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A Survey of the 1939 and 1940 Graduates of Minot High School

Odin A. Bryn

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A LIBRARY HANDBOOK

A Thesis

Submitted to the Graduate Faculty
of the
University of North Dakota


by

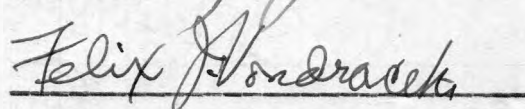
Jess J. Belfiori

In Partial Fulfillment of the Requirements
for the Degree of
MASTER OF SCIENCE IN EDUCATION
August, 1951


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This thesis, offered by Jess J. Belfiori as a partial fulfillment of the requirements for the Degree of Master of Science in Education in the University of North Dakota, is hereby approved by the Committee under whom the work has been done.


Chairman


Felix J. Vondracek


Erich Selke


Director of the Graduate Division

ACKNOWLEDGMENTS

The writer gratefully acknowledges and expresses his appreciation to Dr. A. J. Bjork of the University of North Dakota staff, for his advice and assistance in the preparation of this thesis.

Appreciation is also expressed to my wife Jean, who helped in typing and in the grammar.

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INTRODUCTION

During the past decade the demands of modern social, economic, and political problems in our growing democracy have brought about many changes in our program of public education. With these changes comes a new conception of the school library. The following quotations are from John Coulbourn:

It has become a living organism, as it were, taking over vital functions in the life of the school and making valuable contributions to the various phases of the program..... As a functioning entity, it is becoming the center of many types of desirable activities and experiences of the individual as well as of the group. It will be called upon to play its part in investigation and research, in enrichment, in independent study, in recreational reading, and all that they imply. The nature of these functions will in every case be directly related to the educational program and to the development of the individual pupil... The library becomes first and foremost the service department or agency through which the life and activities of the entire school can and should be co-ordinated.¹

Setting up such a library requires the careful planning of librarian, teacher, and administrator. The library contains some of the best literature of the past and present. It is here that the pupils come in contact with their future reading.

¹John Coulbourn, Administering the School Library,

The Problem

The problem is to make a guide for librarians, administrators or anyone interested in setting up a school library. To my knowledge, there is no known handbook that one can refer to in setting up a school library. Most of the books of this nature are more concerned with the technical aspects of the librarian such as classification, cataloging, etc.

The Purpose of this Thesis

The purpose of this study is to set up a guide and standards for a school library. In this study are included the standards of the states of Minnesota, North Dakota, South Dakota, and the North Central Association. The study includes the functions of the library, housing the library, the budget, the materials in the library, library furniture, and the library personnel.

Delimitations

This study has been narrowed to cover mostly the high school library. At times the grade library is included where the differences between the two would be great.

The basic functions of a library would be the same whether in a large or small school, or a rural or urban community.

Procedures

This study was made through reading, personal interviews, and my own experience. The American Library Association, Superintendent of Documents, and other agencies were contacted, for help and suggestions in writing this handbook. Ideas from personal interviews with the Minnesota State Library Supervisor and other school librarians were used. Having served as a school librarian for five years, my ideas were incorporated in this problem.

THE SCHOOL LIBRARY

Philosophy

To accomplish the objectives of the school library, the librarian must be aware of the possibilities of library service in the educational development of pupils.

No better basic philosophy has been expressed than that by Anna Clark Kennedy, Senior Supervisor of School Libraries, New York State Education Department. Her philosophy is summarized in the following statements:

The School Library is:

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

2. A teaching Agency The school library has a positive, active, teaching function. It suggests the reading of books which might

otherwise be unknown or neglected. It supplies all types of materials for developing and expanding interests. It stimulates new interests. Through its reference tools, indexes, bibliographies and catalogs, the realms of information and knowledge may be explored. The library cooperates with other agencies of instruction in helping pupils learn how to use libraries and their materials, how to find information, how to study. By its bulletins and exhibits, by its posters, direction sheets, and guides, by its appearance and atmosphere, the library teaches informally and encourages learning. By its introduction to the public library, it suggests the lifetime use of this public service to further any interest or experience. The beauty, order, and quiet of the library, the efficiency of its organization, the appeal of its materials invite reading, make study attractive, carry on and increase the enthusiasm, zeal, or motive started within its own walls or in the classroom, assembly, shop, laboratory, or gymnasium.

3. A Materials Center The school library is a materials center. In it, the books, films, filmstrips, records and transcriptions, periodicals, pictures, and maps to satisfy the interests and to meet the needs of the pupils and teachers of the school are organized, cataloged, shelved or filed, and displayed so as to be easily found and used.

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

Principles

Principles will change to be in harmony with the current concepts of education. The following principles were developed by the Joint Committee on Education; they are applicable to all libraries small or large; they are quoted in this study because they are fundamental to the development of any

qualitative school library standards:

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

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

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

The school library program should carry out the purposes of sharing in the whole school program and of encouraging the effective use of books and libraries by providing individual service to individual children through reading guidance, ample reading materials, and library experience.

Three essential factors without which a school library does not exist are: (1) the librarian, (2) the book collection, and (3) the library quarters.

A school library does not become effective without the informed and constructive participation of many persons within the school system in addition to the librarian and the pupils, including especially - (1) the superintendent of schools and the central administrative staff, (2) principals of school buildings, and (3) classroom teachers.

School libraries and the public library should work together to provide a coordinated and complete library service to school children without unnecessary duplication of activities.

State leadership, operating under adequate state laws and regulations and working in cooperation with local groups, is essential in performing certain promotional, advisory, administrative, and coordinating services not otherwise available to local school libraries.¹

Objectives of the Library

The purposes of all school libraries are basically the same, whether the library is in a small school or large, or whether it is located in a rural or urban community. The basic purposes of the library should be identical with the school itself, but the librarian must have purposes stated that are more closely related to the library than to general educational objectives. It is hard to separate the basic purposes of the school library with the basic purposes of the school itself. The library should share in carrying out the whole school program by providing services to children and teachers in reading guidance, use of books, ample reading material and the use of the library.

Drawing upon a number of sources, the objectives of the school library may be stated as follows:

1. To provide the pupils with the best possible library

¹National Education Association and American Library Association Joint Committee, Schools and Public Libraries Working Together in School Library Service, p. 8-16.

materials necessary to help them to develop their individual abilities and traits. In selecting books or other materials, the librarian should have a definite goal in mind whether it be for leisure reading, or to supplement classroom work.

2. To guide and stimulate the pupil in his choice of material. The pupil should get personal direction in his leisure reading, or carrying out projects in relation to his classroom work. Particular attention should be paid to his age, ability, and his interest.

3. "To participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents, and other community members."² The school library is no longer just a collection of books but has become the center of a great many educational materials such as visual aids, pamphlets, periodicals, etc. Upon the librarian, with her professional training, rests the responsibility of selecting appropriate materials for the library.

4. To help the pupil develop interest and develop a desirable social attitude. Through books, periodicals, and exhibits, the library is probably the best place in the school to develop these. The modern library will not have signs of

² American Library Association, School Libraries for Today and Tomorrow, p. 9

"Silence" or "No Talking". There is nothing wrong with two boys reading the sport page together or two girls helping each other in the use of the card catalog. A good librarian walks around helping students. He may have the library club responsible for many activities demonstrating good qualities of cooperativeness and responsibility.

5. To teach the children how to make good use of the library. Pupils must develop skill in the use of various library aids such as card catalog, indexes, dictionary, etc. Throughout his life there are times when he must resort to the printed page.

6. To cooperate with the staff in the selection of all types of library materials which may aid in the educational program. The librarian must not hold himself apart from faculty meetings and other functions of the staff. He must participate in the planning of the educational program. Too often librarians feel themselves apart from the faculty. Much can be learned of the pupil by the librarian and the teacher getting together. Each has a chance to observe the pupil in a different atmosphere.

