TO DETERMINE THE ADEQUACY OF LIBRARY SERVICE IN BURNET COUNTY

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TO DETERMINE THE ADEQUACY OF LIBRARY SERVICE IN BURNET COUNTY

THESIS

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By

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LIST OF TABLES</td>
<td>viii</td>
</tr>
<tr>
<td>I.</td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Statement of Problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Need for Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delimitation and Definitions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sources of Data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proposed Treatment of Problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Related Studies</td>
<td></td>
</tr>
<tr>
<td>II.</td>
<td>CRITERIA FOR EVALUATING LIBRARY SERVICE</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Standards for Evaluating Service of Public libraries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standards for Evaluating Service of School libraries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>III.</td>
<td>DATA FROM BURNET COUNTY</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Public Library Service of the County</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Library Service of the County</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>IV.</td>
<td>APPLICATION OF CRITERIA</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Application of American Library Association Standards to Public Libraries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Application of American Library Association Standards to School Libraries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Application of Texas State Department Standards to School Libraries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>V.</td>
<td>CONCLUSIONS AND RECOMMENDATIONS</td>
<td>63</td>
</tr>
<tr>
<td>APPENDICES</td>
<td></td>
<td>69</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td></td>
<td>74</td>
</tr>
</tbody>
</table>
# List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General Standards of Library Service as Shown from Reports of Public Libraries in Regard to Population Served, Time Open, Free Service, Cooperation with Others and Adaptation to the Community</td>
<td>27</td>
</tr>
<tr>
<td>2.</td>
<td>Standards of Direct Service of the Public Libraries: Adult Borrowers, Juvenile Borrowers and Circulation of Books</td>
<td>29</td>
</tr>
<tr>
<td>3.</td>
<td>Total Annual Appropriation of the Public Libraries</td>
<td>30</td>
</tr>
<tr>
<td>4.</td>
<td>The Adult Non-Fiction, Adult Fiction, Juvenile and Total Book Stock of the Two Reporting Public Libraries</td>
<td>31</td>
</tr>
<tr>
<td>5.</td>
<td>Number of Librarians, Assistant Librarians, and Their Qualification as Reported by the Public Libraries</td>
<td>32</td>
</tr>
<tr>
<td>6.</td>
<td>Technical Processes Employed by the Reporting Public Libraries</td>
<td>33</td>
</tr>
<tr>
<td>7.</td>
<td>Building Standards of Location, Space, Light, Heat and Equipment of Reporting Libraries</td>
<td>34</td>
</tr>
<tr>
<td>8.</td>
<td>The Collection, Personnel, Appropriation, Instruction, Organization, Quarters and Equipment of the Nine Reporting School Libraries</td>
<td>35</td>
</tr>
<tr>
<td>9.</td>
<td>Per Cent of Homes Furnishing an Adequate Supply, A Fair Supply, A Poor Supply and No Reading Material</td>
<td>39</td>
</tr>
<tr>
<td>10.</td>
<td>The Number of High School Students Who Like to Read, the Amount of Time Spent Reading, The Amount of Reading Material the School Libraries Furnish and the Type of Material Preferred</td>
<td>40</td>
</tr>
</tbody>
</table>
11. The Extent to Which the Public Libraries of Burnet County are meeting the Minimum Standards . . . . . . 49

12. The Extent that the Nine School Libraries of Burnet County are Meeting the Standards of the American Library Association . . . . . . . . . . 59

13. The Extent that the Nine School Libraries of Burnet County are Meeting the Standards of the Texas State Department of Education . . . . . . . 60
CHAPTER I

INTRODUCTION

The purpose of this study is to determine the adequacy of the library service rendered to the people of Burnet County, Texas.

Need for Study

More and more we are coming to realize the important role that the library plays in the life of every citizen of our nation. The education of citizens is important to democracy, and it is in this area that the library is making its greatest contribution.

Every public library whatever its size, represents the state and exemplifies in itself the educational function necessary to bring about enlightenment. By performing this function, the library can make its own basic contribution to the maintenance of the democratic tradition.¹

The White House Conference on Rural Education found that one-third of our rural families was without any type of library service. In an address before this conference Mildred Batchelder said:

With 57 percent of our rural people living in areas without any public library service we have a long way to go before we will have authoritative

¹Leon Carnovsky and Martin Lowell, The Library In the Community, p. 11.
information presenting various sides of questions under consideration. Such background information must be available to everyone, not merely to those who can pay for it individually. . . . It seems to me that there are services which a democracy should supply to its citizens through a tax-supporting agency. As Mr. Lincoln reminded us this morning, our government which we create we must use to do the things we, the people, need. One of the things we need is to be informed. Essential, if we are to be informed as individual members of a democracy, are libraries within the reach of everyone in rural and urban areas alike.2

The lack of libraries in rural areas is a matter of universal concern. "Present trends in population show that our future citizens are coming from the parts of the country which now offers them least in schools and libraries."3

Delimitations and Definitions

The term Library service as used in this study means the supplying of all types of reading material and audiovisual aids as well as reading guidance.

Adequacy denotes equality with the standards set up by recognized authorities.

The term standard as used in this problem is defined as a qualitative or quantitative measure used as a criterion in evaluating the adequacy and efficiency of library service.

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2 National Education Association, White House Conference on Rural Education, pp. 103-104.

3 Beatrice Sawyer Rossell, Public Libraries in the Life of the Nation, p. 83.
The difficulty of establishing standards for the evaluation of library service is recognized. Library service includes many intangible elements which cannot be precisely measured. For instance the personal relationships between librarians and library users and the atmosphere of the library itself are important elements of the service, but are factors which cannot be definitely measured.

It is further noted that rental libraries, local book and magazine clubs, the radio and other agencies supply library service in a broad sense of the term. In this problem the study has been confined to the work of the two formal types of libraries found in the county: namely, the public library and the school library.

Sources of Data

Data for this study have been obtained from the American Library Association and from other library literature. A student questionnaire, library service reports from each of the libraries in Burnet County, and personal interviews furnished the information of the existing situation there.

Proposed Treatment of Problem

Chapter II gives the standards in the field of library literature for the measurement of public library and school library service.
In Chapter III a description is given of the library service, rendered in Burnet County as presented in the reports from the libraries in that county and from answers to questionnaires by high school students.

An evaluation of the existing library situation of Burnet County is presented in Chapter IV. The criteria discussed in Chapter II are used as standards of measurement.

Chapter V is a summary of the treatment of the problem with recommendations for changes in the library service in accordance with the principles set forth in previous chapters.

Related Studies

Flora Strickland Savage, in a study to determine needed changes in the recreation program of the secondary school lists these conclusions:

1. Since the program is not meeting the needs and interests of the children, the requirements of the state law and the state department of education, and standards in the field, changes should be made in the program.

2. Since baseball, volleyball, football, reading, track, and tennis are listed as activities carried on by a high percent of the schools, representing a high percent of the students, yet these activities, with the exception of reading and baseball, are not listed by a high percent of the students as an activity in which they participate but rather as an interest, an activity in which they wish to participate, it is recommended that these activities be opened to more students, that others than the "team" be given an opportunity to participate.4

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4 Flora Strickland Savage, To Determine Whether Changes are Needed in the Recreation Program of Hill County, pp. 50-51.
Strickland's problem differs from this study in that it is concerned with reading and the library program only as a form of recreation for secondary school students. No proposed changes in the program are listed.

The following conclusions were listed by Alma Cowling Enis in a study of a selected group of secondary school libraries in Texas:

1. There should be a greater effort put forth by the smaller schools to enlarge their libraries, and to provide better equipment facilities. 

2. There should be more instruction in the use of the school library, and this instruction should be given by a teacher or a librarian with training in library science. The use made of the library by the staff and the students, not the amount of material or equipment, will in the long run, determine the efficiency of the school library to meet the needs of the school. Lack of library instruction is one of the weakest points found in this survey of selected high school libraries and this lack should be remedied.5

This study by Enis differs from the present problem in that it was concerned only with high school library service.

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CHAPTER II

CRITERIA FOR EVALUATING LIBRARY SERVICE

Since this problem is concerned with the library service of both the public library and the school library, it is necessary that a criteria be selected for evaluating each agency. It is the purpose of this chapter to present first, the standards of measurement for the public library, and second, those essentials for school library service which have been set up by recognized library experts.

A public library is a library responsible for providing free library service to the people of a particular community or area. Emily Taft Douglas says: "Since in our democracy we insist upon the participation of citizens in the decisions of government, free and universal library service is essential."¹

It may first be noted that there is no set pattern for libraries in America. No one authority decides for all libraries what books shall be bought or how they shall be made available. There is no authorized scheme of organization, of division into departments, or of those numerous library activities which are intended to encourage reading and study. While this may be less true for school libraries than for others, it is essentially true for all.

Within certain broad limits, which are accepted rather than required, each library is free to determine its own precise objectives and to pursue them in its own way, limited only by public sentiment, available financial resources and the quantity and quality of intelligence and imagination possessed by trustees and librarians.  

The objectives of the American public library have been developed through a long historical process in which the demands of the general public have been a factor of primary importance. A search of library literature will reveal various definitions of the public library together with many sets of objectives. Cyril O. Houle gives the following statement:

The American public library is a multi-purpose agency, whose activities are usually directed to several ends. It provides entertainment. It offers the materials for research. It furnishes information. Occasionally, it presents opportunities for aesthetic appreciation. And, finally, it provides the opportunities for adult education.

