provide for its support and supervision. The superintendent, the principal, the supervisors, and the librarian must be the instruments to make known, to teachers and parents, the value, the aim, and the program of the library in the school system.16

15 American Library Association, op. cit., p. 33.
16 Ibid., p. 30.
Cook, Hamon, and Proctor place the library under the supervision of the principal, "because the library must be organized with respect to its functional relationships with all other facilities and activities in the school over which the principal presides."¹⁷

Fargo says that the "initiative in selection and acquisition belongs to the librarian. Primarily she is employed for that very purpose."²⁸

Concerning the responsible position of the librarian, 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.²⁹

The problem of handling the books and materials within the school so that the greatest and most valuable use may be made of them deserves careful consideration. Three possible plans, with the advantages and disadvantages of each are given by Cooke, Hamon, and Proctor.


²⁸Lucile F. Fargo, The Library in the School, p. 331.

With the use of the classroom plan, there is no central library in the school, except possibly an entry list and a few standard reference sets. The books are permanently assigned to the classrooms according to grade level, but the teachers may borrow books from each other as needed. A similar plan may be operated in the high school on a departmental basis. This plan would serve quite satisfactorily in a traditional text-book school with only a few supplementary books. Such a plan, however, could not serve the modern integrated program without excessive cost for duplicate reading materials, because every room or department would require almost a complete library.

The completely centralized library, on the other hand, provides for all books, periodicals, and supplementary reading materials in the central library, with nothing but textbooks in the school rooms. This plan is equally unsatisfactory because there can be no functional separation between texts and supplementary materials.

The most satisfactory type of library service for either the elementary or the high school is the composite plan consisting of a central library from which book collections may be checked out to individual teachers for school room or departmental use during some particular unit of work calling for an extended use of specific materials. This type of service has the advantages of both the other plans.20

The composite plan seems a very satisfactory means of handling books and materials obtained from the county library. The central library serves as a depository from which classroom teachers may check whatever materials they may need and affords a place to which teachers may return them when they have finished with them. As a rule there is no room in the classroom for materials that are not in use.

Velma R. Shaffer of the Tennessee State Department of Education gives some advantages of the centralized library. These advantages may profitably be applied to the county library plan as well as to the member school library.

1. Central purchase of books avoids duplication and makes many titles available throughout the system.

2. Centralized service makes available for remedial reading in the upper grades and in high school, the material of interest appeal and simple vocabulary suitable for lower grades.

3. Centralized service provides an opportunity for each child to get some actual library experience by using reference tools for independent research.21

Douglass recommends a plan that is less in favor than the others because it involves the study hall, which is unpopular with librarians and with many teachers. He suggests that the library be located at the end of the study hall, with an attendant counter separating it from the rest of the room. This makes the library convenient for the students. It also eliminates the problem of keeping check on the students between the library and the study hall. One person may supervise study hall and library at the same time.

This is a desirable plan for a small high school having a study hall and having a teacher-librarian.\textsuperscript{22}

Another important division of the modern school library is the teachers' professional library. This should be placed in the central library, in the teachers' workroom, or in the principal's office. It should include courses of study, supplementary curricular materials, and professional books and magazines.

**Details of administration.**—The problem of selecting books and materials is one that cannot be adequately solved by one person but calls for the cooperative effort of teachers, supervisors, administrators, librarians, and pupils. Such a plan increases interest in the use of the library and introduces new teaching aids. A library committee consisting of the principal, the librarian, a teacher representing each department or each core area, and a committee of pupils may be formed for the purpose of selecting library materials. Each teacher, knowing the needs in his particular subject field, is in the best position to select materials for that field. The administrator has an over-all picture of the school and can see the library needs in the light of the entire school. The pupils can feel that they have a part in

\textsuperscript{22}Harl R. Douglass, *Organization and Administration of Secondary Schools*, p. 35.
the library because of their part in the selection and will have personal pride in the library. The librarian serves as coordinator for all departments and all individuals concerned, considers requisitions, and purchases books to keep the library well equipped and the collection well rounded.

A deciding factor in the selection of books and materials is the amount of finances available. The number of departments to benefit from these finances must also be considered. Financial provisions for the library should be included in the school budget, and the expenditure of this money should be under the control of principal, librarian, and teachers working in a committee. In cases in which the individual schools belong to the county library unit, the same general plan should be followed. The committee should consist of the local faculty working with the county librarian.  

Other factors to be considered, as suggested by Logasa, are (1) the character of the school community, (2) objectives of the various departments, (3) curricular activity of the school, (4) ages and grades of children to be served, and (5) the present collection -- its strength and weakness and its size.  

\(^{23}\)Fred Engelhardt, Public School Organization and Administration, pp. 413-414.  
\(^{24}\)Logasa, op. cit., pp. 5-6.
Important factors to be considered concerning the individual books and materials before purchases are made have been suggested by various writers:

1. Value of material
2. Recency of copyright date
3. Reliability of author and publisher
4. Provision for interests of readers
5. Suitability of subject matter to needs of children
7. Attractiveness of editions
8. Extent of demand for and nature of material.

There are so many books published each year that it is utterly impossible for the librarian or the teacher to be able to examine the individual books and make selections. Reviews by advertisers cannot be relied upon, for their purpose is to sell the books. Reviews in professional magazines are reliable. There are certain reliable lists that have been compiled by authorities. The most helpful and up to date printed aid for selection of books and materials is the Booklist, published by the American Library Association. The reviews of books are clear, enlightening, fair, and unbiased.\(^{25}\)

\(^{25}\)Ibid., p. 14.
Appendix A contains a list of these lists for aid in selecting fiction, classics, reference books, dictionaries, and pamphlet and clipping files.

Appendix B contains a partial list of approved magazines and periodicals with the recommended grade placement for some of them. This list was adopted from the Library Service Evaluative Criteria and Texas School Libraries, A Manual of Practices and Procedures.

The first step in the organization of the collection should be the collection and sorting of the books on hand. Soiled, worn-out, out of date, unattractive copies should be discarded. All except five copies of old texts should also be removed.

Concerning the general organization, Fred Engelhardt said:

Modern library principles and practices should be applied to the organization of all the offices in a public school system. The same uniform standard practices should be applied to files, vaults, storerooms, and libraries. There should be uniform plans, consistent with good office and library practice, for the preservation, the arrangement, and the accessibility of all books, periodicals, pamphlets, bulletins, clippings, pictures, slides, films, documents, and museum objects.

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The responsibility for cataloguing, accessioning, lending, purchasing, storing, and the care of all library materials should be in one office. The source records regarding all books should also be found there.\textsuperscript{28}

The books should be arranged on the shelf according to some system, preferably by \textit{subject}. A shelf list of all books should be kept, and a uniform plan of lending books should be adopted. More minute details of organization may be adopted according to the size of the school. These rules should be followed in any size school.

\textsuperscript{28}Engelhardt, \textit{op. cit.}, pp. 410-411.
CHAPTER III

TEACHERS' AND PUPILS' USE OF THE LIBRARY

Lessons in the Use of the Library

The effectiveness and value of a school library program can be determined only by the effectiveness of its use by teachers and pupils. Pupils must be taught how to get the greatest amount of value out of books and also how to avail themselves of library facilities. The library must be ready also to take over part of the remedial work of pupil adjustments, and must help in the solution of the many problems of the child.

The Southern Association attached so much importance to the need for a knowledge of the use of the library that it placed in its standards a requirement of a course of twelve lessons in "the use of the library" in all schools.\(^1\) All pupils should receive the instruction. No recommendation, however, as to content, procedure, or desired outcomes was given.

\(^1\)Doak S. Campbell, Libraries in the Accredited High Schools of the Association of Colleges and Secondary Schools in the Southern Association, p. 27
The situation, practices, and principles of the local school must be considered in determining the choice and placement of the lessons. If the program is just beginning, the elementary lessons should be taught in all grades, with proper allowances being made for the maturity of the children. If the program has been in progress over a period of years, the lessons may be placed in different grades as there is a need for them.