7.

To encourage lifelong education through the use of library resources, backed by the skill he has acquired in the use of library tools, encouraged by the schoolday successes in the pursuit of knowledge through the use of these tools, and cognizant of the pleasurable and aesthetic satisfaction in reading, the pupil leaving school is all set to take his own education in hand and to pursue it by that 3
"peoples university", the public library.

³
L. F. Fargo, The Library in the School, p. 24.

8. To cooperate with other libraries and the community heads in planning a good library program for the area.

COOPERATIVE UTILIZATION OF THE LIBRARY

A useful and successful school library depends upon the cooperative utilization of all school groups, administrators, teachers, librarian, and students, who first must understand its purposes and then agree upon its objectives. One group alone, striving for a functional library, will not succeed if met with disinterest from the other groups.

Administration

The superintendent and principal must thoroughly understand the library and recognize what it can do for the school. The superintendent is in the best position to interpret the library to the board of education and thence to the community. His attitude will, to a large extent, determine the attitude of the board and it is upon his back that the financial support of the library rests.

The administration of the library is largely determined by the principal's use of it. He must know what he can and should expect from the library in its relationships with all of the groups. Since the principal comes in close contact with superintendent, teachers, librarian, and pupils, his attitude about the library is of great importance in enabling the library to grow or in restricting its use.

Faculty

Much of the success of the library depends, of course, upon the teacher-librarian cooperation. Both are equally responsible in developing reading tastes and habits in the pupils. Teachers, who teach with and through the library are enriching and extending pupil interests. Many good magazines and books lie idle on the shelves because the teacher does not bring them into the classroom teaching. The classroom teacher will turn to the librarian for suggestions for supplementary material and will advise pupils to consult the librarian for materials for report or for leisure reading.

The librarian is perhaps the most important single factor not only because of the technical aspects of his job but because he must also understand and coordinate superintendent, principal, teacher, and student in order to make the library ideals tangible realities.

Students

A school library is primarily concerned with students and is built around the education of young people. Whether or not, then, these young people use the library and its facilities, is a measure of its validity. The library should help the student in developing his reading program, contribute to his social and occupational development, serve as a laboratory for reference work, enrich the curriculum, and should be

physically organized in accordance with the accepted practices in library organization. The students, in turn, must realize the values of the library, and participate in its use and development so that they may receive full benefits of what the library has to offer.

Community

One of the chief purposes of the library is to encourage lifelong education through the use of the library. Adult education begins in the library and whether the library is used after school days, depends much upon the schoolday successes of the student in the library. For many people the only means of a higher education is through continuance of library usage. The library also provides a means of recreation and enjoyment and is a source of information for all.

The community must feel that the library is theirs and theirs to use whether it be a public or a school library.

LIBRARY STANDARDS

There are two kinds of standards - quantitative and qualitative. Quantitative standards pave the way for qualitative ones and both precede the application of criteria.

Quantitative standards attempt to set up numerical measurements and detailed requirements for all aspects of the school library. They tend to restrict and limit the growth of the library because these standards are often interpreted as maximum rather than minimum. Quantitative standards do serve a purpose by setting out a concrete program or pattern and serve as a guide for the development of satisfactory school library service. These standards are numerical, hence easy to follow; they supply the necessary framework.

On the other hand qualitative standards attempt to express in functional terms the same ideal requirements as quantitative standards. These standards encourage each school to set up library practice in terms of its own needs. Qualitative standards might be less satisfactory because they are not stated in numbers and difficult to follow. On the other hand, these standards are flexible enough to be applied to all school libraries with equal effectiveness.

Evaluative criteria consist of a series of statements about the school library stressing the relationship of library service to the needs of the school - a goal to which the school may strive. The criteria should be broad enough to cover all

contingencies and to apply to all school libraries regardless of the size. In checking the criteria to a school, only those criteria that apply are checked in the evaluation.

School library standards have as their basic function the improvement of library facilities of the school. The purpose is to suggest a program for immediate betterment of the library and to present a picture of the ideal library service as a goal for further development.

History

In 1915, a Committee was appointed by the National Education Association for the purpose of studying school libraries. The Committee was composed of outstanding librarians and schoolmen. They were instructed to bring in a report that might be expressed in the form of standards for the maintenance and organization of the school library.

The report was three years in the making and was known as the "Standard Library Organization and Equipment for Secondary Schools of Different Sizes". It was sometimes called the "Certain Report" after the chairman of the Committee. It was adopted by the National Education Association as the official standard for high school libraries. The Education Committee of the American Library Association also approved it.

In 1918, the North Central Association of Colleges and Secondary Schools adopted it as its official school library standards. A supplement was added in 1932. In 1939, the North Central Association replaced these standards with qualitative

standards. These are much less specific and more adjustable to the highly developed needs of the schools in the area.

A Commission on Secondary Schools was established in 1929 by the accrediting association of the Middle Atlantic region. The Commission drew up standards which included the library in the statement "library facilities shall be adequate to the needs of instruction". In 1938, the evaluative criteria of the Cooperative Study was approved for the existing standards.

Something similiar to the "Certain" standards were approved in the South and schools were given a reasonable number of years in which to comply with them.

In 1933, the Cooperative Study of Secondary School Standards was organized, with each regional association taking part in the arrangements, and contributing to the expenses. The purpose of the study was "Quantity is even today of great importance but quality is of still greater importance. It may be that a good quality of production is possible without the necessity of all the carefully developed, specially prescribed, quantitative measures. To find the measure of quality is the first and most important reason for launching the study".¹

Interest in all aspects of the library was great and the demand from the librarians for a volume on the school library

¹George Carrothers, "What Constitues a Good School and By What Standards Shall it be Evaluated?", Proceedings of the N.E.A., 1934, p. 506

was so insistent that all material pertaining to the school library was printed in one pamphlet.

The areas covered by the Cooperative Study are, in general, those of the old standards, but they have been freed from minute detail and exact specifications. The standards were replaced by an evaluative criteria, which consisted of a series of statements of worth-while achievement and descriptions of acceptable library service. The school is evaluated in terms of these statements. Each section may be scored numerically and then translated into graphic form in a series of thermometers that show the "educational temperatures" of the library. A median "educational temperature" was founded based on two hundred experimental schools. Any school can determine the status of its library in relation to that of other school libraries of the same type, size, and region.

Regional Accrediting Standards

The function of the six regional education associations in the United States is to improve the status of education and maintain standards for accrediting the member schools. The New England and the Western Association are not accrediting agencies, hence they do not have school library standards. The Southern and North West Association have quantitative standards. The Middle States Association uses the evaluative criteria of the Cooperative Study. The North Central Association has qualitative standards.

All have certain features in common. All four of them have provisions relating to the library and the book collection. They include as items of primary importance the appropriation, the library room, and the organization. Other sections cover the equipment, the instruction in library use, and the functioning of the library.

North Central Association

The following quotations are excerpts from the North Central Association in regard to standards and criteria for the library:

Library Staff

The Librarian In schools with an enrollment of 500 or more pupils, the librarian is a full-time librarian. In schools with an enrollment of 200-499 pupils, the librarian may be a full-time librarian, a study-hall librarian, or a teacher-librarian; at least half the time of a teacher-librarian is devoted to the library. In schools with an enrollment of less than 200 pupils, at least two periods a day of the teacher-librarian's time are devoted to the library.

Professional Preparation In a school with an enrollment of 500 or more pupils, the librarian has completed a minimum of 24 semester hours of library science. In a school with an enrollment of 200-499 pupils, the librarian has completed a minimum of 16 semester hours of library science. In a school with an enrollment of less than 200 pupils, the librarian has completed a minimum of 6 semester hours in library science.

The work in library science includes such courses as the following: School library organization and administration, cataloging and classification, book selection and acquisition with emphasis on the reading and

needs of adolescents, reference material, and general bibliography.