The basic objectives of the public library are often listed as being: education, information, aesthetic appreciation, research, and recreation. These terms are not mutually exclusive and are too vague to be set up as exact standards for libraries.

Arnold Miles and Lowell Martin have expanded the foregoing basic objectives into the following more complete statement:

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The achievement of the goals of a democratic society depends in large measure on the enlightenment of the people and on the vitality of their social and cultural ideals. The complexity and rapid tempo of the modern world put a responsibility on the citizen to educate himself continuously, and on the government to provide the means for the citizen's self-education.

The public library is an agency evolved by America to meet this need.

Every American resident should therefore have access to a public library capable of providing him with the materials by means of which ideas are communicated. These include books, periodicals, pamphlets, newspapers, maps, pictures, films, and recordings. Guidance in the choice and use of these materials should also be provided.

The objectives of the public library should be to assemble and preserve books and materials in organized collections, and through stimulation and guidance to promote their use, to the end that children, young people, men, and women may have opportunity and encouragement.

To educate themselves continuously.
To keep abreast of progress in the science and other fields of knowledge.
To maintain the precious heritage of freedom of expression and a constructively critical attitude toward all public issues.
To improve their ability to participate usefully in activities in which they are involved as citizens of the United States and of the world.
To equip themselves, and to keep themselves equipped, for efficient activity in useful occupations and practical affairs.
To improve their capacity for appreciation and production in cultural fields.
To aid in the advancement of knowledge.
To make such use of leisure time as will promote personal happiness and social well-being.4

Present library standards, as well as other public service standards, are perhaps little more than norms of

service attainable in current good or best practice. The official measuring sticks are of necessity largely limited to quantitative considerations rather than qualitative. There are many intangible elements of quality and excellence for which there is no exact measuring stick. "The profession of librarianship has been handicapped by the absence of criteria for evaluating its own work." For instance it is comparatively easy to find out how many books there are in a library and to compare this number with the standard set up by the American Library Association. Even though the number may compare favorably with the standard set up, one does not know how well the books are adapted to the particular community served. Even the question of library circulation is not as simple as it appears. The library might be rendering more effective service by the circulation of one worthwhile book than by the circulation of dozens of an inferior nature. Also, there is no exact criterion to be used in determining the worth of a book to each library user. The principle of democracy as applied to library service may be said to mean "not just being available to all members of a community, but giving them what they want without condescension."

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It is difficult to state with accuracy what brings about real service. A book collection, a comfortable and attractive library, fair rules and regulations, and a competent staff are all essential parts of a library setup, but the active personal service rendered can make or break a system. "It is the spirit and competency with which the work is undertaken that makes library work professional."7

The American Library Association has suggested minimum standards of service which are used by public libraries in evaluating their library service. "These standards have been carefully studied and set up after extensive consideration and as such, they provide a useful basis for comparison, though, of course, they are not absolute measures."8

The following is an abbreviated form of the standards for evaluating library service as set up by the Post-War Planning Committee of the American Library Association:

1. General Standards of Service: Public library service should be free and universally available. The public library should integrate its services with the work of other social and cultural agencies.

   In evaluating the library as an institution of democracy, all types of service require careful measurement. To use circulation as the only measure of library service is unsound. The information and guidance functions are equally important.

   Library service should not be stereotyped in form or pattern but should be focused upon the varying problems of particular communities and changing times.

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7L. Marion Moshier and Helena S. Le Fevre, The Small Public Library, p. 89.

Age distribution and the educational levels of the population served will affect the standards of library performance from community to community.

2. Standards of Direct Service: The number of registered borrowers in the public library units should meet the following minimum quantitative standards, based on a three-year registration period:
   For adult borrowers: 20 to 40 per cent of the population 15 years of age and over.
   For juvenile borrowers: 35 to 75 per cent of the population from 5 through 14 years of age.
   The circulation of books for home use in public library units should meet the following quantitative standards:
   For adult books: 3 to 10 volumes per capita for the population from 5 through 14 years of age.

3. Library Support: The following minimum per capita standards of support are recommended for varying stages of development of library service in areas with 25,000 population and over.
   For limited or minimum service --- $1.00 per capita.
   For reasonably good service--------$1.50 per capita.
   For superior service----------------$2.00 per capita.
   A minimum annual income of $6,000 will provide service of a limited sort in some areas of early library development.

   Book selection for the public library should aim at meeting reading needs common to all communities as well as the specific needs of each community. The book stock of any library is satisfactory to the extent that both of these goals are realized.
   The number of volumes per capita should be:
   3 volumes up to 10,000 population; 2.5 volumes up to 35,000 population; 2 up to 100,000 population.
   The minimum size of the book stock should be 6,000 volumes regardless of the population served.
   Children's books should constitute from 20 to 25 per cent of the total number of volumes in the collection.
   The adult book stock should contain at least 60 per cent nonfiction holdings.
Authoritative book lists should be used in selecting books. A good list which may be used for purposes of evaluation is the Standard Catalog for Public Libraries.

5. Personnel: The library staff should consist of the chief librarian and assistants sufficient in number and properly equipped as to general education, professional or technical training, and personal qualifications to render efficient service in the program for library development in the community. The number of staff members should be sufficient to provide consistently efficient service at all hours when the library is open to the public. The smallest independent library unit which can be expected to provide some library service (with an annual income of $6,000) should have a staff composed of a professionally trained chief librarian and two full-time assistants.

The professional librarian in the public library should be qualified by: a well-balanced academic education, graduation from a library school, and general ability to collect, organize, and interpret all materials required for the program of service adopted by the library.

6. Technical Processes: The organization and administration of the technical processes should be determined by local conditions, particularly the general organization of the library, the specialized nature of its objectives and activities, and the volume of work to be performed.

Acquisition records, a dictionary catalog, and a shelf list are necessary instruments of library service.

Definite systems of classification and subject headings should be followed. Small libraries will generally use the Sears list for subjects, and the Dewey Decimal classification. Large libraries are likely to use the Library of Congress list of subjects and either the Dewey Decimal or Library of Congress classification.

The library's catalog should be supplemented by other approaches to the collections of the library.

7. Buildings: The public library building should be located on a site which is conveniently situated for service to the greatest possible number of people in the area for which the building is responsible.

Adequate provision should be made for readers, books, working space, movement of people and materials, and meeting rooms, when necessary.
The best available public building standards for lighting, air conditioning, and acoustics should be observed. Avoidance of glare and proper distribution of light are of prime importance.

Furniture and equipment should harmonize with the architecture of the building. They should aid in the efficient operation of the building and should be designed for strength, durability, and beauty.

In smaller communities, especially in those of less than 10,000 population, the use of rented quarters or space in another public building may often be preferable to the erection of a separate library building, since this will make it possible to devote a larger portion of library income to books and service.\textsuperscript{9}

Since the foregoing standards have been accepted by members of the library profession as criteria to be used in evaluating the services of public libraries, they will be used in the evaluation of the public libraries included in this study.


\textsuperscript{10} J. Minor Gwynn, \textit{Curriculum Principles and Social Trends}, p. 482.
was predominately a book center, dissociated from the other activities of the school, and concerned with the books themselves and not with services. Prior to 1918, few formal statements of the objectives of the school library can be found, but those issued during the period of the 1920's reflect the seven cardinal principles of education as set forth by the National Education Association.

A restatement of objectives made by the Educational Policies Commission in 1933 introduced new ideas and purposes for education. These new objectives encompass the whole life of the child and imply continuity of development towards democratic citizenship.

In 1944 the Post-War Education Commission broadened and added to the significance of the purposes by setting up the principle that the educational program should satisfy the needs of the children. This commission stated that there were certain imperative needs which youth had in common, needs which youth felt and educational needs which grew out of the requirements imposed by the responsibilities a democratic society makes of its citizens. The following is a list of the ten imperative needs of youth as determined by this committee:

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

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

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

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

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

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

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

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work co-operatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

The library as a part of the school must share these objectives and assume responsibility for the fulfillment of these needs of youth on equal basis with the rest of the school. In the bulletin Texas School Libraries issued in

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1947 this duty of the library is recognized in this statement: "The school library of today has become an integral force in the educational program and is a service agency with objectives identical to those of the school."\(^{12}\)

The Committee for the Cooperative Study of Secondary School Standards emphasizes this responsibility of the library as the center of the educational life of the school, to provide materials and services that reflect the specific aims of the program and fulfill the needs of the students. The following standards are given by this committee in describing an adequate school library program:

Adequate provisions for the school library should include the following: (1) A well educated efficient librarian; (2) books and periodicals to supply the needs for reference research, and cultural and inspirational reading; (3) provision for keeping all materials fully catalogued and well organized; (4) a budget which provides adequately for the maintenance and improvement of the library; (5) encouragement of the pupils in the development of the habit of reading and enjoying books and periodicals of good quality and real value.\(^{13}\)

The fusion of the library with the educational system is reflected in the following objectives for school libraries listed by Lucile Fargo:


\(^{13}\) Committee for the Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 51.
1. To acquire suitable library materials and to organize them for the use of the pupils and teachers.
2. To make the library an agency for:
   (a) curriculum development
   (b) Pupil exploration
   (c) The dissemination of good literature
3. To teach the skillful use of books and libraries in the interest of research and self-education.
4. To create an atmosphere favorable to the growth of the reading habit.
5. To stimulate literary appreciation.
6. To demonstrate the desirability of books and libraries as the companions of leisure.
7. To provide fruitful social experiences.