**TABLE 1**

LESSONS IN THE USE OF THE LIBRARY

<table>
<thead>
<tr>
<th>Unit</th>
<th>Subject</th>
<th>Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>The Care of Books</td>
<td>1-3</td>
</tr>
<tr>
<td>II</td>
<td>The Make-Up and Printed Parts of the Book</td>
<td>3-7</td>
</tr>
<tr>
<td>III</td>
<td>The Dictionary</td>
<td>4-7</td>
</tr>
<tr>
<td>IV</td>
<td>The Encyclopedia</td>
<td>4-7</td>
</tr>
<tr>
<td>V</td>
<td>Arrangement and Use of Library</td>
<td>3-7</td>
</tr>
<tr>
<td>VI</td>
<td>Classification of the Books</td>
<td>4-7</td>
</tr>
<tr>
<td>VII</td>
<td>Card Catalog</td>
<td>4-7</td>
</tr>
<tr>
<td>VIII</td>
<td>Bibliography Making</td>
<td>4-7</td>
</tr>
<tr>
<td>IX</td>
<td>Note Taking</td>
<td>5-7</td>
</tr>
<tr>
<td>X</td>
<td>Special Reference Books</td>
<td>5-7</td>
</tr>
</tbody>
</table>
Mary Peacock Douglas gives some very good suggestions for teaching the use of the library in different grades. She suggests the unit subject, grade placement, information needed to conduct the unit, and possible outcomes. Some of her suggestions are given in Table 1. Her manual would be of inestimable value to teachers of all grades in their teaching of the use of the library.

Douglas and the Library Leadership Workshop are agreed upon the items to be included in secondary school units of study in the library. Few formal lessons may be needed in the high school if they have been conducted in the elementary school. If the program has not been in use, the following items should be included in the junior high school instruction: (1) organization and regulations of the library, (2) make-up and care of books, (3) classification and arrangement, (4) dictionary, (5) encyclopedias, (6) special reference books, (7) card catalog, (8) vertical file and magazines, (9) bibliography making and note taking, and (10) book resources outside the library. A wise plan to follow in the high school is to introduce the use of any of these items as the need arises.


Ibid., pp. 81-95.

Florence Damon Cleary has written a very useful book for use in learning to use the library.\(^4\) It is a co-operative study between librarian and English teacher, giving a series of lessons on the use of the library.

Douglas recommends *The Children's Book on How to Use Books and Libraries*, by Mott and Baisden, published by Scribner, as one of the most helpful texts for the teacher and for pupils.\(^5\)

**Adjustment and Guidance**

The school child is constantly confronted with the problem of making adjustments. He is repeatedly facing new situations and new problems, about which he must make decisions.

School people have in recent years seen the need for a guidance program and have come to realize its importance as a part of the educative program.

Coulbourn defines guidance in the following manner:

Guidance is not considered an act, but a process -- an integral and inseparable function of education at every grade level; and in the educative process, guidance, learning, and development cannot be separated.\(^6\)

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\(^4\) Florence Damon Cleary, *Learning to Use the Library in the Junior High School*.

\(^5\) Douglas, *op. cit.*., p. 80.

\(^6\) John Coulbourn, *Administering the School Library*, p. 75.
A guidance program in the modern educational program must include every teacher and every child in the system. It applies equally to every child from his entrance in school to his completion of the school work.

Thus guidance becomes an instructional function which naturally implies that all should acquire the necessary information and judgment to meet successfully their problems, both in school and out, which deal with personal and social relationships, attitudes, leisure-time activities, educational choices, and occupational choices. 7

The library serves as one of the most effective agencies in carrying on a guidance program. In schools in which there is not a regular librarian, it becomes the duty and responsibility of the teacher to be able to use the library as an effective means of guiding the child.

Interest is one of the child's first concerns. Each teacher looks to the library as a means of guiding the child in choosing his interests by his choice of reading material. He may become interested in certain vocational pursuits, extra-curricular activities, or hobbies. He may find material for programs and clubs. He has, in the library, an opportunity to become acquainted with many different types of activities.

The library furnishes an opportunity for the teacher to practice informal guidance without the child's being aware of it. The atmosphere in the library, in which there is no

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7Ibid., p. 76.
feeling of strain, as there is in the classroom, together with the physical appearance of the room, with its orderly arrangement, provides an opportunity for the child to be himself. Absence of any formal class work affords him a chance to express himself as himself. He learns to practice and respect order because, in the quiet orderly atmosphere of the library, disorderly conduct would be completely out of place. Here also the teacher can observe his activity, his interests, his attitude toward others, toward reading, and toward the library, and his conduct in general. She can notice his study and reading habits, how he tackles a problem, and his attitude toward school in general.

As the child grows and has more and broader experiences, he begins to aspire to something higher and better. He does not know what it is and cannot tell how to reach it. He wishes to do something, to make something, or to become something that will make a name for him among his associates. He has an imagination and often works these desires out in it, but, in reality, there is a vagueness, an uncertainty, and a feeling of dissatisfaction at his inability to bring the real and the imaginary together.

One of the best known methods for helping the child realize these aspirations is his reading biography. Whatever his dream may be, there is a biography to help him
bring it to reality. There are statesmen, inventors, kings, musicians, clowns, authors, and many many others. As the child lives with the character through his trials and his triumphs and his successes and his failures, he is enabled to grasp something of the purposefulness and the high aims that that person had in life. He is enabled to begin to formulate some of his own ideas and ideals.

Background, through which the child interprets new knowledge and situations, is another requirement for his full development. He acquires this background through his opportunities to meet situations and to learn. Library books furnish him with experiences and information that add to his background.

The school child has a tendency to generalize too much, to draw conclusions on too little evidence, to be vague in his statements, to under-evaluate, to over-evaluate, and to exaggerate. The use of reference books, from which he can get facts, helps him to replace these inaccuracies of thought and statement with factual information. He can also follow the development of the idea through its changes during the years. This helps him to think through the problem.

While in school, the child is exploring possible sources for interests and occupations in later life. Through books, magazines, pictures, and posters he can become acquainted with many possibilities. The greater the variety of material
that is placed within his reach for exploration, the greater will be his knowledge of the possibilities of the different fields.

Articulation, or self-expression, is another important part of the development of the child. When this quality is undeveloped in the child, he lacks the power to express his feelings. Quite often he can find in a poem an interpretation of his feelings and sensations. He recognizes it as expressing his own feelings and also develops another desirable attitude known as appreciation. The poet, through his works, gives the child a means of escape from the everyday routine of existence. Other types of imaginative literature also afford him aesthetic pleasure and enable him to interpret his own thoughts in a new light.

Experiences obtained from books give the child an understanding of human nature that he lacks because his actual contacts have been limited. He is led to understand the motives back of many human actions. He may learn that people are dependent upon one another and that our society is rather complex. Talented authors accurately describe their characters and give the motive behind each word and deed. Through reading, the child can know many different types of characters and can learn something of their struggles with themselves and with their environment in the making of a
worthwhile life. Knowledge of different types of characters will give the child a background that will help him in dealing with real life situations and people.

The school library furnishes the best opportunity for democracy in action. Guidance can function best in a democratic environment. The library affords equal opportunity for all children to learn to their full capacity. It is democratic because children from all types of homes and with all types of motives come to it. The individual child learns that his use of library material must not conflict with the use by the entire group. He is using material that belongs to all alike. He learns that the individual must conduct himself in a manner that is in accord with the actions of the entire group. He accepts and does these things without any hope of any immediate reward. He is truly preparing himself for a worthwhile place in a democracy.

The library can give the child aid in mental hygiene during the times that physical changes are causing changes in his moods and thoughts. By reading good books, he can find an outlet for any dark, brooding thoughts that may enter his mind. He can replace the undesirable, destructive ones with thoughts that will help him gain a sense of purpose and practice normal thought and action.

The library affords the child an opportunity to follow up his interests and curiosities. This is important to the
child because those that are not followed up lose their value. Also, the child may come to practice shifting interests and form an undesirable habit. Books provide a means by which he may follow his interests to accomplishment and gain a feeling of happiness at having succeeded in an endeavor. He learns a valuable means of self-expression.

The child's interest in his school work may be kept alive by wise and frequent use of the library by the teacher. Some children need no encouragement, but it is those who do that offer the challenge to the teacher. Often poor work is the result of poor study habits. By observing the child's work in the library, the teacher can often make some discoveries about him that will aid her in helping him.

Study guidance calls for a willingness on the part of the child to do the correct things. He must be willing to go through the motions of correct study. From this activity he may come to practice correct habits of study. The teacher often renders a valuable service to the child when she helps him plan his work. When he is able to complete a task with pride, he acquires a feeling of attainment and confidence that carries over to other undertakings.  

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8Hannah Logasa, The High School Library, pp. 91-111.
Orientation of a new pupil into the principles and practices of the school can easily be accomplished through the library. As the child is taught the aims and purposes of the library and becomes acquainted with its content, its practices, and its procedures, he learns to make it a part of his school life and to enjoy using it as a workshop.

Valuable information for cumulative records can be obtained by the teacher's observing the child in his library work. His interests, habits, reactions, attitudes, handicaps, personality traits, and behavior may be observed. It then becomes the teacher's duty to guide the child in making whatever adjustments that he may need. This may be carried out by oral instruction, suggestion, example, private conference, or by providing appropriate reading material.