Assistants Provision is made for an adequate number of assistants to the librarian, either as assistant-librarians or as pupil-librarians.

Library Expenditures

That part of the annual secondary school budget devoted to library expenditures varies according to the size of the school; the smaller the school, the greater the pupil per capita expenditure. A minimum amount of \$200.00 is expended annually in each secondary school for the purchase of library books, periodicals, newspapers, pamphlets, vertical file materials, and supplies.

The budget is planned in accordance with the library needs as shown by the annual library inventory and in accordance with the school's objectives for library service. The following scale of annual expenditures is recommended as a guide:

Schools with an enrollment of 1,000 or more pupils expend approximately 50 cents per pupil.

Schools with an enrollment of 500 to 999 pupils expend approximately 75 cents per pupil.

Schools with an enrollment of 200 to 499 pupils expend approximately \$1.00 per pupil.

Schools with an enrollment of less than 200 pupils expend not less than \$200.00.

Library Service - The library is easily accessible to pupils, adequate in size, and attractive in appearance.

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 pupils in the development of the habit of reading and enjoying books and periodicals of good quality and real value, (6) continuous and systematic use of the library by teachers

The Librarian

The library staff has a broad, general education, a good understanding of the school's philosophy of education and of its educational program, and some successful teaching experience. The staff has the ability to work effectively with teachers in finding and using suitable library materials and aids in teaching and learning, to work agreeably and effectively with pupils, and to teach them to find and use library material readily and effectively.....

Library

Materials - The library should be conceived of as a communications center. The number and kind of library and reference books, periodicals, newspapers, pamphlets, information files, audio-visual materials, and other learning aids should be adequate for the number of pupils and the needs of instruction in all courses offered.

Location and Equipment - The library room, or combination study hall library should be easily accessible, should accommodate approximately ten per cent of the enrollment, should be attractive in appearance, and should contain standard library equipment, such as: reading tables, desks or desk-chairs, chairs, librarian's desk, cabinets for card catalogs, magazine and newspaper racks, dictionary stands, and filing cabinets. In judging the adequacy of library space, consideration should be given to modifying factors in individual schools and to the extent to which library facilities are decentralized.

The record system should include a shelf list, alphabetically arranged card catalogs, an accession record, and should be classified by the Dewey Decimal system or other classification system acceptable to the State Committee. The central library may be supplemented by departmental or classroom libraries of frequently changed materials appropriate to the work of individual classes.

Summary of State Standards

Books and periodicals The requirements range from the very simple statement of number and kind needed for schools of varying size to the qualitative influence by inserting such statements as "well selected", "adequate", etc. Seventeen of the state standards provide for the periodical equipment of schools including daily papers; ten states require the Sunday editions of metropolitan papers.

Librarian Most of the standards allow a teacher-librarian, or part-time librarian in small schools and fully-trained in large schools. The amount of training varies from six to eighteen for part-time to twenty-four to thirty semester hours for a full-time librarian. The determining factor of small and large varies all the way from three hundred to six hundred pupils. If the school exceeds one thousand pupils, all the standards provide for clerical help. Some states classify the school by the number of teachers, and some by average daily attendance.

Organization Almost without exception the standards call for a shelf list, card catalog, card loan system, accession record, Dewey decimal, and other standard library records.

Rooms and equipment Almost all state that it should be near the study hall and have the standard library equipment. The seating capacity varies all the way from ten to thirty per cent of the student body. In small schools some state a library study hall combination is permitted. As to shelving and furnishing, many of the standards go into minute detail.

Appropriation Twenty-four states state fifty cents to one dollar and fifty cents per pupil according to the size of the school. Three state a flat minimum of one hundred dollars.

The following are excerpts from North Dakota, South Dakota, and Minnesota library standards:

Standards of North Dakota

The library should be the school center for fact-finding information and inspirational reading. The pupil who has used the library intelligently should, at graduation, find that he has mastered the technique of using books as tools; that he has become familiar with a comparatively wide range of books and authors; that he has definitely formed personal reading tastes and appreciations; and has acquired standards for estimating and judging books.

If the school library furnishes this extra-curricular training, the collection must be carefully selected for content, physical make-up, choice of edition, balance of subject matter, and age-appeal. Such a collection can be secured only when the selection has been made wholly from standard recommended lists. Important as the collection is, its usefulness will be largely determined by the librarian and the attitude of the teachers.

The librarian should be chosen because of her personality, her training, and her background of reading. She is more important in making the library a real asset to the school system and pupils than book collection, room, or equipment. If the library is to function successfully, there should be all of these factors: a qualified librarian, an adequate book collection, satisfactory quarter, and the necessary library equipment and supplies. The library should not be used as a study hall, and during her hours of library service, the librarian should have

no other demands made upon her time or attention.

Specifications The room should be rectangular in shape, and should provide accommodations at one time for at least ten per cent of the total high school attendance. Each reader should be allowed at least 25 square feet of floor space. The tables should be 3 feet by 5 feet in size, and should be arranged at right angles to the wall, having the greatest number of windows. The chairs should be of plain, substantial type, without arms.

Open wooden shelving, built in against all wall space is most desirable. It may not be above 7 feet high, with 6 or 7 shelves, of which only the bottom shelf may be stationary. Do not fasten a trimming strip to the uprights, but leave them flush with the outer edge of the shelf and thus avoid "pockets" at the ends of the shelf into which books slip out of sight. The bottom shelf should be at least 4 inches from the floor, with a filled base to connect with the other base in the room. The shelves should be 3 feet long, and when books are shelved, at least 6 inches at the right end of each shelf should be vacant, so as to avoid crowding. Book supports should be used to keep books upright and to avoid warping.

Where wall space is insufficient for the shelving and no stack-room is available, free standing shelves, or stacks should be installed. A passage way of 3 feet at least should be left between the stacks.

Organization The library should be properly organized, classified according to the Dewey Decimal System, catalogued on standard 3x5 inch cards, and a book-pocket and book-card charging system installed. A filing cabinet to accommodate the catalog and shelf-list cards, a vertical file for pamphlets and clippings, an accession record, and office and mending supplies, should be provided. The organization of a library collection is a professional and technical piece of work, and should not be attempted by anyone who has not had library training.

Book Selection The State Department of Public Instruction approves the following as the basis for book selection:

Standard Catalog for High Schools, published by the H. W. Wilson Co., 950 University Ave., New York City.

Basic Book Collection for High Schools, published by the American Library Association, 520 N. Michigan Ave., Chicago, Ill.

Newspapers and Magazines Every high school library must be provided with at least one good daily newspaper and four good magazines. Magazines subscribed for should be selected to appeal to different tastes, and those indexed in Readers' Guide to Periodical Literature, published by the H. W. Wilson Co., New York City, will be most useful for reference work beyond their current reading. Subscription price to the Abridged Guide is determined by the magazine taken, and the rate for your school will be quoted on request to the publishers. Send a copy of your periodical subscription list when asking for price.

Dictionaries Each high school study hall must be equipped with not less than one up-to-date abridged dictionary for each eight pupils enrolled and one unabridged dictionary.

Encyclopedia There must be at least one junior set of encyclopedias (such as Compton's and the World Book) for each 50 pupils enrolled. Larger and more comprehensive senior and adult encyclopedias (such as The Americana and Britannica) must be added in the larger four-year high schools. Very small high schools which can not afford both junior and senior sets should first provide a junior set for the school.

Information about reference books and sets will be found in Subscription Books Bulletin, published by the American Library Association, 520 N. Michigan Ave., Chicago, Ill. at \$2.00 per year. Copies of this bulletin, or information on specific sets may be had from the State Library Commission, Bismarck, N.D.