The Committee on Post-War Planning of the American Library Association states that the objectives of the school library have changed and will continue to change in order to harmonize with current concepts of education. The following purposes are outlined by the same committee as being consistent with principles of modern education:

1. Participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents and other community members.
2. Provide boys and girls with the library materials and services most appropriate and most meaningful in their growth and development as individuals.
3. 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. 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. Help children and young people to become skillful and discriminating users of librarian and of printed and audio-visual materials.

14 Lucile F. Fargo, The Library in the School, p. 23.
6. Introduce pupils to community libraries as early as possible and cooperate with those libraries in their efforts to encourage continuing education and cultural growth.

7. Work with teachers in the selection and use of all types of library materials which contribute to the teaching program.

8. Participate with other teachers and administrators in programs for the continuing professional and cultural growth of the school staff.

9. Cooperate with other librarians and community or area.15

The following is a summary of quantitative standards as listed by the Committee on Post-War Planning of the American Library Association to be used in the evaluation of school libraries:

I. Collection:

The school collection should contain books, periodicals, information files, and audio-visual materials organized for service.

Standard book lists should be used as helpful sources for selection, especially in selecting the initial or basis collection.

The school library for approximately 200 pupils should contain not less than 1000 to 1700 titles appropriately selected for the specific group of children. Provision should be made for the annual addition of at least 100 new titles or replacements. (The following proportions for the book collection are recommended:

<table>
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<th>School Enroll.</th>
<th>No. Titles</th>
<th>No. Volumes</th>
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<tr>
<td>Up to 200</td>
<td>1700</td>
<td>2000</td>
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<tr>
<td>500</td>
<td>3500</td>
<td>5000</td>
</tr>
<tr>
<td>1000</td>
<td>5000</td>
<td>7000</td>
</tr>
<tr>
<td>3000</td>
<td>7000</td>
<td>12000</td>
</tr>
<tr>
<td>5000</td>
<td>8000</td>
<td>15000</td>
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</tbody>
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II. Personnel:
  One full-time librarian with a year of library training plus the regular four years of college training required for a teacher to serve up to 500 pupils. One clerical assistant to serve up to 1000 pupils and one each additional 1000 pupils.

III. Appropriation:
  In a school of 200 pupils or fewer, the minimum annual budget should be not less than $300. For larger school a per-pupil annual expenditure of $1.50 will provide adequate, but not superior, printed resources.

IV. Organization of Materials for Service:
  The school library must be organized according to generally accepted practices in library organization.
  The following records are generally considered desirable: accession records, books classified and marked, up-to-date shelf list, and a simply prepared dictionary catalog. Other records that may be needed are: inventory record of holdings revised periodically, charging record of books in circulation, periodical record, materials on order record, under consideration for order record, at bindery, withdrawn, subject authority list for use in cataloging.

V. Library Quarters:
  Reading room, workroom, and storage space are minimum requirements, with conference rooms recommended.
  The minimum seating capacity should be that of the largest class group plus 20, with a floor space of 25 square feet per reader.
  When library space is also used as a study space, at least double the number of rooms and double seating capacity, as well as additional professional library personnel are essential.
  Necessary equipment includes tables and chairs, adequate open type shelving, magazine and newspaper racks, bulletin board, display case, charging desk, card catalog case, book truck, vertical file cases, map case, dictionary and atlas stand, and typewriter.16

16 Ibid., pp. 14-41.
The bulletin, Texas School Libraries, lists the following requirements for school libraries in Texas:

I. Books and Other Materials:

1. Enrollment of 100 or fewer pupils.

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

2. Enrollment of 101 to 300 pupils:

Basic collection of 500 to 1500 well-selected books as specified in (1) averaging 5 per pupil, approved encyclopedia and unabridged dictionary, a good general newspaper in addition to a local one, and 10 to 20 well-selected periodicals for pupils' use.

3. Enrollment of 301 to 500 pupils:

Basic collection of 1500 to 2500 well-selected books of the types specified in (1), averaging 5 per pupil, encyclopedia, unabridged dictionaries, newspapers, and 20 to 30 periodicals suitable for pupils' use.

4. Enrollment of 501 to 1000 pupils.

Basic collection of 2,500 to 5000 well-selected books of the types specified in (1), averaging 5 per pupil, encyclopedias, unabridged dictionaries, newspapers, and 30 to 50 periodicals suitable for pupils' use.

5. Enrollment of 1000 to 2000 pupils:

Basic collection of 5000 to 10,000 well-selected books of the type specified in (1) averaging 5 per pupil, encyclopedias, unabridged
dictionaries, newspapers, and at least 50 periodicals suitable for pupils' use.

6. Enrollment of more than 2000 pupils:

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

II. Librarians:

1. Enrollment of 100 or fewer pupils:

Teacher-librarian with at least 12 semester hours training in library science scheduled for at least one-third of teaching day for regular library service.

2. Enrollment of 101 to 300 pupils:

Teacher-librarian with at least 12 semester hours in library science, scheduled at least one-half of the teaching day for regular library service.

3. Enrollment of 301 to 500 pupils:

Full-time librarian with same qualifications and educational background as teachers plus 30 hours training in library science.

4. Enrollment of 501 to 1,000 pupils:

Full-time librarian with qualifications as listed above in (3), at least one full-time clerical assistant is recommended.

5. Enrollment of 1,000 to 1,500 pupils:

A full-time librarian and a full-time clerical assistant will be required. For 1,600 to 2,000 enrollment, two full-time librarians are required, and a full-time clerical assistant recommended.
III. Appropriation:

1. Enrollment of 500 or fewer pupils:
   Annual appropriation of at least 1.25 per pupil.

2. Enrollment of 501 to 1,000 pupils:
   Annual appropriation of at least $625 as in (1) plus $1.00 for each pupil in excess of an enrollment of 500.

3. Enrollment of more than 1,000 pupils:
   Annual appropriation of $1,125 as in (2) plus $0.75 per pupil in excess of an enrollment of 1,000.

IV. Instruction in Use of Library:

1. Provision should be made for instruction in the following topics: (1) introduction to library; (2) parts of the book; (3) classification of books; (4) use of the card catalog; (5) dictionary; (6) encyclopedia; (7) yearbook and almanacs; (8) periodicals and their indexes; (9) atlases; (10) special reference books; (11) audio-visual materials; (12) recreational reading materials.

V. Organization:

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

2. Enrollment of more than 100 pupils:
   Books classified and marked and properly shelved, accession record, shelf list, adequate loan system and card catalog installed. Periodicals and non-book materials, such as pictures, pamphlets, recordings, etc., should be arranged and housed for convenient use.
VI. Quarters and Equipment:

1. Enrollment of 100 or fewer pupils:

   Library room equipped with shelving, tables, chairs, librarian's desk, and bulletin boards, and large enough to seat the largest class group.

2. Enrollment of 101 to 500 pupils:

   Library room equipped with tables, chairs, shelves, loan desks, magazine rack, bulletin boards, catalog case, and typewriter. Room should be large enough to accommodate 15 percent of the enrollment, allowing 25 square feet per person, and must accommodate the largest class group plus 20 pupils.

3. Enrollment of more than 300 pupils:

   Same as in (2) above with separate library workroom and storage space. Conference rooms are desirable. 17

The school libraries to be evaluated in this problem will be measured according to the standards set up in the two foregoing criteria: that of the American Library Association and that of the Texas State Department of Education.

Summary

In this chapter standards of measurement for evaluating the library service of both the public library and the school library are given. Although there is no set pattern

for public library service in America, there are certain norms of service determined by good usage. The American Library Association has grouped these measurements under the following headings: general standards of service; standards of direct service; library support; book collection standards; personnel; technical processes; and building standards.

The school library, as an integral part of the school, shares with the school the duty of supplying a complete pattern of social and learning experiences to meet the needs of youth and democratic citizenship. A criteria for evaluating school libraries is concerned with these items: collection; personnel; appropriation; instruction in use; organization of materials and library quarters.
CHAPTER III

DATA FROM BURNEY COUNTY

The purpose of this chapter is to present a description of the library service available to the people of Burnet County. The data for this chapter were obtained from library service reports from the libraries of the county, from answers to student questionnaires, and from personal interviews.

Burnet County is located in Central Texas in what is known as the Hill Country section. The county has an area of 1003 square miles and a population, rural in character, of 10,771.1 The population is principally native, but there are 182 negroes in the county.2 These negroes live in two of the five small towns of the county.

There are only two public libraries in the county. At present there are nine school districts, each purporting to have library service of some type.

In the American Library Association standards for the evaluation of public libraries, which were given in Chapter II, the following items of service were listed: general standards of service, direct service, library support, book collection, personnel, technical processes, and buildings.

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2 Ibid., p. 126.
In describing the service of these two public libraries in Burnet County, the questions listed on the report form under each of the above items of service will be repeated, followed by a table presenting the answers given by the libraries reporting. The libraries will be designated as Library A and Library B.

In the public library service report the following items are included under general standards of service:

1. What is the population of the community served?
2. How many days each week is the library open? How many hours each day?
3. Is library service free to all members of the community?
4. Does the library cooperate with school libraries, clubs, and other community organizations?
5. Does the library strive to give service suitable to the community, its occupations, interests, and to the educational levels of the people?