Perhaps guiding the child in reading is the chief aim of the library. Most of the phases of guidance mentioned thus far center around the child's reading. Recreational reading aims to encourage the child to read. This encouragement calls for a number of devices and provisions. There must be a variety of subject matter providing a varying range of reading matter. Material that will challenge
the gifted must be provided. Devices to challenge those who would not read otherwise must be used.\textsuperscript{9}

Devices for Increasing Voluntary Reading

One method for creating in the child the right attitude toward using the library is the establishment of a library hour. One or more regular periods per week should be designated for time in which the child may (1) borrow, exchange, and return books, (2) do reference reading, (3) enjoy a poetry or story hour, (4) have free time for browsing, (5) hear the teacher read, (6) read current news and magazines, (7) get information about individuals, and (8) receive instruction in the use of library materials.\textsuperscript{10}

Each teacher tries in her class work to stimulate pupil interest in that subject field to the extent that the pupil will continue interest along that line by further reading. This effort on the part of the teacher must receive further assistance.

Advertising is a modern method of rousing interest sufficient to create a demand for the item or the service being offered. The advertisement must attract attention. Psychology is used in this sense by the use of some unusual

\textsuperscript{9}Coulbourn, \textit{op. cit.}, pp. 78, 81-83.

\textsuperscript{10}Douglas, \textit{op. cit.}, pp. 37-38.
device -- bright things, novelty, constant repetition, and others.

Bright objects, posters, and color combinations in the school library help attract attention. Unfamiliar things in unfamiliar places are effective. Familiar objects, such as books, posters, models, and garments made in the classroom, may rouse attention when placed in an unusual place, as in the library.

Combining the familiar with the unfamiliar arouses interest. Display of a piece of cotton cloth together with stories and pictures from the planting of the seed until the cloth is in the store will prove both interesting and inspiring.

Constant repetition of the invitation to the child to read will ultimately produce results. Posters, book exhibits, and any novelty will bring results through their power of suggestion. The suggestion must be definite enough and attractive enough to demand the attention of the child.

Advertising through the display of book jackets gives the child an opportunity to browse and skim through materials and judge for himself the value of the book and its interest to him. This is especially helpful to the indifferent child, who needs stimulation.

The teacher and/or the librarian should keep certain factors in mind when publicizing the library program. The
child's present knowledge and the new experience should be linked together. The interests and needs of the different pupils should be found out. Do they need practical, aesthetic, intellectual, or social reading material? Do they need practice in using reference material or illustrative material? Which materials and services need increased use?

By all means, when the librarian creates a demand for materials or books, she should have them available immediately. It is an offense against the child to disappoint him at the time his interest is stimulated. If the display of books is not sufficient to warrant advertising, the time and expense of providing the advertising material should not be used.

Timeliness helps stimulate interest. In each month there are events of special interest in certain localities. Some of the ones of general interest are (1) September -- Constitution Week, American Indian Week, (2) October -- Fire Prevention Week, Good Health Week, Columbus Day, National Picture Week, (3) November -- Armistice Day, Children's Book Week, American Education Week, Thanksgiving Day, (4) December -- Safety Week, Golden Rule Week, Christmas, (5) January -- Thrift Week, Benjamin Franklin's birthday, Robert E. Lee's birthday, Franklin D. Roosevelt's birthday, (6) February -- Better Speech Week, Boy Scout Week, Lincoln's

Not all of these activities can be observed in any one school, but it is recommended that those compelling the greatest interest be used. Children's Book Week bears special significance and importance to school children. Some activities are suggested for this event.

1. Secure information about special exhibits, story hours, children's days, and authors' appearances for the week. Announce the events in school.

2. Secure a list of books recommended for children's reading and ownership.

3. Have an assembly program of a talk by an author or discussion of books by boys and girls.

4. Have children write essays about their favorite books or characters. Have best ones read in assembly.

5. In geography and history classes have a period of discussion of books and stories about other countries, history, travel, and so forth.

6. In art classes have students design posters for display purposes.
7. In manual arts class have book cases made.

8. Have a costume party or play with characters from books. (Give a book as prize for best offering.)

9. Let pupils report to parents on parents' favorite books.

10. Urge local motion picture theaters to show recommended children's book films during the week.

Several points concerning the construction and display of posters should be given careful consideration. Bright colors may be used, but they must show restraint. The poster should be so arranged that it will help the child form standards of artistic judgment. It should attract attention, be educative, and be good art. Poster headings must be short. Short ones in large type attract attention more readily than long ones in small type. The headings may be in the form of exposition, explanation, question, interest arousing tickler, or a command to "Watch this space." Variety through change in color schemes, rearrangement of headings, or moving of poster to a different place, attracts attention. Especially is variety essential in the planning of a series of posters on unrelated subjects. In planning posters on related subjects, addition to the poster at intervals is effective. The child becomes eager to see the new developments. Overcrowding should be avoided;
emphasis on one central thought is most effective. The size of the poster, its location in the room, and the height of placement must be considered. Desired effects may be obtained by drawing a heavy black line around a single picture. It gives emphasis to the picture. Silhouettes have varied possibilities. Quite often, friezes and block prints add to the attractiveness of the display.

Maps stimulate interest in reading. Maps showing the exact location of the setting of a story or places known and visited by an individual in a biography stimulate the child to a desire to know more about the country. Pupils may keep maps and make pictures of their own vacation trips. These, displayed or circulated early in the year, stimulate others to want to know more about these same places.

Bulletin boards are essential in the encouragement of voluntary reading. Posters may be displayed on them. Announcements of intellectual contests, such as poetry prize contests and essay contests, have a place on the bulletin board. Notices of intellectual, cultural, and artistic opportunities, such as outstanding plays and movies, should be on the bulletin board. Notices of planned school trips together with a list of books about the industry should be posted. National educational organizations and manufacturers send out attractive and educational posters that deserve a
space on the bulletin board. A list of "What to Read in the Magazines" will guide the pupils in magazine reading. A "Magazines Arrived" indicator is worthwhile.

Many other devices are worthy of mention. The exhibition of books themselves helps to increase interest. Brief book reviews placed on the books or placed on cards in a file increase interest. A display case for objects lent by pupils is a must. The display collection may include stamps, geological collections, Indian relics, botanical specimens, radio sets, model airplanes, coins, and many others. Also worthy of display are manuscripts, old books, and old, rare maps. Exhibits, such as hobby show, book circus, personal library collections, book fair, and favorite book exhibits, stimulate interest. Games, contests, and drills, built around biographical, bookish, or literary materials and information, are interesting and educational. 11

The chief responsibility for the effective use of the library lies with the teacher. The teacher must have an abiding love for both children and books. She must see that books are made available to all children alike and that the maximum use is made of them by all. She must be skilled in guiding the child's selection of books.

Within the classroom the teacher should treat each pupil as an individual and assist him in achieving the maximum development of which he is capable in the given field. Learning is promoted most effectively by participation in activities which require problem-solving procedures, or reflective thinking, generalization and application, with incidental direction of emotional responses.\textsuperscript{12}

CHAPTER IV

AN EVALUATION OF THE LIBRARY IN
CHAMBERSVILLE JUNIOR
HIGH SCHOOL

Evaluation of the Study

In order to determine the value of this study thus far in terms of its use in administering a more adequate library program in Chambersville Junior High School, some criteria from which an evaluation could be determined were set up.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There should be a central library from which all member schools may check books and materials as the need arises.</td>
<td>This study reveals that the generally accepted plan for small or rural schools is a central library, centrally located, with member schools checking out supplies as the need arises. By the pooling of the many small amounts of funds, all schools profit by the availability of larger amounts of supplies.</td>
</tr>
</tbody>
</table>
2. In the individual school, there should be a central library from which teachers may check books and materials for classroom use for as long a period as need and use demand.

3. Five books per student, exclusive of reference books, one general newspaper, and five to fifteen suitable periodicals should be available for teacher and pupil use.

The central library within the school eliminates the necessity of duplicating reference books and furnishes a storage space for books and supplies when they are not being used in the classroom. The central library affords the individual child a different environment to which he may go for study and investigation.

Through membership in the county library program, the individual school is able to supply pupils with five or more books each on a variety of subjects and on different reading levels. Frequent exchanging of books helps to keep the child interested in the book supply. Each child has access to a large number of magazines. These services enable the teacher to secure
material on the particular unit or subject being studied. The teacher can make her plans in advance and send to the county librarian a list of the books and materials and the time they will be needed. The librarian can have them ready at the time indicated.

This study shows that the librarian should have the status and qualifications of a classroom teacher. She should be acquainted with the aims and policies of the school. The library training prepares her to handle the technical details of the library in an efficient manner. She is qualified to assist and advise the teacher in securing material for class instruction, for reading programs, and for guidance programs. In fact, she is in an excellent position.
5. An appropriation of at least $1.25 per student per year for books, periodicals, and other materials should be made.