Minimum Library Standards

The following requirements are listed as the minimum for high schools according to their respective enrollments:

100 students or less -

Books and Periodicals - Minimum collection,
10 books for each
student from approved
lists. 1 daily news-
paper, 4 good magazines.

Librarian - Teacher-librarian with the equivalent
of at least 4 semester hours training
in library science, 2 hours of which
shall be in supervised practice work:
to devote definite time to library.
Library open all day.

Appropriation - \$2.00 per student per year for books

and periodicals exclusive of salaries.

Organization - Books catalogued, adequate loan system, accession record.

Reading Guidance - Systematic instruction in use of books for profit, and guidance in use of books for pleasure.

100 - 200 students

Books and Periodicals - 1,000 books from approved lists. 2 daily newspapers, 7-12 periodicals.

Librarian - Teacher-Librarian with 6 semester hours in library science, 2 hours of which shall be in supervised practice work; to devote at least two periods each day to library. Library open all day.

Appropriation - \$1.50 per student per year for books and periodicals, exclusive of salaries.

Organization - Card catalogues, shelf list, accession record, adequate loan system.

Equipment - Separate library room or part of study hall fitted with tables and chairs, and shelving.

Reading Guidance - Systematic instruction in use of books for profit, and guidance in use of books for pleasure.

200 - 500 students

Books and Periodicals - 1,500 books, newspapers, 15-20 periodicals.

Librarian - Half-time librarian with 8 semester hours in library science, 2 hours

of which shall be in supervised practice work. Library open all day.

Appropriation - \$1.50 per student per year for books and periodicals, exclusive of salaries.

Organization - Card catalogues, shelf list, accession record, adequate loan system.

Equipment - Separate library with tables, chairs, shelves, loan desk, magazine rack, bulletin board, etc. Accommodate 10% of students.

Reading Guidance - Systematic instruction in use of books for profit, and guidance in use of books for pleasure.

500 - 1,000 students

Books and Periodicals - 3,000 books, newspapers, 25-30 periodicals.

Librarian - Full-time librarian with training of a teacher including 16-20 semester hours in library science, 3 hours of which shall be in supervised practice work.

Appropriation - \$1.50 per student per year for books and periodicals, exclusive of salaries.

Organization - Card catalogues, shelf list, accession record, adequate loan system.

Equipment - Separate library with tables, chairs, shelves, loan desk, magazine rack, bulletin board, etc. Accommodate 10% of students. Essential equipment.

Reading Guidance - Systematic instruction in use of books for profit, and guidance in use of books for pleasure.

1,000 or more students

Books and Periodicals - 5,000 or more books, newspapers, 40 or more periodicals.

Librarian - Full-time librarian with college graduation plus at least 24-30 semester hours in library science.

Appropriation - \$1.00 per student per year.

Organization - Card catalogues, shelf list, accession record, adequate loan system.

Equipment - Separate library with tables, chairs, shelves, loan desk, magazine rack, bulletin board, essential equipment, etc. Accommodate 10% of students.

Reading Guidance - Systematic instruction in use of books for profit and guidance in use of books for pleasure.

Standards of South Dakota

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

Provisions for the school library should include the following:

1. There must be a responsible head for the library, who may be a full-time librarian or a teacher-librarian who gives part time to this work. In small schools, this work will be assigned to a teacher as an addition to her other duties.
2. Books, periodicals, pamphlets and audio-visual aids to supply the needs for reference, research, cultural and inspirational reading.
3. All materials must be fully catalogued and well organized. Books should be classified under the Dewey Decimal System.

4. A budget which provides adequately for the maintenance and improvement of the library.

5. Encouragement of pupils in the development of the habit of reading and enjoying books and periodicals of good quality and real value. Pupils should be taught in the use of the library.

6. Teachers should be encouraged in the systematic and continuous use of the library.

Regulations - Minimum Essentials for a Library

On an estimated basis, the minimum book collection for a small high school should be as follows:

1. A standard approved encyclopedia, an approved unabridged dictionary, several abridged dictionaries, an approved atlas, a biographical dictionary, a college Blue Book, a world almanac, twenty-four books for outside reading in each class in English, six books for each class in social studies, three books for each class in mathematics, science, and foreign language. (Sample texts are not included in the above number.)
2. Each library shall have at least eight periodicals which are indexed in Abridged Reader's Guide including one daily newspaper selected by the superintendent or principal.
3. When a city library is available, care should be taken to avoid the duplication of titles.
4. Selection of books - Books should be selected in terms of the interests and needs of the pupils and teachers, requirements of curriculum, methods of teaching, and availability of books outside the school collection.

5. Minimum Standards for Annual Expenditures:

<u>High School Enrollment</u>	<u>Minimum Annual Appropriation</u>
0-99	\$100.00
100-199	1.00 per pupil
Over 200	.75 " "

Aids for selection of approved library books are:

1. Standard Catalog for High School Libraries
2. Basic Book Collection for High Schools
3. Wilson Library Bulletin
4. Booklist, a guide to new books
5. South Dakota Free Library Commission

Recommendations

It is recommended that the person in charge of the school library have a minimum of six semester hours in library science.

The library should be adequately housed, easily accessible for faculty and pupils. Housing in cubby holes, closets, supply rooms or offices does not provide for ready use and will not be approved.

South Dakota Free Library Commission will be glad to assist superintendents of schools and teacher-librarians. The following services are available to any school requesting them:

1. The school librarian will come to your school and, with assistance of teacher-librarian, will supervise the weeding of book collection, classification, and cataloging of library, assist in book selection, preparation of pamphlet file, and planning physical organization of the library.

2. Books and other material needed for reference work will be sent upon request. Bibliographies will also be compiled. Books will be loaned to schools to supplement book collections in high school libraries for a period of two months. These books may be borrowed on a teachers card signed by the teacher and the superintendent and principal, or two school board members.
3. The South Dakota Free Library Commission Bulletin, current book lists, or other mimeographed material, will be sent to any teacher upon request.
4. For further information regarding materials, write to South Dakota Free Library Commission, Pierre, South Dakota.

Standards of Minnesota

The modern school library is a service agency with an organized working collection of books, periodicals, pamphlets, and audio-visual aids, suited to the needs and interests of boys and girls. It can be fully effective only as teachers and pupils come to know its resources and to use its service, and as administrators come to understand its responsibility and opportunity as a central service agency to the whole school, and are willing to provide adequate support for such service.

PERSONNEL

The following standards shall be met as soon as qualified librarians are available to meet the requirements as her set-up.

Librarian - Training

The following librarians are required to hold High School Standard Special Certificates:

1. Librarians in graded elementary and secondary schools with 600 or more pupils.
2. Librarians devoting more than half of the school day to library work.
3. Librarians of public or school libraries giving school library service under a contract between a school board and a library board.

The following teacher-librarians are required to hold a minor based on 18 quarter or 12 semester hours of library training from an accredited institution:

1. Teachers in graded elementary and secondary schools with not less than 400 nor more than 599 pupils.

The following teacher-librarians are required to hold an endorsement based on a minimum of 9 quarter or 6 semester hours of approved courses from an accredited institution:

1. Teachers in graded elementary and secondary schools with not less than 200 nor more than 399 pupils.

The following teacher-librarians are required to have some library training:

1. Teachers in graded elementary and secondary schools with less than 200 pupils.

Librarian - Service

1. In schools with an enrollment of less than 200 pupils, library service of not less than one period daily shall be given by a part-time librarian, with some library training.
2. In schools with an enrollment of not less than 200 nor more than 399 pupils, library service of at least two periods daily shall be given by a part-time librarian, with a library endorsement based on a minimum of 6 semester or 9 quarter hours of library science.
3. In schools with an enrollment of not less than 400 nor more than 599 pupils, library service of at least 3 periods daily shall be given by a part-time librarian, with a library minor based on a minimum of 12 semester or 18 quarter hours of library science.
4. In schools with an enrollment of 600 to 800 pupils, a minimum of four periods a day shall be devoted to library service by a certified librarian.
5. In schools with an enrollment of 800 or more pupils full-time library service shall be given by a certified librarian.