The following table gives the data as reported by the two public libraries of Burnet County concerning general standards of service:


<table>
<thead>
<tr>
<th>Libraries Reporting</th>
<th>Population Served</th>
<th>Days Open Each Week</th>
<th>Hrs. Open Each Day</th>
<th>Is Serv. Free for All</th>
<th>Cooperate with Other Orgs.</th>
<th>Adapted to Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library A</td>
<td>3,000</td>
<td>6</td>
<td>8</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Library B</td>
<td>300</td>
<td>2</td>
<td>4</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

Under standards of direct service these facts were requested:

1. Give the adult population of the community served.
2. Give the number of adult borrowers served during the past year. Give the average for the past three years.
3. Give the number of juvenile borrowers served during the past year. Give the average for the past three years.
5. Give the total juvenile book circulation for the past year.

One of the reporting libraries was not able to give the information asked for concerning the borrowers for the
past three years since this library had been in operation for only one year.

Table 2 gives report of the two public libraries on the direct service rendered their patrons.
<table>
<thead>
<tr>
<th>Libraries</th>
<th>Adult Pop</th>
<th>Juvenile Pop</th>
<th>Adult Borrowers</th>
<th>Juvenile Borrowers</th>
<th>Book Circulation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Past Yr.</td>
<td>3-Yr. Avg.</td>
<td>Past Yr.</td>
<td>3-Yr. Avg.</td>
<td>Adult Books</td>
</tr>
<tr>
<td>No. Per-</td>
<td>No. Per-</td>
<td>No. Per-</td>
<td>No. Per-</td>
<td>No. Per-</td>
<td>No. Per Capita</td>
</tr>
<tr>
<td>cent</td>
<td>cent</td>
<td>cent</td>
<td>cent</td>
<td>cent</td>
<td></td>
</tr>
<tr>
<td>Library A</td>
<td>2,200</td>
<td>800</td>
<td>568</td>
<td>25</td>
<td>409</td>
</tr>
<tr>
<td>Library B</td>
<td>200</td>
<td>100</td>
<td>68</td>
<td>34</td>
<td>45</td>
</tr>
<tr>
<td>Totals</td>
<td>2,400</td>
<td>900</td>
<td>636</td>
<td>29.5</td>
<td>454</td>
</tr>
</tbody>
</table>
The public library report included only one question under library support.

1. What is the total annual appropriation? Table 3 lists this information.

<table>
<thead>
<tr>
<th>Libraries</th>
<th>Total Annual appropriation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library A</td>
<td>$3,500</td>
</tr>
<tr>
<td>Library B</td>
<td>1,000</td>
</tr>
</tbody>
</table>

The following questions were listed under book collection standards:

1. Underline each of the following materials found in your library: books, periodicals, newspapers, pamphlets, maps, films, pictures, recordings, music scores, any others, if so, list.

2. Check any of the following points that are observed in book selections: librarian considers interests and needs of the community; present distribution of titles as to classification and needs; suggestions of readers; needs and interests of school children; authoritative book lists are used such as A Standard Catalog for Public Libraries.


5. Give total juvenile book stock.

The information furnished by Library A indicated that all materials listed under (1) above, except music scores were found in their collection. Library B indicated a collection composed of books and periodicals only. Library A observed all of the points indicated in book selection, while Library B observed all points except the use of authoritative book lists. The book stock reported by both libraries is given in Table 4.

### Table 4

<table>
<thead>
<tr>
<th>Libraries Reporting</th>
<th>Adult Non-Fiction Book Stock</th>
<th>Adult Fiction Book Stock</th>
<th>Juvenile Book St.</th>
<th>Total Book Stock</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
<td>Percent</td>
</tr>
<tr>
<td>Library A</td>
<td>850</td>
<td>63%</td>
<td>500</td>
<td>37%</td>
</tr>
<tr>
<td>Library B</td>
<td>560</td>
<td>68%</td>
<td>250</td>
<td>32%</td>
</tr>
<tr>
<td>Total</td>
<td>1410</td>
<td>65%</td>
<td>750</td>
<td>34%</td>
</tr>
</tbody>
</table>
The information asked for under standards of personnel included:

1. How many librarians are employed?
2. How many assistant librarians are employed?
3. Do librarians have a well-balanced academic education? How many semester hours in library training in college?
4. Is librarian's ability to organize materials good, average, poor?
5. Is librarian's ability to work effectively with both adults and children good, average, poor?

Table 5 below gives the information received on the above points. Library A indicated no assistants but stated that assistance was furnished through donated services of members of a local service club which sponsors the library.

**TABLE 5**

**NUMBER OF LIBRARIANS, ASSISTANT LIBRARIANS AND THEIR QUALIFICATIONS AS REPORTED BY THE PUBLIC LIBRARIES**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Library A</td>
<td>1</td>
<td>0</td>
<td>College graduate</td>
<td>24</td>
<td>good</td>
<td>average</td>
</tr>
<tr>
<td>Library B</td>
<td>1</td>
<td>0</td>
<td>2 Years College</td>
<td>0</td>
<td>good</td>
<td>average</td>
</tr>
</tbody>
</table>
Under technical process standards each library was asked to check the processes on this list which were used in the local situation: acquisition records, dictionary catalog, shelf list, books classified.

Table 6 gives data from their reports.

<table>
<thead>
<tr>
<th>TABLE 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECHNICAL PROCESSES EMPLOYED BY THE REPORTING PUBLIC LIBRARIES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Libraries Reporting</th>
<th>Acquisition Records</th>
<th>Dictionary Catalog</th>
<th>Shelf List</th>
<th>Books Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Library A</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Library B</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Totals</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

The last section of the report of the public libraries was concerned with the building standards. This information was requested:

1. Is library well-located for use by public?
2. Is library space sufficient for needs?
3. Does library include a workroom? A room for group meetings?
4. Is library well-lighted and heated?
5. Check your equipment: charging desk, catalog case, tables and chairs, sufficient open shelves.

Table 7 below gives the information reported concerning the building standards.

**TABLE 7**

BUILDING STANDARDS OF LOCATION, SPACE, LIGHT, HEAT, AND EQUIPMENT OF REPORTING LIBRARIES

<table>
<thead>
<tr>
<th>Libraries Reporting</th>
<th>Wall Located</th>
<th>Sufficient Space</th>
<th>Workroom</th>
<th>Group Meeting Room</th>
<th>Lighting &amp; Heating Sufficient</th>
<th>Charging Desk</th>
<th>Tables &amp; Chairs</th>
<th>Sufficient Seating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lib. A</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Lib. B</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>2 0 1 1 1 1 1 1 1 1 1 0 0 0 0</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above data represents the report of the public libraries of Burnet County. It should be noted that there are only two public libraries in the county. Since there are five small towns in the county, that means that the greater part of the county is without any public library service. No library service is provided for the negroes who live in two of the small towns.
The library reports received from the school libraries in this study contained information concerning the collection, personnel, appropriation, instruction in the use of libraries, the organization, quarters and equipment.

The following table shows the information on these items as given by the nine reporting school libraries:

**TABLE 8**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Book Coll.</th>
<th>No. Periodicals</th>
<th>Daily Papers</th>
<th>Eng. Copy Rights in last 10 years</th>
<th>Unabridged Dictionary</th>
<th>Standard Book List used in Selection</th>
<th>Clipping and Pamphlet Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>236</td>
<td>4028</td>
<td>26</td>
<td>2</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>439</td>
<td>1240</td>
<td>9</td>
<td>1</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>433</td>
<td>1123</td>
<td>19</td>
<td>2</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>130</td>
<td>750</td>
<td>8</td>
<td>1</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>95</td>
<td>565</td>
<td>0</td>
<td>0</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>47</td>
<td>40</td>
<td>2</td>
<td>1</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>40</td>
<td>240</td>
<td>3</td>
<td>1</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>37</td>
<td>345</td>
<td>2</td>
<td>0</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>6</td>
<td>35</td>
<td>0</td>
<td>0</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>8366</strong></td>
<td><strong>69</strong></td>
<td><strong>8</strong></td>
<td><strong>6</strong></td>
<td><strong>3</strong></td>
<td><strong>7</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>
TABLE C--Continued

PERSONNEL

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>No. Librarians</th>
<th>No. Assistants</th>
<th>Time Scheduled for Library Service</th>
<th>Years in College</th>
<th>Semester Hours Library Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>835</td>
<td>1</td>
<td>0</td>
<td>Full Time</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>439</td>
<td>1</td>
<td>0</td>
<td>Half Time</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>433</td>
<td>1</td>
<td>0</td>
<td>Two-thirds</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>130</td>
<td>1</td>
<td>0</td>
<td>Half Time</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>95</td>
<td>4#</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>47</td>
<td>2#</td>
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<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>40</td>
<td>2#</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>37</td>
<td>2#</td>
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<td>0</td>
<td>2</td>
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</tr>
<tr>
<td>6</td>
<td>1#</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Totals</td>
<td>15</td>
<td>0</td>
<td></td>
<td>33</td>
<td>63</td>
</tr>
</tbody>
</table>