6. A course of at least twelve lessons on the use of the library should be given, preferably in the first year of high school.

...to do effective guidance work.

This appropriation is adequate to meet the needs of most schools, but not all states' laws meet this standard. Texas allows only about fifty cents per pupil. To meet this criterion, the local school must obtain additional funds from another section of its budget or depend upon local organizations, as the Parent Teacher Association or civic clubs, to supplement the allotment. Other factors also enter into the adequacy of this appropriation. The present collection, the needs of the library, and the curriculum help determine its adequacy.

This study bears the thesis that informal lessons in the use of the library and its materials should begin in the
first year of school. It is a safe practice to introduce any lesson on the use of the library when the need for it arises. By the time a child reaches the first year in high school, he should be acquainted with all the phases of the library. Lessons on the unfamiliar parts are expedient at that time. Adequate knowledge of the library with its possibilities will help to develop in the child an interest in it.

The minimum requirement in organization is that the books be arranged on open shelves according to some system, as by subject. In schools that belong to the county unit, little more than this can be accomplished. A shelf list and an adequate loan system do occupy important places, but very
8. A separate classroom or end of study hall should be fitted with shelving, chairs, and table accessible to the students, but under supervision.

9. The library should be the administrative responsibility of the school board and superintendent.

Little use can be made of a card catalog or an accession list.

The location of the library merits important consideration. In schools that have, at most, a half-time librarian, the library must be located so there can be supervision of it at such times as the librarian is not on duty. It should be so located that it will be accessible to all rooms in the school. To serve the needs of a junior high school adequately, the library must be available for pupil use throughout the day. If possible, the library room should be equipped to seat an entire class. Quite a bit of class instruction can best be carried on in the library.

The library is a necessary and important division of the school, and, as such, should be
under the administrative and financial supervision of the school board and the superintendent. The superintendent should be able to "sell" the board on the merits of the library sufficiently to secure this needed support.

In situations involving the county library, this committee should include the county librarian. A representative type of activity may be practiced. Pupils are in a position to learn the desires of their group. If they are allowed representation, they feel that they have a part in the library and take greater pride in it. In this study, every opportunity to practice democracy was stressed. This is one example. Each teacher is in a position to see the needs in her particular subject
or grade. The school librarian, the principal, and the superintendent can see the needs of the school as a whole. They can make their needs known to the county librarian, who can use these and similar requests from other schools in selecting books and materials. If other local funds are available, these should be spent on reference books, dictionaries, and such other materials as will be used repeatedly by all grades.

This study has revealed that the library is the most effective tool of guidance. It furnishes an atmosphere that promotes the willingness of the child to be guided. It supplies books (1) to meet the child's interests, (2) to help him bring together his aspirations and other people's experiences, (3) to furnish him
with a background by which to interpret new experiences, (4) to help him overcome undesirable tendencies, (5) to explore for vocational and occupational purposes, (6) to learn to appreciate poetry and other literature that express those feelings that he is unable to express, (7) to follow earlier interests and curiosities, (8) to practice democracy, and (9) to correct poor study habits.

The teacher may be able to learn a number of things about the child: interests, habits, poor study habits, attitudes, and others.

The orientation of a new pupil may be carried out through his learning about the library.

The teacher and the librarian must possess a vast knowledge of books if they are to
12. Teachers should make frequent use of the library as a part of their instructional program.

carry on an effective guidance program. They must be able to stimulate the child to a desire to read.

The curriculum should be so handled by the teacher that pupils have frequent need and opportunity to use the library. This is an effective way to provide for individual differences and to give each child an opportunity to develop to his full capacity.

A Study of the Library in Chambersville Junior High School

The aim of this section of the study is to present the data taken from the evaluations given by the committee to different phases of organization and administration of the library in Chambersville Junior High School and to point out the extent to which this library meets the standards set up earlier in this study.

Before improvements can be profitably made, defects must be located. A check sheet adapted from the standards suggested by the Committee for the Cooperative Study of
Secondary School Standards was prepared for the evaluation of the library in Chambersville Junior High School.\(^1\)

A copy of this check sheet is given in Appendix C.

Three educators -- a county supervisor, Roy R. James of McKinney, Texas, a superintendent, Hugh B. Peterman of Chambersville Junior High School, and an elementary teacher, Opal Bagley of Chambersville Junior High School -- were asked to use this check sheet to evaluate the library facilities in Chambersville Junior High School.

The Informal Self-Survey and Constructive Evaluation given by John Coulbourn was used in evaluating the qualities of the library as found by the committee.\(^2\)

In order that there may be a correlation between the data presented by the committee and the standards set up earlier, the evaluation given by the committee to different phases of library administration is presented in tables. This is followed by suggestions for bringing this library up to the standards presented earlier.

The items that were used in the check sheet to evaluate the administration through the county school library are:

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\(^2\)John Coulbourn, *Administering the School Library*, pp. 119-120.
1. Funds are provided for purchasing, binding, and repairing books, periodicals, and other library materials.

2. The funds are properly apportioned to all divisions.

3. A collection of five books per student besides general references is provided.

**TABLE 2**

**ADMINISTRATION OF LOCAL LIBRARY THROUGH THE COUNTY LIBRARY**

<table>
<thead>
<tr>
<th>Items Evaluated</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does not apply</td>
</tr>
<tr>
<td>1. Adequate funds</td>
<td></td>
</tr>
<tr>
<td>2. Funds apportioned</td>
<td></td>
</tr>
<tr>
<td>3. Book collection</td>
<td></td>
</tr>
<tr>
<td>4. Periodicals</td>
<td></td>
</tr>
<tr>
<td>5. Newspapers</td>
<td></td>
</tr>
<tr>
<td>6. Vertical file material</td>
<td></td>
</tr>
<tr>
<td>7. Subscription to vertical file service</td>
<td></td>
</tr>
<tr>
<td>8. Audio-visual aid material</td>
<td></td>
</tr>
<tr>
<td>9. Projection apparatus scheduled</td>
<td></td>
</tr>
<tr>
<td>10. Phonograph recordings</td>
<td></td>
</tr>
<tr>
<td>11. Information concerning radio programs</td>
<td></td>
</tr>
</tbody>
</table>
4. From five to fifteen periodicals are provided.
5. One general and one local newspaper are subscribed to.
6. An adequate collection of pamphlets, bulletins, clippings, and other vertical file material is available.
7. The school regularly subscribes to a vertical file service.
8. Slides, films, pictures, maps, models, and other illustrative materials are adequate for the needs of the educational program.
9. Provision is made for scheduling the use of projection apparatus.
10. Phonograph recordings of significance to the educational program are provided.
11. Provision is made for informing teachers of appropriate radio programs.

Table 2 shows the value given each item by the evaluating committee.

Chambersville Junior High School complies with some of these requirements reasonably well. A centrally located county school library, equipped with books, periodicals, and visual aid equipment, makes these accessible to member schools. Each teacher is permitted to check 15 to 20 books and 5 periodicals at a time from the county library. These may be exchanged as often as the teacher desires. New books are purchased at regular intervals. The number of books of
different types is reasonably adequate to provide a variety of reading and to supplement the texts in the curriculum.

General reference books, which should be maintained within the local school, are reasonably adequate. Some are rather worn and old, but a new set of reference books was purchased recently. There is a need for a new unabridged dictionary, a *Who's Who* (or some other good book of current biography), a *World Almanac*, and a *Texas Almanac*.

Approximately twenty-five approved magazines with duplicate copies of each are subscribed to by the county school library. Gifts of magazines and books from individuals to the school often enable Chambersville Junior High School to have an even greater variety.

Funds are provided according to the state standard for rural aid schools but are not nearly enough to meet the needs or the library standards. Fifteen dollars per teacher for books and ten dollars per teacher for visual aids are provided annually. The sum of these amounts to less than the standard of $1.25 per child per annum.

The matter of newspaper subscriptions is left to the individual school and must be financed from a source other than the library appropriation.

The school does not have access to pamphlets, bulletins, and other vertical file material except as these are provided by the individual teachers in the system.
Through the pooling of visual aid funds, enough money was accumulated to purchase projectors, screens, and films. A film library is maintained, and films may be exchanged to meet curriculum needs. Through appropriations for supplies in the school budget and through Parent Teacher Association donations, maps, charts, and globes have been purchased in Chambersville Junior High School. The supply of visual aids meets the needs of the school program to a reasonable extent, but the method of scheduling the use of the projection apparatus is not satisfactory. Phonograph recordings and machines for their use are lacking. There is no organized plan for informing teachers of appropriate radio programs. The method of getting books to the schools is not entirely satisfactory. Individual teachers or the principal must assume responsibility for borrowing, transporting, and returning books. A county library car has been purchased, but has not been used in a manner to render satisfactory service to the member schools.