6. A full-time certified library assistant, either professional or clerical, shall be employed for each additional 1,000 pupils, or major fraction thereof.

MATERIALS

The materials collection of the modern school library shall include books, periodicals, pamphlets, pictures, recordings, film and other audio-visual aids, such as maps, globes, museum objects, radio programs and transcriptions.

Budget

Books - Provision shall be made in the budget for an average expenditure (over a period of years) of \$1.00 per pupil per year.

Periodicals and newspapers - Provision shall be made in the budget for an average expenditure (over a period of years) of 15 to 20 cents per pupil. Elementary and secondary schools with an enrollment of less than 200 should provide a minimum of \$30.00.

Encyclopedias and Dictionaries - Special provision shall be made in the equipment or replacement budget for adding new or additional sets.

Contents

Books - The book collection shall reflect the needs of the curriculum, the abilities and interests of the pupils. The usefulness of the collection depends in large measure on the quality of the books and the initial or basic collection shall be evaluated in terms of titles in the recommended booklists. The number of titles will vary according to the size of the school; five appropriately selected books per pupil will serve an enrollment over a thousand, whereas ten books per pupil are needed for an enrollment of 200.

Periodicals - The needs of both the elementary and the high school pupils shall be taken into consideration in the selection of periodicals. Magazines to be used for reference purposes should be subscribed to on a 12-month basis. A magazine index is necessary in all libraries.

Encyclopedias and dictionaries - The basic reference collection of the library shall include dictionaries and encyclopedias approved by the Library Division of the State Department of Education and copyrighted within the last ten years.

Dictionaries - At least one unabridged dictionary and as many more as may be necessary.

A sufficient number of abridged dictionaries to meet the needs of the library.

Encyclopedias - For graded elementary schools, a minimum of one approved juvenile encyclopedia.

For graded elementary and secondary schools, the library shall have a minimum of one junior and one senior set, and such other sets as are needed.

QUARTERS AND EQUIPMENT

To carry out any adequate program of service, the smallest school library - whether designed for elementary, junior high school, senior high, or twelve-grade school - should consist of a reading room for pupils and a workroom for the librarian. For this minimum arrangement for the small school, the quarters consisting of reading room, conference rooms, listening rooms, open stacks, workroom,

(Continued next page)

library office, library classroom, accommodations for audio-visual materials, and storage space, expands the range from the smallest to the largest school offering the services of a central library.²

Room

25 square feet per reader.

Floor space sufficient to seat 15% of the enrollment, or a minimum of the largest class group plus 20, except in schools of 1,000 or more pupils where 10 to 20% of the enrollment appears to be adequate. No reading room should seat more than 100 pupils.

A school housing grades one through 12 requires more space than the library serving elementary or high schools separately.

A library workroom with sufficient storage space.

Equipment

Tables and chairs of sizes suited to the groups to be served.

Open and adjustable shelving, not higher than the average child can reach, sufficient to care for an average of 10 books per pupil, allowing eight books per linear foot.

Regular shelving may be used effectively for magazines and newspapers.

Shelving for picture books needs veneer uprights every nine inches.

Other essential pieces of equipment are bulletin boards, charging desk, standard card catalog cases, vertical file, and

² American Library Association, 1945, School Libraries for Today and Tomorrow, p. 43

dictionary stand.

The library workroom requires a desk or table and chair, running water, shelving, and at least one electric outlet.

Difficulties in Application of School Library Standards

Many of the difficulties surround their application and enforcement.

1. Perhaps the greatest obstacle is the lack of understanding of the value of the school library by school officials.
2. Another difficulty is the lack of financial and physical resources.
3. The lack of trained librarians to meet the needs.
4. The nature of quantitative standards renders them difficult to apply uniformly to all school systems.
5. The lack of assurance that the mere meeting of numerical requirements will lead to a satisfactory school library.
6. There is much difficulty in applying qualitative standards.

Some Results of Library Standards

1. They have initiated a spirited discussion of school libraries that has continued and increased up to the present.
2. Educators unfamiliar with libraries began to study them and became convinced of their educational value.

3. Practically all state departments of education devote a section of their annual report blanks to the library.

4. It has provided teachers with materials and resources to enrich their teaching.

5. A phenomenal increase in the number of school libraries and the improvement of their equipment.

LIBRARY PERSONNEL

Size of Staff

In the past, most schools have only considered the size of enrollment as the chief criteria for the size of the staff without due consideration to other factors which have an important bearing on the librarian load. Among these are library attendance, circulation, and book selection activities. M. M. Smith¹ says that among the most important factors to be considered are the philosophy of the school program, the amount of library activity involved in school assignments, the program of library instruction, and whether or not the library functions as a study hall. To these should be added the amount of organizational work such as classifying, cataloging, etc. done by the staff.

The axiom that no organization is stronger than its leader may well apply to the school library.

The school librarian is perhaps the most important factor in a full program of library service. A professional librarian who knows books and knows how to select, organize and interpret them; a master teacher who understands children and knows what the school should do for them; and a practical executive who is skilled in organizing a variety of forces to produce effective action in all are needed in the person of the successful school librarian. Professional preparation and experience both in librarianship and in education are desirable. The librarian must know and understand what teachers are doing in their classrooms. The librarian should be accorded

¹M.M. Smith, The Service Load of the High School Librarian, (unpub. thesis), p. 10

the same professional status as other faculty members under similar conditions of employment with respect to such matters as certification, salaries, retirement and tenure. He needs time to do his job; a teacher with full-time teaching duties who tries to look after the library on the side has been given an impossible assignment.²

If the librarian is to share equal responsibility with other teachers in guiding and stimulating students, the librarian's work load should be in harmony with other teachers. The program of the school should be examined in determining the number of pupils one librarian can serve effectively.

In any school with an enrollment of 200 pupils or more, one full-time librarian is needed if the full responsibility of the library is realized in the school program. Recent recommendations would provide "the full time of one school librarian, or its equivalent, for approximately 500 pupils age 6 through 19".³ For every additional 500 pupils one full-time school librarian is needed.

If the school has an enrollment of less than 200 pupils, the school program should definitely schedule part-time service during the day from a teacher-librarian within the school or from a professional librarian who serves more than one school.

² National Education Association and American Library Association Joint Committee, Schools and Public Library Working Together in School Library Service, p. 11

³ National Education Association, Research Bulletin XXII, Proposals for Public Education in Postwar America

In the case of a teacher-librarian or "visiting librarian", clerical assistance is needed to give them as much time as possible to work with the students and teachers in the use of library materials and to the other aspects of the library program in which the librarian has received training.

The American Library Association recommends one full-time clerical assistant for 1,000 pupils and one for each additional 1,000 enrolled whether elementary or secondary. This will give the librarian more time to serve on curriculum committees, and for teacher-librarian-pupil relationships.

Training of the Librarian

In thirty-one states and the District of Columbia, school librarians must hold certificates issued by the state department of education. In seventeen states there are no special certification requirements for school librarians, though it is probable a teaching credential is demanded. In general, requirements include twelve to fourteen hours in education in addition to library science.

Among the other special provisions of significance are approval by the state supervisor of school librarians of all credentials authorizing employment of school librarians, and provision for temporary certification combined with opportunity for the attainment of a permanent or high grade credential on presentation of additional library science credits. A growing

number of states are requiring librarian certification for service in the elementary schools.

According to the American Library Association,⁴ the school librarian should have completed an organized college program in library science, usually thirty to thirty-six semester hours. Consideration must be given to the selection and use of the books especially suited to the needs of pupils and to the function and administration of the library in the school. In line with the trend for a five-year preparation for all teachers, a year of library school training, in addition to four years of college, is desirable for the school librarian.