APPROPRIATION AND INSTRUCTION

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Annual Appr.</th>
<th>Expenditure Per Pupil</th>
<th>Lessons Given in Library Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>835</td>
<td>$ 350</td>
<td>$ 1.05</td>
<td>x</td>
</tr>
<tr>
<td>439</td>
<td>400</td>
<td>.91</td>
<td></td>
</tr>
<tr>
<td>433</td>
<td>450</td>
<td>1.04</td>
<td></td>
</tr>
<tr>
<td>130</td>
<td>100</td>
<td>.77</td>
<td></td>
</tr>
<tr>
<td>95</td>
<td>75</td>
<td>.79</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>50</td>
<td>1.06</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>50</td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>20</td>
<td>.54</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>$1995</td>
<td>0.96</td>
<td>4</td>
</tr>
</tbody>
</table>

*These schools report classroom libraries and this figure indicates the number of classroom teachers.
TABLE 8—Continued

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Materials Classified</th>
<th>Accession Record</th>
<th>Shelf List</th>
<th>Loan System</th>
<th>Card Catalog</th>
<th>Non-Book Materials Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
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<tr>
<td>236</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>439</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>433</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>150</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>95</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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</tr>
<tr>
<td>40</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>37</td>
<td>x</td>
<td>x</td>
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<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>6</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Totals</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>2063</td>
<td>0</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Seating Capacity</th>
<th>Used as Study Hall</th>
<th>Work Room</th>
<th>Conference Room</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>236</td>
<td>75</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>439</td>
<td>45</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>433</td>
<td>48</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>130</td>
<td>25</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>95</td>
<td>125</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>47</td>
<td>78</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>40</td>
<td>120</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>37</td>
<td>140</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>6</td>
<td>27</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Totals</td>
<td>683</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Seating Capacity</th>
<th>Used as Study Hall</th>
<th>Work Room</th>
<th>Conference Room</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>2063</td>
<td>683</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
The reports from these schools show that all schools in the county with an enrollment greater than one hundred students have a designated library reading room or a study hall library combination apart from the regular classrooms. Each of these schools has a librarian or a teacher-librarian with regularly scheduled time for library duties. All schools with an enrollment of less than one hundred have classroom libraries only. These classroom libraries are the responsibility of the room teacher. None of these room teachers report any training in library work. There are two negro schools in Burnet County. These schools have an
enrollment of fourteen and twenty-six pupils. Neither school has any library facilities.

Each school was asked to report on the supply of reading materials furnished by the homes in that community. The percent of homes with an adequate supply, a fair supply, a poor supply and no reading materials was listed by each of the school libraries. The information supplied by the nine reporting school libraries is given below in Table 9.

TABLE 9

PER CENT OF HOMES FURNISHING AN ADEQUATE SUPPLY; A FAIR SUPPLY, A POOR SUPPLY AND NO READING MATERIAL

<table>
<thead>
<tr>
<th>Enrollment of School</th>
<th>Per Cent of Homes with an Adequate Supply</th>
<th>Per Cent of Homes with a Fair Supply</th>
<th>Per Cent of Homes with a Poor Supply</th>
<th>Per Cent of Homes with no Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
<td>23%</td>
<td>50%</td>
<td>20%</td>
</tr>
<tr>
<td>856</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>439</td>
<td>10</td>
<td>50</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>435</td>
<td>10</td>
<td>50</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>150</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>95</td>
<td>0</td>
<td>10</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>47</td>
<td>0</td>
<td>10</td>
<td>20</td>
<td>70</td>
</tr>
<tr>
<td>40</td>
<td>0</td>
<td>10</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>37</td>
<td>25</td>
<td>10</td>
<td>45</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Totals—Averages</td>
<td>6.6%</td>
<td>17.2%</td>
<td>40.5%</td>
<td>35.5%</td>
</tr>
</tbody>
</table>

Student questionnaires were sent to all high school students in the county. Out of the six-hundred questionnaires
which were sent out, 579 were returned. The chief purpose of the questionnaire was to discover whether materials supplied by the school libraries were meeting the needs of the students. The table given below shows information gained from these questionnaires.

**Table 10**

THE NUMBER OF HIGH SCHOOL STUDENTS WHO LIKE TO READ, THE AMOUNT OF TIME SPENT READING, THE AMOUNT OF READING MATERIAL THE SCHOOL LIBRARIES FURNISH AND THE TYPE OF MATERIAL PREFERRED

<table>
<thead>
<tr>
<th>Total School Enroll.</th>
<th>Total</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>836</td>
<td>439</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School Enroll.</th>
<th>240</th>
<th>142</th>
<th>156</th>
<th>41</th>
<th>479</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Who Like to Read</td>
<td>199</td>
<td>56</td>
<td>70</td>
<td>15</td>
<td>339</td>
</tr>
<tr>
<td>Avg. Time Daily in Leisure Reading</td>
<td>75%</td>
<td>50%</td>
<td>75%</td>
<td>75%</td>
<td>.68</td>
</tr>
<tr>
<td>Amount of Material from Library</td>
<td>87</td>
<td>35</td>
<td>41</td>
<td>5</td>
<td>168</td>
</tr>
<tr>
<td>No. Favorite Authors on Standard Lists</td>
<td>120</td>
<td>67</td>
<td>78</td>
<td>30</td>
<td>295</td>
</tr>
<tr>
<td>No. Who Like Animal Stories Best</td>
<td>50</td>
<td>10</td>
<td>16</td>
<td>0</td>
<td>76</td>
</tr>
<tr>
<td>No. Who Like Science Books Best</td>
<td>24</td>
<td>40</td>
<td>37</td>
<td>6</td>
<td>107</td>
</tr>
<tr>
<td>No. Who Like Adventure Stories Best</td>
<td>30</td>
<td>15</td>
<td>12</td>
<td>1</td>
<td>58</td>
</tr>
<tr>
<td>No. Who Like Sports Stories Best</td>
<td>16</td>
<td>10</td>
<td>13</td>
<td>4</td>
<td>43</td>
</tr>
<tr>
<td>No. Who Like All Other Types</td>
<td>31</td>
<td>12</td>
<td>21</td>
<td>1</td>
<td>65</td>
</tr>
<tr>
<td>No. Who Prefer Newspaper Reading</td>
<td>103</td>
<td>106</td>
<td>86</td>
<td>29</td>
<td>324</td>
</tr>
<tr>
<td>No. Who Prefer Magazine Reading</td>
<td>106</td>
<td>24</td>
<td>45</td>
<td>11</td>
<td>186</td>
</tr>
<tr>
<td>No. Who Prefer to Read Books</td>
<td>173</td>
<td>32</td>
<td>53</td>
<td>1</td>
<td>264</td>
</tr>
<tr>
<td>No. Who Read Newspapers daily</td>
<td>60m.</td>
<td>30m.</td>
<td>48m.</td>
<td>15m.</td>
<td>38 min.</td>
</tr>
</tbody>
</table>
Summary

The public libraries of Burnet County serve 3,300 of the 10,771 people in the county. A total of 636 adult borrowers and 454 juvenile borrowers is reported with a circulation of 1052 adult books and 1104 juvenile books. The combined book stock of the two libraries is 2,350. One trained librarian and one librarian without any training in library work compose the library personnel of the public libraries. Technical processes employed by both libraries include acquisition records, dictionary catalogs, and books classified. One public library is well located with sufficient space and equipment, but the other library has inadequate quarters.

The nine school libraries show a total enrollment of 2,063 and a total book collection of 8366. There is one full-time trained librarian; two part-time teacher-librarian with no training in library work. Four schools have per pupil expenditures of one dollar or more. The other five report expenditures less than that. Four of the schools give instruction in library usage, report materials classified, accession records kept, and card catalogs. All libraries report adequate seating; open shelves, and loan desk. Five indicate the following equipment: tables and chairs, magazine rack, bulletin boards and typewriter. Only one library has a workroom and none have conference rooms.
CHAPTER IV

APPLICATION OF CRITERIA

In this chapter the library service of Burnet County, which was described in Chapter III, will be measured by the criteria which were listed in Chapter II.

In order to correlate the data and the criteria for evaluating the libraries, the standards for the different items are repeated before the particular phase of service for which they are used.

The first section of the criteria given by the American Library Association for the evaluation of public libraries is concerned with general standards of service. This section is given below:

I. General Standards of Service:
   Public library service should be free and universally available.
   The public library should integrate its services with the work of other social and cultural agencies.
   In evaluating the library as an institution of democracy, all types of service require careful measurement. To use circulation as the only measure of library service is unsound. The information and guidance functions are equally important.
   Library service should not be stereotyped in form or pattern but should be focused upon the varying problems of particular communities and changing times.
   Age distribution and the educational levels of the population served will affect the standards of library performance from community to community.¹

The information on this particular phase of the service of the two public libraries studied in this problem is shown in Table 1, Chapter III. Both libraries indicate that service is free to all members of their communities; that they cooperate with other agencies; and that service is adapted to their particular situation. However, one of the libraries reports that it is open only two days each week. This would seriously limit the service to that community.

The library should be open for circulation every day in the week for consecutive hours. A staggered system, where the library is opened at different hours on different days, is confusing and should be shunned. In villages where daily opening is not possible, the library should be open at least three days in the week and the hours of opening increased with the growth of the library.²

This same Table 1 indicates that the total population served by these two libraries is 3,300. Since the population of the county is 10,771 that means that 7,471 people, including 182 negroes, in Burnet County are without any type of public library service.

The American Library Association standards of direct service for public libraries are:

II. Standards of Direct Service:
The number of registered borrowers in the public library units should meet the following minimum quantitative standards, based on a three-year registration period:

²Moshier and LeFevre, op. cit., p. 90.
For adult borrowers: 20 to 40 per cent of the population fifteen years of age and over.