This study brings out the fact that someone within the school must assume the responsibility for the administrative details of the library. This should be the responsibility of the librarian.

The checklist of the committee included the following items of responsibility for administration:
1. One member is definitely charged with responsibility for the library.

2. The librarian is allowed adequate time and help for library duties.

3. The librarian possesses a broad, general education -- the equivalent of at least the baccalaureate degree.

4. The librarian possesses a good understanding of the school's philosophy of education and of its educational program.

5. The librarian has successful experience as a teacher -- at least a full year or the equivalent.

6. The librarian has the ability to organize and manage the library and its materials effectively.

7. The librarian can work effectively with teachers and pupils in finding and using library materials and aids.

8. The librarian has thorough and extensive preparation and training in organization and management of the library.

9. The librarian has training in selecting, classifying, cataloging, and shelving books.

10. The librarian has knowledge of the proper placement of periodicals and magazines in the grades.

11. The librarian has training in collecting and organizing pamphlets, bulletins, visual aids, and other materials.
12. The librarian has faculty status in all respects equal to that of the other faculty members.

Table 3 reveals one of the greatest weaknesses of the library in this school. The school board has failed to render to the library the attention that it rightly deserves. Consideration of the qualifications of a librarian has been omitted from their consideration of the qualifications of teachers. The superintendent has assumed no responsibility for this division of school service. He has failed to recognize the importance and value of the library to the school and has failed to interpret its value to the board.

There is no trained librarian on the faculty. No member of the faculty is definitely charged with responsibility for the library. The latter statement shows serious negligence. Although a trained librarian would be the proper person to be charged with this responsibility, a wide-awake, energetic teacher can accomplish a great deal with the aid of books, bulletins, and pamphlets that are available on the subject.

Since no one is charged with responsibility for the library, items 2 through 12 could be checked only as not applying. These items reveal that, in addition to having all the training and knowledge demanded by the standards for librarians, the librarian must have all the qualifications of a successful teacher.
<table>
<thead>
<tr>
<th>Items Evaluated</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Responsibility delegated to one person</td>
<td></td>
</tr>
<tr>
<td>2. Adequate time allowed</td>
<td>3</td>
</tr>
<tr>
<td>3. Educational qualifications</td>
<td>3</td>
</tr>
<tr>
<td>4. Understanding of school's philosophy and of its program</td>
<td>3</td>
</tr>
<tr>
<td>5. Experience as a teacher</td>
<td>3</td>
</tr>
<tr>
<td>6. Ability to organize and manage library</td>
<td>3</td>
</tr>
<tr>
<td>7. Ability to work with teachers and pupils</td>
<td>3</td>
</tr>
<tr>
<td>8. Training in organization and management</td>
<td>3</td>
</tr>
<tr>
<td>9. Training in selecting and preparing books</td>
<td>3</td>
</tr>
<tr>
<td>10. Knowledge of grade placement of periodicals</td>
<td>3</td>
</tr>
<tr>
<td>11. Ability to handle vertical file material</td>
<td>3</td>
</tr>
<tr>
<td>12. Status equal to other faculty members</td>
<td>3</td>
</tr>
</tbody>
</table>
Detailed matters of administration which should be primarily the responsibility of the librarian cover various items. These items were included in the check sheet for evaluating the Chambersville Junior High School Library.

Table 4 presents the ratings given by the committee to the different items of evaluation.

### TABLE 4

**Administrative Details of the Library**

<table>
<thead>
<tr>
<th>Items Evaluated</th>
<th>Evaluation</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does not apply</td>
<td>Inferior</td>
<td>Average</td>
<td>Superior</td>
</tr>
<tr>
<td>1. Standard system of arrangement</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Card catalog</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Periodic weeding of library</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Library open to pupils throughout the day</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Books available to classrooms</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Open shelves for books</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Library centrally located</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Pupils' schedules arranged for free library time</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. The library is arranged according to the Dewey decimal classification or other recognized standard system.

2. A card catalog is maintained, arranged alphabetically, with author, title, and subject card for each title.

3. The library is weeded periodically, proper disposition is made, and a record kept of materials discarded or removed from their usual places.

4. The library is open for pupil use an adequate length of time before the opening of school, continuously throughout the day, and as long after school as there is a demand.

5. Books are freely loaned to classrooms or study hall for such periods of time as are justifiable by results.

6. Open shelves are used except for material of unusual value.

7. The library is centrally located.

8. Each pupil's schedule is so arranged that he is free to spend at least three periods per week in the library.

As seemed to be true in the evaluation of the standard library program, very little practical use can be made of the Dewey decimal classification or any other similar system. The card catalog cannot be used to a very great extent. Only the books belonging to the local school can conveniently be listed in it. If the book collection belonging to the local school is large enough, a card catalog will be
of great value in instructing the pupils and in giving them experience in the use of it.

The problem of weeding the library is one that reflects neglect on the part of the teachers. Duplicate copies of out-of-date texts are in abundance. Faded and worn library books, that should be disposed of, clutter the room. No record of any kind is kept of any books or materials in the library.

The library has remained open for pupil use at all times, but it has had no supervision, and has been of very little practical value to the pupils.

Teachers have had the opportunity to borrow books and materials for classroom use. Most of the material from the county library was borrowed by the classroom teachers. From this study, it seems evident that the best plan is for the central library in the local school to borrow materials from the county library, and for the teachers, in turn, to borrow from the central library in the local school.

The library is centrally located but is not convenient because it is too small and dark for any worthwhile work to be done in it.

In arranging the schedules for the pupils and the grades, the faculty gave no thought to a place for the library in the pupils' curriculum. No plan was made for a library program in which the pupils might participate.
Table 5 lists the findings of the committee in evaluating the items on the selection of library materials -- books, periodicals, and other materials. The following factors were considered as demanding attention:

1. Content and aims of the curriculum
2. Publishers -- editorial staff
3. Writers or authors -- value and desirability of their products
4. Book and periodical format -- binding, print, paper, appearance, and durability
5. Probable gifts of books, periodicals, or other library materials
6. Availability of loans from other libraries, governmental agencies, individuals, or other sources
7. Library circulation data -- materials and types of materials used
8. Inquiry data -- materials and types of materials called for, and extent of the demand
9. Study and reading interests of the pupils and suggestions by the pupils
10. Plans and needs of the teaching staff and suggestions by the pupils
11. Present distribution of titles as to classification, departmental needs, and desirable interests of the clientele and needs for duplicate books
TABLE 5
FACTORS IN THE SELECTION OF LIBRARY MATERIALS

<table>
<thead>
<tr>
<th>Items Evaluated</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does not apply</td>
</tr>
<tr>
<td>1. Content and aims of curriculum</td>
<td></td>
</tr>
<tr>
<td>2. Publishers</td>
<td></td>
</tr>
<tr>
<td>3. Writers or authors</td>
<td></td>
</tr>
<tr>
<td>4. Book and periodical format</td>
<td></td>
</tr>
<tr>
<td>5. Probable gifts</td>
<td></td>
</tr>
<tr>
<td>6. Availability of loans</td>
<td></td>
</tr>
<tr>
<td>7. Library circulation data</td>
<td>1</td>
</tr>
<tr>
<td>8. Inquiry data</td>
<td>2</td>
</tr>
<tr>
<td>9. Interests of pupils</td>
<td>1</td>
</tr>
<tr>
<td>10. Plans and needs of the teaching staff</td>
<td>1</td>
</tr>
<tr>
<td>11. Distribution of titles</td>
<td>1</td>
</tr>
<tr>
<td>12. Caution in purchase of subscription books</td>
<td>1</td>
</tr>
<tr>
<td>13. Booklists</td>
<td></td>
</tr>
<tr>
<td>14. Standard lists of approved or recommended books</td>
<td></td>
</tr>
</tbody>
</table>

12. Caution in purchase of subscription books and sets of books

14. Standard lists of approved or recommended books.

As Chambersville Junior High School is a member of the county library unit, these evaluations were made in terms of the county library. As a whole, the ratings given by the committee on the evaluation of the selection of books and materials was favorable.

The fact that there was disagreement among the members of the committee concerning the efficiency of the personnel in considering these factors in the selection of library materials indicates weaknesses. There should be more cooperation between the librarian, faculty, and pupils in the selection of books. Greater consideration should be given (1) to the needs of the curriculum, (2) to the interests and needs of the pupils, and (3) to the needs of the teachers in planning the curriculum.