In addition to professional training in library and education, the school librarian should have those personal traits which are necessary for success in all school personnel - good humor, friendliness with people, a pleasing appearance, dignity and self-control, and initiative. He should understand and try to achieve the objectives of the school. Without administrative help and without teacher-and-pupil utilization of library resources, a coordinated and integrated library program can not exist.

The teacher-librarian should have completed no less than 12-18 semester hours in library science with emphasis on books and their use in secondary and elementary curriculum.

⁴ American Library Association, School Libraries for Today and Tomorrow, p. 42

These credits must be an organized program rather than an accumulation of unrelated or duplicating courses. He has the dual responsibility of teaching and acting as librarian. The training of a teacher-librarian may well be the responsibility of teacher-training institutions.

L.F. Fargo⁵ summarizes the duties of the school librarian in the following charts. These charts were originally developed on a basis of a duty analysis made under the direction of Dr.W.W. Charters and as part of the American Library Association curriculum study. It has been revised from time to time to meet new conditions.

⁵L.F. Fargo, The Library in the School, p. 126

DUTIES OF THE SCHOOL LIBRARY STAFF

Librarian and Professional Assistants

Professional Work

Administrative	Technical	Educational
Directing lib. policy	Evaluating books, periodicals, audio-visual, pamphlets, etc.	Reference Work Bibliography making Project Making
Scheduling and supervising staff	Selecting (same as above)	Reading guidance Library instruction
Programming pupil attendance	Acquiring (same as above)	Assisting teachers in curriculum enrichment
Planning lib. quarters	Preparing displays	Assisting parents and teachers in reading guidance, pupil adjustment
Business Admin. (Budget Working with office	Classifying Cataloging	Preparing exhibits
Determining routines, rules	Shelf-listing	Studying curriculum
Organizing circulation work	Indexing	Directing clubs
Making reports	Filing in Catalog	Attending faculty meetings, etc.
Cooperating with pub. library, supervisors, pupil organizations	Carrying out binding routines	Serving on curriculum committees
Making contacts - parents and teachers, professional organizations	Organizing audio-visual aids and pamphlets collections	Reading educational literature
Publicity work	Organizing lending system	Visiting classes
	Keeping up on professional reading	Maintaining discipline

Pupil, Clerical, Mechanical Assistants

Clerical Work

Typing -
 Correspondence
 Bibliographies, lists
 Orders - books, etc.
 Overdue notices
 Fine notices

 Circulating books

 Filing - Circulation
 Clippings
 Pictures
 Periodicals

 Checking orders

 Taking inventory

 Keeping statistical records

 Checking attendance

 Accessioning

 Checking periodicals

Mechanical Work

Shelving and shelf reading

 Labeling - Books, pamphlets,
 pictures, posters,
 signs

 Stamping books

 Mending books

 Caring for periodicals

 Mounting pictures

 Collating books

 Cleaning books

 Library housekeeping

 Labeling and caring for
 audio-visual aids and operat-
 ing mechanical apparatus

LIBRARY BUDGET

A definite sum of money each year should be allotted to the library for the purchase of books, periodicals, etc. For a school with an enrollment of two hundred or less, a minimum annual budget should be about three-hundred dollars. For larger schools an annual expenditure of \$1.50 per pupil will provide an adequate library but by no means, a superior one. Schools with a large enrollment of one thousand or more can provide good library service on a lower per-pupil expenditure than a small school.

The library budget may be enlarged to include textbooks and audio-visual materials. Salaries, equipment, and general maintenance are usually omitted from the library budget and included in the general school budget. If the library is just getting started, the initial budget for perhaps two or three years should be larger in order to build up the basic book collections.

Usually the board of education makes the annual appropriation and the librarian takes the initiative in suggesting the total amount needed and its allocation. The librarian will seek the aid of the principal, faculty committee or supervisors, if there is one, in making out her annual budget. The principal must approve the budget before it is presented to the board.

Books of general reference are expensive, and therefore, the American Library Association¹ suggests that "special provision must be made at least every five years for encyclopedia replacements". Funds for the book budget should be available throughout the year so that books may be added as the needs of the pupils and teachers arise. This also assures an introduction of new books every so often to keep the collection alive and interesting.

Allotment for each department may be set down separately or in a lump sum. One must take into account such items as departmental enrollment, extent of material already available, cost of books in different fields, use of library by the department, and the need to preserve balance in the library collection as a whole.

Provisions for the purchase of periodicals should be made in the annual library budget. Fifteen per cent of the total budget seems to be adequate for expenditures on periodicals. The American Library Committee on Postwar Planning² suggests ten to fifteen titles for an elementary school enrolling two hundred, and fifteen to twenty-five for a high school of similar size.

It is also desirable to allot an amount for pamphlets, duplicates, replacements, and binding. Many supplies such as

¹American Library Association, Committee on Postwar Planning, School Libraries for Today and Tomorrow, p. 23

²Ibid, p. 22

paper, ink, etc. may not be in the budget as they are supplied by the school stockroom on requisition. Fines may provide funds to meet a few daily expenditures which may be of no great amount.

Here are three examples of budgets taken from L. F.

Fargo's The Library in the School:³

I

Duplicates.....	\$100.00
Replacements.....	300.00
Magazines.....	125.00
New Books.....	275.00

This budget allows the allotment to each department to the librarian. This would probably be satisfactory for an experienced librarian, and one who is well acquainted with the needs of the departments.

II

English.....	30%
Social Science.....	25
Periodicals.....	15
Science.....	10
Reference.....	10
Other Subjects.....	10

This budget is inadequate because it is too general.

III

General operation (binding, magazine, subscriptions, supplies, equipment)

Binding and rebinding books...	\$200.00
Magazine subscriptions.....	100.00
Supplies (catalog cards, etc.)	50.00

(Continued next page)

³ Op.Cit., p. 253 - 4

Pictures.....	\$10.00
Government bulle-	
tins, etc.....	15.00
Equipment.....	30.00
Contingent.....	75.00
	<u>480.00</u>

Books

Reference.....	45.00
General reading, grades	
and high school.....	135.00

Departments -

Social Studies.....	40.00
Industrial Arts.....	20.00
Science (including	
Chemistry, etc.)....	60.00
Languages -	
French.....	20.00
German.....	20.00
Household Arts.....	20.00
Fine Arts.....	15.00
English.....	20.00
Education.....	15.00
Contingent.....	90.00
	<u>500.00</u>

This budget is very good because it is very definite and complete.

HOUSING THE LIBRARY

Location of the Library in the School

There are a number of factors to consider in determining the location of the library within the school building. One must first consider whom it is to serve. If it is to serve the community as well as the school, the best location would be on street level. It would be very practicable to have a special entrance into the library for the public because it would make it easier for them to get to the library, and the rest of the building may be closed during non-school hours.

If the library is to serve the school only, then other factors must be taken into consideration. Is it to serve the elementary children as well as the high school pupils? Where would the best location for natural lighting be? Other factors to be considered are nearness to study hall, noise, center of traffic, room for expansion, and proximity to allied activities such as the audio-visual room. To locate a library in a wing gives it the big advantage of having natural lighting from both sides but does not allow enough shelving space. Most authorities agree that the most important single consideration is the nearness to the study areas. It must be away from noises such as a highway, service entrance of the school, or playground. Housing the library right next to the study area has the advantage of avoiding hall traffic by having a doorway between the two areas.

Consideration must also be given for expansion if needed. Locating the library near a classroom which later may be converted into part of the library has its advantage.

Number of Rooms

The smallest school library should consist of at least a reading room and a work room for the librarian if it is to carry out an adequate program. To this may be added the conference rooms, library classroom, storage room, audio-visual room, and another reading room. The number of rooms desirable for the library quarters depends upon the size of the school enrollment and the program of the school.