For juvenile borrowers: 35 to 75 per cent of the population from five through fourteen years of age.

The circulation of books for home use in public library units should meet the following quantitative standards:

For adult books: 3 to 10 volumes per capita for the population from five through fourteen years of age.

The data from the two public libraries concerned with the direct service phase is given in Table 2. The number of adult borrowers and juvenile borrowers of both libraries falls within the percentage standards listed above. The .43 and .56 per capita circulation of adult books and the 1.25 and .9 juvenile per capita circulation of the reporting libraries fall far short of the standards of the 3 to 10 volumes for adults and 10 to 30 volumes for children.

The American Library Association provisions of Standard III are:

III. Library Support:

The following minimum per capita standards of support are recommended for varying stages of development of library service in areas with 25,000 population and over.

For limited or minimum service———1.00 per capita
For reasonably good service========1.50 per capita
For superior service--------------2.00 per capita

---

A minimum annual income of $6,000 will provide service of a limited sort in some areas of early library development. 4

The library appropriations as shown in Table 3 are $3,500 and $1,000. Neither approaches the minimum annual income of $6,000 as given in Standard III above.

The book collection standards from the Criteria are:

IV. Book Collection Standards:
The book collection includes: books, periodicals, newspapers, pamphlets, maps, films, pictures, recordings, music scores and similar materials.

Book selection for the public library should aim at meeting reading needs common to all communities as well as the specific needs of each community. The book stock of any library is satisfactory to the extent that both of these goals are realized.
The number of volumes per capita should be: 3 volumes up to 10,000 population; 2.5 volumes up to 35,000 population; 2 up to 100,000 population.
The minimum size of the book stock should be 6,000 volumes regardless of the population served.
Children's books should constitute from 20 to 30 per cent of the total number of volumes in the collection.
The adult book stock should contain at least 60 per cent non-fiction holdings.
Authoritative book lists should be used in selecting books. A good list which may be used for purposes of evaluation is the Standard Catalog for Public Libraries. 5

The book stock of the two reporting libraries is shown in Table 4 to be 2,550 and 1,010. Both totals are far below the 6,000 minimum set forth in the statement above.

4 Ibid., pp. 47-56.
5 Ibid., pp. 68-71.
One library reports a juvenile book stock of twenty per cent of the total collection, while the other lists forty per cent. The first meets the twenty to twenty-five per cent standard of the criteria but the forty per cent collection is too high. The adult non-fiction book stock of both libraries meets the accepted standard of sixty per cent. Library A reports the use of standard book lists in the selection of books, but Library B does not meet this standard.

The following standards are listed by the American Library Association to be used as measurements of the library staff:

V. Personnel:

The library staff should consist of the chief librarian and assistants sufficient in number and properly equipped as to general education, professional or technical training, and personal qualifications to render efficient service in the program for library development in the community. The number of staff members should be sufficient to provide consistently efficient service at all hours when the library is open to the public. The smallest independent library unit which can be expected to provide some library service (with an annual income of $6,000) should have a staff composed of a professionally trained chief librarian and two full-time assistants.

The professional librarian in the public library should be qualified by: a well-balanced academic education, graduation from a library school, and general ability to collect, organize, and interpret all materials required for the program of service adopted by the library.6

Table 5 in Chapter III shows the number of librarians, assistants, and training, as reported by the two public libraries in Burnet County. Neither library meets the

6 Ibid., pp. 77-78.
criteria in regard to the number of staff members since each library lists one librarian and no assistants. However Library A reports some donated assistance from local service club members. The academic training reported by Library A meets the standard, but that of Library B does not. Library A lists twenty-four semester hours of library training while Library B lists none. Neither meets the standard which calls for graduation from a library school.

The provisions in the criteria for the measurement of technical processes are:

VI. Technical Processes:

The organization and administration of the technical processes should be determined by local conditions, particularly the general organization of the library, the specialized nature of its objectives and activities, and the volume of work to be performed.

Acquisition records, a dictionary catalog, and a shelf list are necessary instruments of library service.

Definite systems of classification and subject headings should be followed. Small libraries will generally use the Sears list for subjects, and the Dewey Decimal classification. Large libraries are likely to use the Library of Congress list of subjects and either the Dewey Decimal or Library of Congress Classification.

The library's catalogs should be supplemented by other approaches to the collections of the library.7

The technical processes employed by the reporting libraries are given in Table 6. Library A lists acquisition records, dictionary catalog, shelf list, and classified

7Ibid., p. 83.
books. This library meets all standards under technical processes. Library B reports acquisition records, a dictionary catalog, and books classified, but no shelf list.

The last section of the criteria for the evaluation of public libraries is concerned with the building standards. They are listed below:

VII. Buildings:

The public library building should be located on a site which is conveniently situated for service to the greatest possible number of people in the area for which the building is responsible. Adequate provision should be made for readers, books, working space, movement of people and materials, and meeting rooms, when necessary.

The best available public building standards for lighting, air conditioning, and acoustics should be observed. Avoidance of glare and proper distribution of light are of prime importance.

Furniture and equipment should harmonize with the architecture of the building. They should aid in the efficient operation of the building and should be designed for strength, durability, and beauty. I

In smaller communities, especially in those of less than 10,000 population, the use of rented quarters or space in another public building may often be preferable to the erection of a separate library building, since this will make it possible to devote a larger portion of library income to books and service. 8

The building standards of location, space, light, heat and equipment of the reporting public libraries are shown in Table 7. Library A reports a convenient location, sufficient space, a work room, a group meeting room, good lighting and

8 Ibid., pp. 62-65.
heating. The equipment shown by this library includes charging desk, tables and chairs, and an adequate supply of open shelves. This library meets the building standards of the criteria. Library B indicates a good location, insufficient space, no work room, no group meeting room, and poor lighting and heating. The equipment of this library shows a charging desk, tables and chairs, and sufficient open shelves. This library possesses four of the requirements, but fails to meet the other four.

The following table summarizes the findings of the application of the standards of measurement to the service of the two public libraries of Burnet County.

<table>
<thead>
<tr>
<th></th>
<th>Library A</th>
<th>Library B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>General Standards</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Direct Service</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Book Collection</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Technical</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Buildings and Equipment</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
The findings in Table 11 indicate that the library service of the public libraries of Burnet County is weakest in items of direct service, book collection and personnel.

The library service of the nine school libraries of Burnet County is to be measured by both the American Library Association standards and the standards of measurement established by the Texas State Department of Education.

The provisions of the America Library Association for the school library book collection are:

I. Collection:
The school collection should contain books, periodicals, information file, and audio-visual materials organized for service. Standard book lists should be used as helpful sources for selection, especially in selecting the initial or basic collection.

The school library for approximately 200 pupils should contain not less than 1000 to 1700 titles appropriately selected for the specific group of children. Provision should be made for the annual addition of at least 100 new titles or replacements. The following proportions for the book collection are recommended:

<table>
<thead>
<tr>
<th>School Enrollment</th>
<th>Number Titles</th>
<th>Number Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 200</td>
<td>1,700</td>
<td>2,000</td>
</tr>
<tr>
<td>500</td>
<td>3,500</td>
<td>5,000</td>
</tr>
<tr>
<td>1,000</td>
<td>5,000</td>
<td>7,000</td>
</tr>
<tr>
<td>3,000</td>
<td>7,000</td>
<td>12,000</td>
</tr>
<tr>
<td>5,000</td>
<td>8,000</td>
<td>15,000</td>
</tr>
</tbody>
</table>

The information given in Table 3 concerning the collections of the nine reporting school libraries shows that one library meets the American Library minimum as to number

of books in the collection. The other eight school libraries do not. Four schools use standard book lists in their book selection and five schools do not. Seven libraries report receiving periodicals for students' use, while two report no periodicals. Three schools indicate information files and the other six fail to meet this standard.

The requirements listed in the Texas School Libraries bulletin for the library collection are:

I. Books and Other Materials:

1. Enrollment of 100 or fewer pupils:
   Basic collection of 500 well-selected books exclusive of duplicated, government documents, and textbooks, to meet curriculum needs and needs for recreational and inspirational reading. In addition, one set of encyclopedia copyrighted within a ten-year period and one unabridged dictionary, both of which are listed in the Standard Catalog for High School Libraries, should be provided.

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

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

4. Enrollment of 501 to 1,000 pupils:
   Basic collection of 2,500 well-selected books of the types specified in (1), averaging 5 per pupil, encyclopedias, unabridged dictionaries, newspapers, and 30 to 50 periodicals suitable for pupils' use.
5. Enrollment of 1,000 to 2,000 pupils:
   Basic collection of 5,000 to 10,000 well-selected books of the types specified in
   (1), averaging 5 per pupil, encyclopedias, unabridged dictionaries, newspapers, and at
   least 50 periodicals suitable for pupils' use.

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

A comparison of the data shown in Table 8 with the above provisions shows that three of the nine school
libraries meet the standards for number of books in their collections. Six libraries reported the required
encyclopedias, and seven show unabridged dictionaries.
Three of the libraries do not receive a daily paper. None of the nine school libraries receive enough magazines to
meet the Texas requirements.