The worth of the library to the school can be measured only by the improvement that its use by teachers and pupils brings about in the instructional and recreational phases of school activity. The teachers must possess a certain amount of knowledge on the use of the library before they can profit fully from a well-equipped library. This training includes (1) ability to use the library to supplement texts and enrich
the curriculum, and (2) ability to encourage and guide the pupils to use it to their full capacity.

Table 6 lists the ratings given the different items by the evaluating committee. Accurate evaluation of this section of library administration cannot be made until the teachers have had opportunity to use a well-equipped library. These ratings indicate that the teachers probably made maximum use of the services available.

These items were used by the committee in evaluating the use of the library by teachers:

1. Teachers use school and public libraries extensively to promote their own personal and professional growth.

2. Teachers and supervisors use the library as a stimulus to curriculum development and enrichment.

3. Teachers keep the librarian informed regarding prospective classroom demands on the library and librarian.

4. Teachers use the library extensively in their classroom planning and teaching.

5. Teachers stimulate pupils to use the library, individually or in groups, to find and organize materials on selected subjects or class projects.

6. Teachers help pupils in the effective use of the library, largely by means of library references needed in their classroom projects.
<table>
<thead>
<tr>
<th>Items Evaluated</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library aids growth of teachers</td>
<td>3</td>
</tr>
<tr>
<td>Library is a stimulus to curriculum development</td>
<td>1 2</td>
</tr>
<tr>
<td>Teachers inform librarian of prospective demands</td>
<td>3</td>
</tr>
<tr>
<td>Teachers use library in classroom planning</td>
<td>1 2</td>
</tr>
<tr>
<td>Teachers stimulate pupils to use library</td>
<td>3</td>
</tr>
<tr>
<td>Teachers help pupils use library</td>
<td>3</td>
</tr>
<tr>
<td>Teachers encourage pupils to use library for recreational and leisure reading</td>
<td>3</td>
</tr>
<tr>
<td>Teachers use library to cultivate good habits in pupils</td>
<td>1 2</td>
</tr>
<tr>
<td>Teachers borrow books for classroom use</td>
<td>3</td>
</tr>
<tr>
<td>Teachers keep records of voluntary reading</td>
<td>3</td>
</tr>
</tbody>
</table>

7. Teachers encourage pupils to use the library for recreational and leisure reading.

8. Teachers, with the help of the librarian, use the
library as a means of cultivating good study and learning habits in pupils.

9. Teachers and classes borrow books and other library materials for use in the classroom.

10. Each teacher keeps a record of the voluntary reading done by the pupils in his own field.

In Table 7 are recorded the ratings for items used in evaluating the use of the library by pupils. The items evaluated were:

1. Selected pupils act as assistants in the library as a means of education and exploration in library work.

2. Pupils, individually and in groups, commonly find the library a profitable center for classroom preparation.

3. Pupils use library facilities extensively for leisure reading and for developing other leisure interests.

4. Pupils help collect useful vertical file material for the library.

5. Pupil activity organizations use the library extensively in the promotion of their projects.

6. Pupils are learning to respect the rights of others in the library and in the use of its materials.

7. Pupils are learning to respect public property and to help care for it.

It seems evident that a larger per cent of the items in this section are inferior than in any other section of
TABLE 7
PUPILS' USE OF THE LIBRARY

<table>
<thead>
<tr>
<th>Items Evaluated</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does not apply</td>
</tr>
<tr>
<td>1. Pupils act as assistants</td>
<td>3</td>
</tr>
<tr>
<td>2. Pupils use library for class preparation</td>
<td>3</td>
</tr>
<tr>
<td>3. Pupils use library for leisure pursuits</td>
<td>3</td>
</tr>
<tr>
<td>4. Pupils collect vertical file material</td>
<td>3</td>
</tr>
<tr>
<td>5. Pupils use library for organization projects</td>
<td>3</td>
</tr>
<tr>
<td>6. Pupils respect and care for public property</td>
<td>3</td>
</tr>
<tr>
<td>7. Pupils respect the rights of others</td>
<td>3</td>
</tr>
</tbody>
</table>

the study. Here again the responsibility lies chiefly with the teachers. Here also a fair evaluation is impossible until teachers and pupils are given access to a well-equipped library, which will serve as a stimulus to both teachers and pupils.
Summary and Evaluation of Data concerning the
Library in Chambersville Junior
High School

In order to evaluate the library in Chambersville Junior High School as the committee found it and to summarize the findings of the committee, there has been prepared a self-evaluation adapted from John Coulbourn's evaluation sheet. The legend for interpreting the ratings is as follows: 3—good, 2—average, 1—poor, 0—does not apply.

**TABLE 8**

**INFORMAL SELF-SURVEY AND CONSTRUCTIVE EVALUATION**

<table>
<thead>
<tr>
<th>Items Evaluated</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the selection of library materials a co-operative undertaking of the entire school staff and the pupils?</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2. Does the library provide reference and enrichment materials for all grade levels and for each subject in the curriculum?</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>3. Does it provide a sufficiently wide range of recreational reading that the varied interests of the pupils may find satisfaction?</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>4. Does it provide materials for the teachers' own cultural and professional development?</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

\(^3\text{Ibid.}\)
<table>
<thead>
<tr>
<th>Items Evaluated</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Is it administered by a professionally trained and well-qualified librarian who has the vision of the increasingly important role the librarian will play in the modern progressive school?</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>6. Is the library adequately staffed in order to furnish the services required by the school's educational program?</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Is there ample financial support of the school library?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Is there an effective program for interpreting the school library and its services to the public, the staff, and to the pupils?</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>9. Is the library so administered that it gives effective, quick, and accurate service to pupils and teachers?</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>10. Do pupils have easy accessibility to the many types of library materials needed for their work?</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Do pupils receive adequate instruction for independent library usage?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Are pupils taught the skills necessary for the efficient use of library tools such as indexes, bibliographies, general references, and catalogues?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Does the library offer opportunities for free reading and browsing?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Does it offer sympathetic aid in the solution of pupils' extra-curricular projects and interests?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Does it provide opportunities for displays, exhibits, and projects?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Items Evaluated</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>16. Does it enlarge the pupils' knowledge</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>of magazines and periodicals?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Does it aid in the development of</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>personal standards in selecting reading material?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Are there library activities planned</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>to stimulate the reading habit?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Does it furnish adequate information</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>concerning occupations and careers?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Does it aid in the program of teaching</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>boys and girls how to study?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Plan of the Study

Since there is today especial interest in the library as an important factor in the progressive school system, and since there is an obvious need for the improvement of the library in Chambersville Junior High School, the challenge came for finding improved methods for administering and using the library in this school.

The purposes of the study were (1) to determine a sound library program for a junior high school, (2) to evaluate the Chambersville Junior High School library, and (3) to recommend improvements to bring it up to standard. These findings are not presented with an air of finality. They are, however, the results of a survey made in the field and of an evaluation of the Chambersville Junior High School library made by a committee of three educators.

Conclusions

From this study the following conclusions have been reached:

1. A well-equipped, efficiently administered library service is essential in a progressive school.
2. The school library can aid in realizing a number of objectives: (1) the Seven Cardinal Principles of Secondary Education, (2) a school program with activities centering around the child, (3) a library equipped to render to the child the services that he needs, (4) use of the library to provide for individual interests, abilities, and differences, (5) democracy in shaping the individual and society, and (6) the development of interests, appreciations, and understanding of others.

3. The standards of the Southern Association are not too high for the average school to meet.

4. Texas rural aid schools do not meet the standard appropriation of $1.25 per child.

5. A centralized county library can render the maximum of service with the minimum of funds. Member schools have access to a larger amount of books and materials than is otherwise possible.

6. A centralized library should be maintained in the school. In this library should be kept reference books, dictionaries, and all other materials not needed in classroom work.

7. Distribution of books and materials in the school should be made from the central library in the system to the classroom teachers. These should be lent for as long
a period as they are needed. A classroom library should be maintained for the use of the pupils.

8. The administration of the school library should be the responsibility of the school board, the superintendent, and the librarian.

9. The important problem of selecting books and materials should include the co-operative efforts of the superintendent, the principal, the librarian, the teachers, and representatives of the pupils.

10. Careful consideration of the needs of the school, the finances, and recommendations in different book lists should govern the selection of books, materials, and magazines.

11. Pupils should be given formal lessons in the use of the library as the need arises; at least, if no formal lessons are given, information on using the library should be presented informally.

12. School children must make many adjustments. Wise guidance by teachers aids them in making these adjustments.

13. Teachers can make effective use of the library in conducting the guidance program in the school.

14. The library serves as an agency for guiding the child (1) in choosing interests, (2) in bringing together aspirations and real life experiences, (3) in acquiring a
background for his experiences; (4) in developing desirable study habits and techniques; (5) in experiencing democracy in action; (6) in understanding human nature; and (7) in following vocational interests.