According to the American Library Association, it is essential to provide for library quarters that:

1. Are large enough to serve the needs of the school and to allow expansion as the program develops and the school grows.
2. Are conveniently located with respect to planned use. This usually means that the library adjoins the supervised study areas and has entrances to its reading room easily accessible from all classes.
3. Are near the center of interclass traffic.
4. Are comparatively free from outside noises during the school day.
5. Include adequate natural light, with satisfactory window shades and provision for needed artificial light.
6. Have accoustical ceiling treatment and noiseless type floor covering.
7. Permit a flexible arrangement of materials and equipment.
8. Are near space for allied activities, such as use of audio-visual materials.
9. Can be attractive, colorful, and inviting.¹

¹ American Library Association, School Libraries for Today and Tomorrow, p. 27

Because of economy of size, the library is most frequently required to be a rectangle. It should be wider than a classroom, otherwise it would be too hard to furnish. A rectangular room allows the most room for shelving. A competent architect, with the aid of a librarian, could probably arrange some flexibility to this plan.

The Reading Room and its Size

The main room of the library is the reading room. Schools can plan the size of the reading room in terms of the number of persons who will be seated at any one time. The standard is to allow twenty-five square feet per reader. In small schools, the sitting capacity should be equal to the largest class group plus about fifteen to twenty pupils.

In schools of an enrollment of five hundred, space should be provided for seating capacity of about fifteen to twenty per cent of the student body. If the enrollment is one thousand, it should seat about ten to twenty per cent. In a large school that calls for seating of more than one hundred, there should be two reading rooms or more.

The elementary library should provide space to seat the largest class plus twenty. If the library is to serve all twelve grades, it should seat fifteen to twenty per cent of the high school enrollment and the largest elementary class plus about twenty pupils. A school library serving twelve grades requires more seating space than those serving elementary or high

school separately. A school having a combined enrollment between five hundred and one thousand may wish to have two library rooms, one for the elementary and one for the secondary grades. Each room should have a minimum seating capacity of the largest class group plus twenty, and each, the services of a professionally trained librarian.

The American Association of School Librarians Committee² suggests dividing the reading area into separate rooms according to the enrollment as follows:

Enrollment	Anticipated minimum of readers per class period	Number of reading rooms
1,000	100	1
1,500	150	2
2,000	200	2

If the library is to be used as a study area, the number of reading rooms should be 2, 3, 3.

² American Association of School Librarians Committee on Planning School Library Quarters, Dear Mr. Architect, p.2

EQUIPMENT IN THE LIBRARY

Reading Room

In a small library, a single doorway into the reading room from the hall is sufficient. Larger libraries may require additional doorways but this should be kept at a minimum. The presence of too many doorways makes it harder for the librarian to supervise. According to Lucille F. Fargo, the most common exceptions to the one-door limitations occur:

Where the library reading rooms adjoin the study hall, in which case there should be, in addition, a corridor exit, direct access to the study hall through a full length swinging door or a Dutch door (one cut in half horizontally) so disposed that books may be checked in or out above the closed lower half.

and

Where the reading room is so large that ingress and egress, both adjacent to librarian's desks, are provided for separately to avoid congestion.¹

As for the walls, dark colors should be avoided as well as bright colors. As a background for shelving, possibly these dark and bright colors may be used. Shades of buff, lichen gray, or pale green are the most favorite colors for the walls, and the ceilings are cream or ivory or some other light shade that reflects the most light.

¹ Op.Cit., p. 208

Dark finishes on wood has become outmoded because it absorbs too much light and does not give a very cheerful atmosphere. It was rather interesting to read the different combinations in wood furnishings. Here is an example of possible furnishings according to Fargo: "Warm French gray for casings, shelving, tables, etc., with shelf edges trimmed in green; chinese red on the inside, or cavity, of shelving as a bright background for books; linoleum table tops in soft, warm tones to harmonize with other colorful accents in a, otherwise, drab room."² Hardwoods will stand wear much better than soft woods. Oak seems to be the best with maple second best.

The library has much activity and the floor covering should be as noiseless as possible. There are many materials that have been used. Various authorities have suggested floor coverings of rubber tile, cork tile, linotile and battleship linoleum. It seems that a satisfactory floor covering has not been achieved that will require little daily care, durability, service, reasonable cost, and ease in repairing.

Much of the equipment for the library may be had in steel. Wood still has the advantage of being more movable, less noisy, and more homelike in appearance.

Many items of equipment in the library have become standardized - for example, the card catalog. Since cards are

² Op. Cit., p. 216

made to exact specifications, the trays holding them must also conform. It is also useful in case of expansion in the library; one may start with a few sections of the card catalog and add to it as needed.

In selecting furniture for the library, attention should be given to attractiveness as well as usefulness. Even though the furniture should be in keeping with that in other departments in the school, there is opportunity for developing informality and homelike atmosphere.

Tables and chairs should be of size suited to the group it is to serve. The size of the tables will depend much upon the size of the room. Special attention should be given to aisle space. All tables do not have to be the same size or shape; one can get some informality by varying the size of the tables. It is best not to have more than six at a table as this involves too much supervision. The chairs should be sturdy and match the tables. It would be desirable if you have the space to have a corner for browsing which could be furnished with lamps and easy chairs. This would also help to break up the formality of a row of tables and chairs.

In the elementary library, sloping table tops and benches are used in addition to tables and chairs. It would bring the reading up to the eye level of the child.

The height of the tables in the Senior high school library will be twenty-nine and thirty inches; in the Junior

high library, twenty-seven inches; in the elementary library, twenty-four and twenty-six inches; if the library is used by all grades, it should have all three sizes of tables. If the tables are oblong, the recommended size is thirty to thirty-six inch width and five feet to six feet six inches in length for all twelve grades. If the tables are round, they should be from four to five feet in diameter. The junior and senior high school chairs will be seventeen inches and the elementary from fourteen to sixteen inches in height.

The shelving should be put in before the baseboard and molding so that it can fit tightly to the wall. In the junior and senior high school, shelving should not exceed seven feet in height and not over five feet for the elementary. These maximum heights would also include a four to six inch base. It would also be a good idea to leave the bottom shelves slanted so that titles can be read from an upright position.

Most authorities agree that there should be enough shelving on the average of ten books per pupil, allowing eight books per linear foot. Each section should not be more than three feet wide and about eight inches in depth. Shelves that are used for reference, magazines, or picture books should be about twelve inches deep. The average space between shelving is ten inches; this should be adjustable on one inch centers. Some shelves may be slanted also for displaying magazines or newspapers.

All these specifications are conveniently summarized in the following table taken from the pamphlet published by the American Library Association:³

SPECIFICATIONS FOR LIBRARY HOUSING

Shelving

Dimensions -

Length of shelves between uprights.....	3 ft.
Depth of shelves	
Standard.....	8 in.
For oversized books.....	10-12 in.
For periodicals.....	12 in.
Thickness (hardwood)	7/8-13/16 in.
Height of case	
Base.....	4-8 in.
Cornice.....	2-3 in.
Total height for	
Elementary school.....	5-6 ft.
Junior school.....	5-6 ft.
Senior school.....	6-7 ft.
Space (in the clear) between shelves....	10 in.
(This is an average. Adjustable feature cares for oversized books)	

Capacity estimates -

Number of books per shelf foot.....	8
Total capacity - depends on size, type, and organization of school.	
Recommended - minimum 5 books per pupil	
Average 10 " " "	
Exceptional school, 20 books per pupil.	

Special Shelving -

- Slanting shelves for picture books or display purposes.
- Tilted bottom shelves.
- Magazine and newspaper shelves.