The American Library Association provisions for personnel for school libraries are:

II. Personnel:
   One full-time librarian with a year of
   library training plus the regular four years of
   college training required for a teacher to serve
   up to 500 pupils. One clerical assistant to
   serve up to 1,000 pupils and one each additional
   1,000 pupils.11

Of the nine schools reporting, Table 8 shows that eight have an enrollment below five hundred. None of these eight

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10 Texas State Department of Education, op. cit., p. 15.
school libraries has a full-time librarian. The school library reporting an enrollment of eight hundred thirty-six has a full-time librarian, but no clerical assistant other than pupil assistants. All nine school libraries fail to meet the American Library standard for personnel.

The provisions of the Texas School Libraries manual for personnel are:

II. Librarians:

1. Enrollment of 100 or fewer pupils:
   Teacher-librarian with at least 12 semester hours in library science, scheduled at least one-third of the teaching day for regular library service.

2. Enrollment of 101 to 300 pupils:
   Teacher-librarian with at least 12 semester hours in library science, scheduled at least one-half of the teaching day for regular library service.

3. Enrollment of 301 to 500 pupils:
   Full-time librarian with same qualifications and educational background as teachers plus 30 hours training in library science.

4. Enrollment of 501 to 1,000 pupils:
   Full-time librarian with qualifications as listed above in (3). At least one full-time clerical assistant is recommended.

5. Enrollment of 1,000 to 1,500 pupils:
   A full-time librarian and a full-time clerical assistant will be required. For 1,500 to 2,000 enrollment, 2 full-time librarians are required, and a full-time clerical assistant recommended.12

The five school libraries showing an enrollment of less than 100 pupils fail to meet the requirements of

training and scheduled time. The library with an enrollment of 130 meets both the training and time requirements. The two libraries with enrollments of 439 and 433 do not meet either the training or scheduled time standards. The library reporting an enrollment of 836 shows a librarian with standard qualifications but has no clerical assistant except (as stated) pupil assistants.

The provisions of the American Library Association for school library appropriations are:

III. Appropriation:
In a school of 200 pupils or fewer, the minimum annual budget should be not less than $300. For larger schools a per-pupil annual expenditure of $1.50 will provide adequate, but not superior, printed resources.13

The data presented on appropriations in Table 7 show that all of the nine school libraries of Burnet County fall far behind the American Library Association standard of school library appropriation.

The Texas appropriation standards are:

III. Appropriation:

1. Enrollment of 500 or fewer pupils:
   Annual appropriation of at least $1.25 per pupil.

2. Enrollment of 501 to 1,000 pupils:
   Annual appropriation of at least $625, as in (1) plus $1.00 for each pupil in excess of an enrollment of 500.

3. Enrollment of more than 1,000 pupils:
Annual appropriation of $1,125 as in (2) plus $0.75 per pupil in excess of an
enrollment of 1,000.\textsuperscript{14}

Table 3 shows that our of the nine school libraries, only one, that with an enrollment of forty, and an appro-
priation of $50 has an adequate annual appropriation as
measured in terms of the Texas state requirements.

The Committee on Post-War Planning of the American
Library Association did not set up any specific standards
for instruction in the use of the library. However, the
following statement indicates that this is a part of school
library service:

The specific instruction to be given progresses
with the ability and maturity of the individual and
of his school group. The knowledges and skills
which should be acquired are described in school
library literature on the subject.\textsuperscript{15}

The provision of the Texas State Department bulletin
for teaching the use of the library is:

IV. Instruction in Use of Library:
Provision should be made for instruction
in the following topics: (1) introduction to
library; (2) parts of the book; (3) classification
of books; (4) use of the card catalog; (5) the
dictionary; (6) encyclopedia; (7) yearbook and
almanacs; (8) periodicals and their indexes;
(9) atlases; (10) special reference books; (11)
audio-visual materials; (12) recreational reading
materials.\textsuperscript{16}

\textsuperscript{14} Texas State Department of Education, \textit{op. cit.}, p. 17.
\textsuperscript{15} Committee on Post-War Planning of American Library
\textsuperscript{16} Texas Stated Department of Education, \textit{op. cit.},
pp. 17-18.
According to the data presented in Table 8, four of the nine school libraries meet the requirement of the state department in regard to instruction in the use of library materials. The other five libraries report that no instruction is given in library usage.

The American Library Association's provisions for organization of materials for service are:

V. Organization of Materials for Service:
The school library must be organized according to generally accepted practices in library organization.

The following records are generally considered desirable: accession records, books classified and marked, up-to-date shelf list, and a simply prepared dictionary catalog. Other records that may be needed are: inventory record of holdings revised periodically, charging record of books in circulation, periodical record, materials on order record, under consideration for order record, at bindery, withdrawn, subject authority list for use in cataloging.17

Table 8 shows that two of the nine school libraries fulfill the standards of organization as given by the American Library Association. The enrollment of these libraries which meet the organization standards are 836 and 433.

The Texas Criteria lists the following items under organization:

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

---

2. Enrollment of more than 100 pupils:

Books classified and marked and properly shelved, accession record, shelf list, adequate loan system and card catalog installed. Periodicals and non-book materials, such as pictures, pamphlets, recordings, etc., should be arranged and housed for convenient use.\(^\text{18}\)

The two schools listed above as meeting the American Library Association standards of organization, also fulfill the standards set up in the Texas criteria. One other, the library with an enrollment of forty, meets all provisions except that no shelf list record is kept.

The provisions for quarters and equipment as given by the American Library Association are:

VI. Library Quarters:

Reading rooms, workroom, and storage space are minimum requirements, with conference rooms recommended.

The minimum seating capacity should be that of the largest class group plus 20, with a floor space of twenty-five square feet per reader.

When library space is also used as study space, at least double the number of rooms and double the seating capacity, as well as additional professional library personnel are essential.

Necessary equipment includes tables and chairs, adequate open type shelving, magazine racks, bulletin board, display case, charging desk, card catalog case, book truck, vertical file cases, map case, dictionary and atlas stand, and typewriter.\(^\text{19}\)

None of the nine school libraries meet the minimum requirements of quarters and equipment according to the American Library Association provisions. The information

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\(^{18}\) Texas State Department of Education, \textit{op. cit.}, p. 18.

presented in Table 8 shows that none of the libraries has conference rooms. Only one reports a workroom.

The provisions concerning quarters and equipment of the Texas criteria are:

VII. Quarters and Equipment:

1. Enrollment of 100 or fewer pupils:
   Library room equipped with shelving, tables, chairs, librarian's desk, and bulletin boards, and large enough to seat the largest class group.

2. Enrollment of 101 to 300 pupils:
   Library room equipped with tables and chairs, shelves, loan desks, magazine rack, bulletin boards, catalog case, and typewriter. Room should be large enough to accommodate the largest class group plus 20 pupils.

3. Enrollment of more than 300 pupils:
   Same as in (2) above with separate library workroom and storage space. Conference rooms are desirable.20

Table 2 indicates that two of the nine reporting school libraries fulfill the minimum requirements for library quarters and equipment as set up by the provisions of the Texas Criteria. These libraries report enrollments of 836 and 40.

The following table summarizes the findings stated in this chapter as to how well the nine school libraries of Burnet County meet the criteria of the American Library Association.

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TABLE 12

THE EXTENT THAT THE NINE SCHOOL LIBRARIES OF BURNET COUNTY ARE MEETING THE STANDARDS OF THE AMERICAN LIBRARY ASSOCIATION

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Collection</th>
<th>Personnel</th>
<th>Appropriation</th>
<th>Organization</th>
<th>Quarters</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>836</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>439</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>433</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>130</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>95</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>47</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
<tr>
<td>37</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>6</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Totals</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

Table 13, following, shows the findings of this study as to how well the school libraries meet the standards set up by the Texas State Department of Education.
TABLE 13
THE EXTENT THAT THE NINE SCHOOL LIBRARIES OF BURNET COUNTY ARE MEETING THE STANDARDS OF THE TEXAS STATE DEPARTMENT OF EDUCATION

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Collection</th>
<th>Personnel</th>
<th>Appropriation</th>
<th>Organization</th>
<th>Quarters</th>
<th>Inst.</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>836</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
<tr>
<td>439</td>
<td></td>
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<td>x</td>
<td>x</td>
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<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>130</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>95</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>47</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>0</td>
<td>9</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 9 in Chapter III shows that seventy-six per cent of the homes of Burnet County has a poor supply of reading material or no supply at all. It is evident that the schools and public libraries will have to supply the greater part of the reading material for the population of the county. Table 10 which gives information from answers to high school
questionnaires, indicated that the students get sixty-eight per cent of their reading material from the school libraries. Fifty-six per cent of the students stated that magazines furnished their favorite reading material. Since none of the nine school libraries receive a sufficient number of periodicals to meet the minimum requirements of the criteria, and two libraries do not receive any, it is evident that they are not meeting this particular need of the students. It is interesting to note that students from schools showing the greater number of magazines in their collection also report more time spent in leisure reading.

Summary

The library service of the public libraries of Burnet County is far below the standard of the American Library Association. One of the libraries meets three of the six items of service listed in the criteria. General standards of service, technical standards, and standards of buildings and equipment are met by Library A. The other public library in the county does not reach the minimum requirements of any of the six items listed in the criteria. More than sixty-nine per cent of the people of the county do not have any type of library service available.

The service of the nine school libraries was evaluated in terms of the American Library Association standards and those of the Texas State Department of Education. Seven of
the nine libraries fail to meet any of the five items of service listed by the American Library Association. One library fulfills the requirements for the collection and for standards of organization. The remaining library meets one standard: that of organization.