15. Wise and frequent use should be made of advertising as a means of encouraging the child to use the library freely and often for study and pleasure. Posters, bulletin boards, displays of timely books and materials, displays of book jackets, displays of objects of interest, and programs help to advertise the library to the child, to the teachers, and to the community.

16. The services that the Collin county school library renders to its members are satisfactory, but some services are not extended to members.

17. Chambersville Junior High School is most deficient in the matter of responsibility of administration. No one assumes any definite responsibility for it. There is no trained librarian.

18. As a result of the above condition, the administrative details of the library are not properly cared for.

19. In most instances the important factors in the selection of books and materials were regarded by the county librarian.

20. The effectiveness of a school library is measured by its use by teachers and pupils.
Recommendations

After the study of the problem, the following recommendations are offered for the improvement of the library program in Chambersville Junior High School.

1. Either the county library should extend its services to include pamphlets, bulletins, vertical file materials, and phonographs for the use of the member schools, or it should encourage and aid them in securing these services within their own systems.

2. There should be a better organized means employed for scheduling the projection apparatus to the member schools and for informing them of wholesome radio programs.

3. More cooperation among all members is needed in the selection of books and materials.

4. One member of the faculty in Chambersville Junior High School should meet the standard requirements for librarians, should be given responsibility for the library, and should be given time and help to put an effective library program into operation.

5. The library should be moved into a larger room and should be made available for pupil use, under supervision, throughout the day.

6. The library materials should be weeded carefully, the undesirable ones destroyed, and the others organized according to some plan.
7. A publicity program should be given to acquaint the school, the staff, and the community with the library and its possibilities.

8. A program for instructing the child in the use of library materials should be begun and should include all grades. Each child should receive instruction in the use of library skills at the time that he is ready to use them.

9. The child should have some free time each week in which he may go to the library to browse, investigate, or read for pleasure.

10. The teachers should make extensive use of the library and its resources in planning their class work.

11. Teachers should use the library resources to guide the child in his choice of reading materials and in his formation of desirable habits and attitudes.

12. A professional library for the teachers should be maintained as a part of the library in the school.
APPENDIX A
APPENDIX A

BASIC BOOK SELECTION LISTS

Basic Book Collection for Elementary Grades, compiled by a joint committee of the American Library Association, the National Education Association, and the National Council of Teachers of English, Gretchen Westervelt, chairman. American Library Association, 50 East Huron Street, Chicago, Illinois, 1943. $2.00.

Basic Book Collection for High Schools, compiled by a joint committee of the American Library Association, the National Education Association, and the National Council of Teachers of English, Jesse Boyd, chairman. American Library Association, 50 Huron Street, Chicago, Illinois, 1942. $2.


Books for You, a High School Reading List, prepared by the National Council of Teachers of English, 211 West Sixty-Eight Street, Chicago 21, Illinois, 1945. $.30


Book List for Elementary School Libraries, prepared by the Library Leadership Workshop under the supervision of Mattie Ruth Moore, Director of School Libraries, Austin, Texas, State Department of Education.

Children's Catalogue, seventh edition, revised.  
Service basis.

Elementary English Review.  5070 Vicksburg Ave., Detroit,  
Michigan.  Monthly.  $2.50 a year.

500 Books for Children, compiled by Nora E. Beust.  
U. S. Office of Education bulletin no. 11.  Superintendent  
of Documents, Washington, D. C., 1939.  $.15 (Especially  
good for small schools with limited funds.

Graded List of Books for Children, compiled by a joint  
committee of the American Library Association, National  
Education Association, and National Council of Teachers of  
English, Nora Beust, chairman.  American Library Association,  
50 Huron Street, Chicago, Illinois.  $1.75.

Horn Book.  Woman's Educational and Industrial Union,  
284 Boylston Street, Boston, Massachusetts.  $2.00.  
(Valuable for elementary and junior high schools.)

American Library Association, Section for Library Work with  
Children, Book Evaluation Committee.  American Library Asso-  
ciation, Chicago, Illinois, 1938.  $.50.

New York.  Weekly.  $2.00 a year.

One Dollar or Less: Inexpensive Books for School Li-  
braries, by Edith A. Lathrop.  Pamphlet no. 88.  Superintendent  
of Documents, Washington, D. C., 1940.  5 cents.

A Roundabout of Books.  California Library Association,  
Section for Work with Boys and Girls, Box 963, Sacramento,  
Calif.  Monthly except June and July.  $.50 a year.

A Selected List of Ten and Fifteen Cent Books, prepared  
by Mary Lincoln Morse, revised by Dorothy K. Cadwallader.  
Association for Childhood Education, Washington, D. C., 1941.

The Standard Catalog for High School Libraries, fifth  
edition.  H. W. Wilson Company, 950 University Avenue,  
Subject Index to Readers (grades 1-3), $1.80; and Subject Index to Books for Intermediate Grades, $4.00. American Library Association. Both for $5.00.


RECOMMENDED CLASSICS

Beacon Hill Bookshelf, Little Brown, $2.00 each
Children's Classics Series, MacMillan, $1.00 each
Garden City Children's Books, Garden City, $1.00 each
McKay Illustrated Classics, McKay, $2.50 each
Mead Schaeffer Classics, Dodd Mead, $2.50 each
Rhead's Illustrated Juveniles, Harper, $1.50 each
Rittenhouse Classics, Macrae, $2.00 each
Riverside Bookshelf, Houghton, $2.00 each
Scribner Illustrated Classics, $1.50 each
Washington Square Classics, Macrae, $1.00 each
Windemere Series, Rand McNally, $1.00 each

RECOMMENDED ENCYCLOPEDIAS

Elementary School

Britannica Junior
Compton's Pictured Encyclopedia
World Book Encyclopedia

High School

Compton's Pictured Encyclopedia
Encyclopedia Americana
Encyclopedia Britannica
World Book Encyclopedia

RECOMMENDED UNABRIDGED DICTIONARIES


SOURCES FOR PAMPHLET AND CLIPPING FILES

Booklist. American Library Association, 520 N. Michigan Avenue, Chicago, Illinois. $3.00 yearly.


Vertical File Service. H. W. Wilson Company, 950 University Avenue, New York City. (Write for rates.)

APPENDIX B
APPENDIX B

PERIODICAL LIST BY SUBJECTS

The recommended grade placement is given after each periodical.

Key to Symbols

E--elementary school
J--junior high school
L--librarian
P--parents and patrons

Current topics

Building America (E-J)
Christian Science Monitor Magazine (J)
Current Events (J)
Life (J)
My Weekly Reader (E)
News-Week (J)

Literary

Coronet (J)
Country Gentleman (E-J)
Ladies Home Journal (J)
McCall's Magazine (J)
Saturday Review of Literature (J)

General Content

American Boy (J)
American Girl (J)
Boys' Life (E-J)
Child Life (E)
Children's Activities (E)
Grade Teacher (E)
Instructor (E-J)
Jack and Jill (E)
Readers Digest (J)
Saturday Evening Post (J)
Scholastic (J)
School Life (J)
Story Parade (E-J)
Womans Home Companion (J)

Scientific
Audubon Magazine (J)
Flying (J)
Hygeia (J)
Junior Natural History (E-J)
Nature Magazine (E-J)
Popular Homecraft (J)
Popular Mechanics Magazine (J)
Popular Science Monthly (J)
Radio News and the Short Wave (J)
Science News Letter (J)
Skyways (J)

Travel
National Geographic (E-J)

Miscellaneous
American Junior Red Cross News (E-J)
American School Board Journal (L-P)
Current Biography (J)
Junior Scholastic (J)
National Parent Teacher (P)
Open Road for Boys (J)
Parents Magazine (P)

Homemaking
American Home (J)
Better Homes and Gardens (J)
Charm (J)
Farm and Ranch (E-J)
Good Housekeeping (J)
Junior Bazaar (J)
Progressive Farmer (E-J)
Seventeen (J)

Music
Keyboard (E)
Musical America (J)
Art

Industrial Arts and Vocational Education (J)
School Arts Magazine (J)

Book Selection

Booklist (L)
Subscription Books Bulletin (L)
Wilson Bulletin for Librarians (L)

Business

Balance Sheet (J)
Consumers Research Bulletin (J)
Gregg Writer (J)
Texas Game and Fish (J)
Texas Livestock Journal (J)
Texas Oil Journal (J)
APPENDIX C
INSTRUCTIONS

This evaluation is to be used in a thesis in which an attempt will be made to point out the present weaknesses of, and recommend improvements for, the library in Chambersville Junior High School.

No. I will be checked for the library in Chambersville Junior High School, only.