Five of the nine school libraries fall below all of the minimum requirements listed under six divisions by the Texas State Department of Education. One library satisfies standards of personnel and instruction. Another library meets the requirements for adequate service in organization of materials and instruction. Another school library fulfills three of the six items: appropriation, quarters and instruction requirements. The remaining school library reaches four of the Texas standards: personnel, organization of materials, quarters and instruction.
CHAPTER V

Conclusions and Recommendations

The purpose of this study has been to make a survey of the public libraries and the high school libraries of Burnet County to find out the type of service which these institutions give, and to compare this service with recognized standards in the field of library service. Two public libraries and nine school libraries constitute the total library facilities of the county. The service of these libraries has been described and evaluated by the standards set up by the American Library Association, and in the case of the school libraries, by the standards established by the Texas State Department of Education.

Conclusions

From a study of the problem as described above the following conclusions are reached:

1. That the library service of the public libraries of Burnet County does not meet the needs of the communities served.

2. That the direct service of the public libraries, especially the circulation of books, is far below the desired standard and attention should be given to the extension of this service.
3. That library support is far below the level which will provide service to meet the needs of the population served.

4. That the book collection of the public libraries is insufficient in number of volumes.

5. That the personnel of the public libraries is inadequate both in number and in training for library work.

6. That the technical processes employed by the public libraries meet the needs of their particular situations.

7. That the building and equipment of one of the libraries needs improvement in respect to space, provision of a workroom, heating and light.

8. That no library service of any type is provided for sixty-nine per cent of the county.

9. That the school library collections do not meet the needs of the students in regard to number of volumes and type of material offered. The supply of magazines and newspapers is far below the desired level.

10. That the school library personnel is insufficient in number of librarians and assistants as well as in training for library work.

11. That the amount of money appropriated for library service is insufficient to meet the needs of the school population served.

12. That proper provision has not been made by the school administrators for giving instruction in the use of library materials.
13. That only three of the schools have materials organized for effective service. The other schools are not able to realize the greatest use of their library facilities due to lack of organization.

14. That library quarters and equipment are insufficient in all cases.

15. That no library service is available to the negroes of the county.

Recommendations

The following recommendations are made:

1. Since the present library service does not meet the needs of the communities served, nor the accepted standards in the library field, improvements should be made.

2. Since the greater part of the county is without public library service of any type it is recommended that the larger of the two existing libraries extend its services to the entire county and develop the county library type of service.

The county has proved to be the best rural library unit for most of the United States. The good county library gives high-grade public library service to every resident of the county at reasonable expense.¹

A branch library should be established in each of the small towns of the county. The other public library which

¹Carleton B. Joneckel, Library Extension, p. 12.
is operating now should become a part of the county library system. The county unit makes for economy and effectiveness without loss of the personal touch. There is a tremendous saving of duplicated overhead costs, such as in the selection, purchase, accession, classifying, cataloging, and handling of books, and the general supervision of the work.  

To insure the development of an adequate county library system, provision should be made for adequate financial support, and special emphasis should be placed upon items of direct service, personnel, and collection. The establishment of a bookmobile service in connection with the county library system would be of great benefit in improving the library service of the small schools of the county. The school libraries should be used as county library stations to serve both the school and the community until the county library perfects its system of organization.

3. It is recommended that the school library collections be greatly increased and that child-interest studies be made in each school and be used as a basis for selection of material. The periodical and newspaper supply should receive particular attention.

4. Each of the high schools should have a full-time librarian with at least twenty-four semester hours of library training. Schools with an enrollment greater than 500
should employ an assistant. The smaller schools should require one of the teachers to have some training in the fundamentals of library service and schedule this teacher for library duties.

5. The amount of money appropriated for school library service should be increased to meet with the standards of the Texas State Department of Education and the American Library Association.

6. The school administrator should provide for an organized program of instruction to teach the use of library materials.

7. The organization of the school libraries should be improved and brought up to the level of the standards set up by the American Library Association. This will bring about more effective use of the library materials.

8. The schools should provide for the enlargement of their libraries, and for better equipment facilities. Each school needs a library separate from the classrooms.

9. The library service of the smaller schools should be increased and improved so that it will provide library service for the entire community. In these small neighborhoods the enlargement of the school library into a school-community library is desirable.

10. Organized library service should be provided for the two negro schools in the county. It is recommended that
the same plan be followed as that suggested above for the smaller schools of the county. The service should be planned to supply the needs of the adult population in connection with the school library.
APPENDIX A

Public Library Report

I. Total population of community served. How many days each week is library open? How many hours each day? Is service free to all members of community? Does library cooperate with school libraries, clubs, and other community organizations? Does library strive to give service suitable to the community, its occupations, interests, and to the educational levels of the people?

II. Adult population______ juvenile population_______.
Adult borrowers during past year______ average for past three years_______.
Juvenile borrowers during past year______ average for past three years_______.
Total adult book circulation for past year______ juvenile circulation_______.

III. Give total annual appropriation_______.

IV. Underscore materials in your library: books, periodicals, newspapers, pamphlets, maps, films, pictures, recordings, music scores, any others, if so, list.
Check any of these points observed in book selection:
Librarian considers interests and needs of community, present distribution of titles, as to classification and needs, suggestions of readers, needs and interests of school children, authoritative book lists are used such as A Standard Catalog for Public Libraries.

V. Number of librarians employed______ assistant librarians?

Do librarians have well-balanced academic education? Number years college training______ semester hours in library training_______.
Check: ability to organize materials is good, average, poor_______. Ability to work effectively with both adults and children is good, average, poor.

VI. Check technical processes used in your library:
acquisition records, dictionary catalog, shelf list, books classified.
VII. Is library conveniently located for community use?
Space sufficient for needs?
Does library have a workroom?
a room for group meetings?
well-lit and heated?
Check your equipment:
charging desk, catalog case, tables and chairs, sufficient open shelves.
APPENDIX B

School Library Report

Total population of community_______.
Total School population_______.
Total enrollment_______.
Principal occupations of community_____________________.

I. Organization of library: classified____catalogued____
accessioned____.

II. Equipment: separate room____part of study hall____room
libraries____tables and chairs____desks____seat how
many____adequate shelves____catalog case____loan
desk____bulletin board or display case____.

III. Library staff: Is a staff member definitely charged
with responsibility for library duties?____time
allowed librarian for library duties____semester hours
college training of librarian____semester hours in
library training____years teaching experience____years
experience in library work____ability to work effective-
ly with both adults and children - good, average or
poor.

IV. Book collection:

<table>
<thead>
<tr>
<th>Classification</th>
<th>No. Vol.</th>
<th>No copyrighted in last 10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>000-099</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100-199</td>
<td></td>
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<td>200-299</td>
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<td>300-399</td>
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<tr>
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<td>600-699</td>
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<td>700-799</td>
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</tr>
<tr>
<td>800-899</td>
<td></td>
<td></td>
</tr>
<tr>
<td>900-999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V. Periodicals:
No. daily newspapers received ___.
Other newspapers received ___.
Weekly periodicals received ___.
Monthly periodicals received ___.

VI. Annual library appropriation ___.

VII. Selection of material: Content and aims of the curriculum are considered in selection study and reading interests of the pupils are considered suggestions of teaching staff considered present distribution of titles as to classification and departmental needs are considered occupations and interests of the community are considered. Underline any of these standard booklists used: Standard Catalog for High School Libraries, The Booklist, Subscription Books Bulletin, Book Review Digest, Children's Catalog, State List of Approved Library Books, National Council of English Teachers?? any others ___.

VIII. Is training given in use of library? Do students use library extensively for leisure reading? Is library material used for classroom preparation extensively, sometimes, rarely? Give average number of books circulated per month. Are other persons, besides students, allowed to use library? How extensively do they use it? Library is open what hours? How many days per week? Is it open during summer vacation? If so, how often? ___

IX. Supplementary materials: Underline any of the following materials that are available: Pamphlet collection, clipping file, picture file, slides, motion picture projector, maps, phonograph, phonograph record collection, radio, others, (list) ___.

X. Are there any other libraries in your community? ___
List ___.

XI. About what per cent of the homes in your community has an adequate supply of reading materials? ___ a fair supply? ___ a poor supply? ___ none ___.

XII. Remarks: Give any other information that will be valuable in describing your library service.
APPENDIX C

Student Information

1. Give grade:________; age________; sec________.
2. Do you like to read?________; Occasionally?________.
3. Do you read at home?________; At school?________.
4. About how much time do you average per day in leisure reading?________.
5. About how much of your reading material do you get from the library? One-fourth?________; one-half?________; nearly all;________; all?________.
6. How do you usually select your books? a. saw it on the shelf________; b. saw book-jacket on bulletin board________; c. knew the author________; d. subject of special interest________; e. recommended by a friend________; f. recommended by teacher________; other reasons________.
7. Do you have any favorite authors? If so, list________.
8. Check the types of books you like best: (1,2,3) Animal stories________; science________; adventure________; biography________; history________. If your favorite types were not listed, write them here________.
9. List several books, or kinds of books (or authors) that you would like for the library to buy:________.
10. Which do you like to read best? (1,2,3) newspapers________? Books________? Magazines________?
11. Do you read a newspaper daily?________.
12. What newspaper would you like the library to receive?________.
13. Check the part of the newspaper you like to read best, front page________; sports________; national news________; editorials________; society and fashion________; local news________; comics________; world news________.
14. List magazines you enjoy reading________.
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