In No. II A and C will include the county library as well as the local one. Other items in No. II will concern only the local library.

In No. III books and periodicals available from either the county or local library are to be checked in the spaces immediately following them. In evaluating A, B, and all subdivisions of C, keep in mind the services and materials available from the county school library as well as the local library.

In No. IV the checking should be done in terms of the county school library.

No. V and No. VI apply to the local school library.
### EVALUATION OF THE CHAMBERSVILLE JUNIOR HIGH SCHOOL LIBRARY

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<tr>
<th>Checklists</th>
<th>Does not apply</th>
<th>Inferior</th>
<th>Average</th>
<th>Superior</th>
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<td><strong>I. Library staff</strong></td>
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<td>A. One member is definitely charged with responsi-</td>
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<td>bility for the library.</td>
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<td>B. The librarian is allowed adequate time and help</td>
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<td>for library duties.</td>
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<td>C. The librarian possesses these qualifications:</td>
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<td>1. A broad, general education -- the equivalent</td>
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<td>of at least the baccalaureate degree.</td>
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<td>2. A good understanding of the school's philo-</td>
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<td>sosphy of education and of its educational</td>
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<td>program.</td>
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<td>3. Successful experience as a teacher -- at</td>
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<td>least a full year or the equivalent.</td>
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<td>4. Ability to organize and manage the library</td>
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<td>and its materials effectively.</td>
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Source: Committee for the Co-operative Study of Secondary School Standards, Library Service, Evaluative Criteria

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<thead>
<tr>
<th>Checklists</th>
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<th>Inferior</th>
<th>Average</th>
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<td>5. Ability to work agreesably and effectively with teachers and pupils in finding and using library materials and aids.</td>
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<td>D. The librarian has thorough training in:</td>
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<td>1. Organization and management of the library.</td>
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<td>2. Selecting, classifying, cataloging, and shelving books.</td>
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<td>4. Collecting and organizing pamphlets, bulletins, visual aids, and other similar materials.</td>
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<td>E. The librarian has faculty status in all respects equal to that of other faculty members.</td>
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<td>II. Organization and Administration</td>
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<td>A. Funds are provided for purchasing, binding, and repairing books, periodicals, and other library materials.</td>
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<td>B. The annual school budget regularly allocates an adequate sum to library purposes.</td>
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<td>C. The funds are properly apportioned to all divisions.</td>
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<td>D. The library is arranged according to the Dewey decimal or some other recognized standard system.</td>
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<td>E. A card catalog is maintained, arranged alphabetically, with author, title, and subject card for each title.</td>
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<td>F. The library is weeded periodically and proper disposition is made and a record kept of materials discarded or removed from their usual place.</td>
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<td>G. The library is open for pupil use an adequate length of time before the opening of school, continuously throughout the day, and as long after school as there is a demand.</td>
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<td>H. Books are freely loaned to classrooms or study hall for such periods of time as are justifiable by results.</td>
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<td>I. Open shelves are used except for material of unusual value.</td>
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<td>J. The library is centrally located.</td>
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<td>K. Each pupil's schedule is so arranged that he is free to spend at least three periods per week in the library.</td>
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<td>III. Adequacy of Library Materials</td>
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<td>A. Book Collection -- 5 per student besides reference</td>
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<td>1. General reference</td>
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<td>a. Dictionaries</td>
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<td>b. Encyclopedias</td>
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<td>c. Others</td>
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<td>2. Social Science</td>
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<td>a. Political Science</td>
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<td>b. Government</td>
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<td>c. Others</td>
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<td>3. Natural Science</td>
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<td>a. Mathematics</td>
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<td>b. Biology</td>
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<td>c. Others</td>
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<td>4. Useful Arts</td>
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<td>a. Engineering</td>
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<td>b. Agriculture</td>
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<td>c. Home Economics</td>
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<td>d. Business</td>
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<td>e. Others</td>
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<td>5. Fine Arts</td>
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<td>a. Music</td>
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<td>b. Art</td>
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<td>c. Others</td>
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<td>6. Literature</td>
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<td>a. English</td>
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<td>b. American</td>
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<td>c. Others</td>
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<td>7. History, travel, biography</td>
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<td>8. Fiction</td>
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<td>B. Periodicals -- 5 to 15</td>
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<td>Newspapers -- 1 general</td>
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<td>1. American Boy</td>
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<td>2. American Girl</td>
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<td>Cross News</td>
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<td>5. American School Board</td>
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<td>Journal</td>
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<td>6. Audubon Magazine</td>
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<td>7. Balance Sheet</td>
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<td>8. Better Homes and Gardens</td>
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<td>9. Booklist</td>
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<td>10. Boys Life</td>
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<td>11. Building America</td>
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<td>13. Children's Activities</td>
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<td>14. Child Life</td>
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<td>15. Christian Science Monitor Magazine</td>
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<td>16. Consumers Research Bulletin</td>
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<td>17. Coronet</td>
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<td>18. Country Gentleman</td>
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<td>19. Current Biography</td>
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<td>20. Flying</td>
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<td>21. Good Housekeeping</td>
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<td>22. Grade Teacher</td>
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<td>23. Gregg Writer</td>
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<td>24. Hygeia</td>
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<td>25. Industrial Arts and Vocational Education</td>
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<td>50. School Arts Magazine</td>
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<td>54. Skyways</td>
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<td>55. Story Parade</td>
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<td>56. Subscription Books Bulletin</td>
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<td>57. Wilson Bulletin for Librarians</td>
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<td>58. Womans Home Companion</td>
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C. Supplementary Materials
1. An adequate collection of pamphlets, bulletins, clippings, and other vertical file material is available.
2. The school regularly subscribes to a vertical file service.
3. Slides, films, pictures, maps, models, and other illustrative materials are
adequate for the
needs of the educa-
tional program.

4. Provision is made for
scheduling the use of
projection apparatus.

5. Phonograph recordings
of significance to the
educational program
are provided.

6. Provision is made for
informing teachers of
appropriate radio
programs.

IV. Selection of Library Mate-
rials, Factors

A. Content and aims of the
curriculum

B. Publishers--editorial
staff

C. Writers or authors; value
and desirability of
their products

D. Book and periodical
format -- binding, print,
paper, appearance, and
durability

E. Probable gifts of books,
periodicals, or other
library materials

F. Availability of loans
from other libraries,
governmental agencies,
individuals, or other
sources
Checklists

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<tr>
<td>G. Library circulation data -- materials and types of materials used</td>
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<td>H. Inquiry data -- materials and types of materials called for, and extent of the demand</td>
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<tr>
<td>I. Study and reading interests of the pupils and suggestions by pupils</td>
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<td>J. Plans and needs of the teaching staff and suggestions by the pupils</td>
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<td>K. Present distribution of titles as to classification, departmental needs, and desirable interests of the clientele and need for duplicate books</td>
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<td>L. Caution in purchase of subscription books and sets of books</td>
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<td>N. Standard lists of approved or recommended books</td>
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V. Teachers and Libraries

A. Teachers use school and public libraries extensively to promote their
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<td>own personal and professional growth.</td>
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<td>B. Teachers and supervisors use the library as a stimulus to curriculum development and enrichment.</td>
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<td>C. Teachers keep the librarian informed regarding prospective classroom demands on the library and librarian.</td>
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<td>D. Teachers use the library extensively in their classroom planning and teaching.</td>
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<td>E. Teachers stimulate pupils to use the library, individually or in groups, to find and organize materials on selected subjects or class projects.</td>
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<td>F. Teachers help pupils in the effective use of the library, largely by means of library references needed in their classroom projects.</td>
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<td>G. Teachers encourage pupils to use the library for recreational and leisure reading.</td>
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<td>H. Teachers, aided by the librarian, use the library as a means of cultivating good study and learning habits in pupils.</td>
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<td>I. Teachers and classes borrow library materials for use in the classroom.</td>
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<td>J. Each teacher keeps a record of the voluntary reading done by the pupils in his own field.</td>
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<td>VI. Use of Libraries by Pupils</td>
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<tr>
<td>A. Selected pupils act as assistants in the library as a means of education and exploration in library work.</td>
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<td>B. Pupils commonly find the library a profitable center for classroom preparation.</td>
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<td>C. Pupils use library for leisure reading and for developing other interests.</td>
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<td>D. Pupils help collect useful vertical file material for the library.</td>
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<td>E. Pupil activity organizations use the library in promoting their projects.</td>
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<td>F. Pupils are learning to respect and help care for public property.</td>
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<td>G. Pupils are learning to respect the rights of others in the library and in the use of its materials.</td>
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BIBLIOGRAPHY


Coulbourn, John, Administering the School Library, Nashville, Educational Publishers, 1942.