Tables and Chairs (Continued on next page)

³ American Library Association, School Libraries for Today and Tomorrow, p. 42-3

TABLES

	Height	Width	Length	Diameter (Round table)
Elementary library	24"-26"	30"-36"	5'-6'6"	4'-5'
Junior high library	27"	30"-36"	5'-6'6"	4'
Senior high library	29"-30"	30"-36"	5'-6'6"	4'

CHAIRS TO MATCH

	Height
Elementary Library	14"-16"
Junior high library	17"
Senior high library	17"

Arrangement of Furniture

Aisle space:

Between tables (no chairs in aisle).....3 Ft. minimum
 Between tables (chairs in aisle).....5 Ft. "
 Between table-ends and shelving.....Same as between tables

Position of tables.....Placed so that pupils will not face light

Position of bookstacks.....Placed so that light is adequate

Position of circulation desk.....Near the exit, commanding the room

Location of information files.....Near the circulation desk or reference desk if there is one

Location of card catalog.....Same

Other Equipment in the Reading Room

All filing cabinets should be sectional and standardized so that it will allow room for expansion. Also, in the case of small libraries, it allows flexibility in combining various units.

The card catalog may be ordered from any company that handles library material and this will assure the proper dimensions to handle the standard library cards. The trays should have a table base and each tray should be equipped with rods and locks to keep the cards in place. It has been estimated that each book requires on the average of five cards; each tray holds about eleven hundred cards. This would mean that a library of two thousand titles would need about ten trays. The same type tray may also be used for the shelf list.

The vertical file houses the pamphlets, clippings, and most of the pictures. The standard size drawer is ten and one-half inches high, fifteen inches wide, and twenty-four inches deep. This is also in sections with one or more units. It has easy-to-slide drawers and usually made of metal. The sections make it easier to handle and vary the arrangement to fit your room space. A small library might do as well with an orange crate or such other improvisation.

The circulation or the librarian's desk can be of several shapes - the U shape, the L shape, the counter, and the wing shape. Some of these may also be ordered in sections if the

library expands. They should probably be of standing height as it is mostly used for circulation purposes. It has much room for supplies. Also, a section can be used for the shelf list making it very handy for the librarian. Many of them are well designed, having slots for book cards, cash drawer, sunken section for charging trays, etc. An adjustable swivel chair for the librarian is also needed.

The desk should be placed in a commanding position which will give the librarian a chance to see all who enter or leave the library, also makes it easier to supervise. It should also be placed where it will be handy to have a counter-height shelving space at the back of the librarian. These may be used for books on reserve or for any purpose the librarian may wish.

Bulletin boards are a very essential part of the library since plenty of space is needed for displaying book jackets, exhibits, and other publicity. These should be put up wherever convenient and if they are movable, the boards can be switched around for convenience. It is a good idea to place a small bulletin board near the exit door as this is a very good spot to attract the attention of the pupils.

Magazines and newspapers may be displayed on slanting shelves or on special racks. Either type is easy to handle and movable. The racks are built with compartments to display the magazines vertically. It may be three to four feet wide and have perhaps three to four rows of compartments. Newspapers may

be attached to rods and then hung on racks.

Other items of equipment which the library may have depending on the size and needs are book trucks, display cases, typewriter, telephone, book supports, label holders, and dictionary stands.

Workroom and Equipment

This can be a combination of workroom and office, or workroom and conference room. It should be equipped with a sink, running water, a table, chairs, typewriter, shelves, cupboard, bulletin board, etc., and anything else the librarian may need in her work. This room may also be used for storage of magazines and other material.

The workroom should be next to the reading room where the librarian may have access to it very readily. If it is only used as a workroom, it should be at least one-hundred-and-twenty square feet. If used for storage, etc., it should be larger accordingly. It should have a doorway leading into the main hall as well as reading room for convenience in the delivery of supplies.

The Conference Room and Equipment

A conference room is needed if the enrollment of the school is large. This should also be at least one-hundred-and-twenty square feet, enough to accommodate a small group at a

table. Its location should be such that it can easily be supervised from the librarian's desk. The best location would be at one end of the reading room. A blackboard and a bulletin board would be very useful in addition to a table and from six to eight chairs. The entrance should be through the reading room only, in order that the librarian may control the attendance.

Audio-Visual Room

In newer schools the audio-visual equipment is handled by the library, thus calling for an audio-visual room. It should be sound-proofed and opaque shades or curtains are needed.

The American Association of School Librarians Committee gives the following about the audio-visual room:

The area for screening and listening may be divided in two - a space for screening and listening activities, and a space for housing (and in the large school, circulating) audio-visual materials. The first four items in the following checklist would then be placed in the first space.

Demonstration table or bench - switches and outlets near the top, at one end. The table or bench should be placed the length of the room from the screen to be used for projection.

Turntable equipped with earphones - the earphones can be used for individual or small group listening when it is undesirable for recordings to be played back at ordinary volume.

Screen for projection

Chairs for a class group -conference table, 3'x5'

Storage for films (if the school owns or plans to own its collection). Adjustable library shelving can be fitted with steel racks to hold film cans of any size; or, tiers of wall cubicles can be provided in two sizes, $7\frac{1}{2}" \times 7\frac{1}{2}" \times 7\frac{1}{4}"$, to hold two sizes of film cans.

Storage for filmstrips - shallow ($1\frac{3}{4}"$) drawer cabinets are recommended. Overall dimensions - 15" wide, 12" deep, 13" high. This cabinet will hold approximately 300 of the $1\frac{1}{2}"$ cans used for 35 mm strips. Filmstrips can also be housed in cabinet trays designed for 2"x2" slides, if certain dividers with which the trays are equipped are removed.

Storage for stereographs, $3\frac{1}{4}" \times 4"$ slides, and 2"x2" slides. Cabinets with trays of appropriate size.

Storage for recordings - Cabinets fitted with shallow ($1\frac{1}{2}"$) shelves, which should be provided in two depths, one to hold 12" recordings, and one to hold 16" transcriptions. Vertical housing of recordings is preferred by many; in this type of housing dividers should be spaced not more than $1\frac{1}{2}"$ or 2" apart, so that the disks will stand upright. All cabinets housing recordings should be closed. Standard shelving adjusted to accommodate albums of records is sometimes used.

Storage for projectors, portable radios, playback machines, and other equipment - cupboards of appropriate size.

Storage for maps and posters - A cabinet with four or five shallow (3") drawers, 36" wide, 25" deep, with a table base; or, a wall

storage case at least 25"x36"x6". The top of this wall case should not be more than waist height from the floor.⁴

Heating, Lighting, and Ventilation

The problems of heating, lighting and ventilation are usually handled by engineers, but the librarian can give some helpful recommendations in location of fixtures. Heat is injurious to books, so all heat units should be away from the shelves. Also, all heating units should be placed so that they will not take up any future shelf space that may be needed.

The library, as the classroom, should be well ventilated without opening any windows. Here again wall space should be conserved.

In their twenty-seventh Yearbook,⁵ the American Association of School Administrators recommends thirty foot candles as the lighting intensity. This, they said, would be sufficient volume of light to make reading pleasant. They also recommend that the window area should be twenty per cent of the floor area with the glass beginning about forty-two inches from the floor (thirty-six inches for grades) and running up within six inches of the ceiling since the greater part of useful light comes from the upper part of the windows. All natural lighting

⁴ American Library Association, American Association of School Librarians Committee on Planning School Library Quarters, Dear Mr. Architect, p. 7-8

⁵ American Association of School Administrators, 27th Yearbook, American School Buildings, p. 525

possible should be had.

As to artificial lighting, indirect lighting is desirable and more schools are using fluorescent lights. White porcelain globes or inverted shades that hang from the ceiling are still greatly used. As to the best type of artificial lighting, there still seems to be no satisfactory answer.

MATERIALS IN LIBRARY

Introduction

The selection of the contents of the school library should be a joint project of the librarian, teachers, pupils, and administrators. Libraries are often thought of as just a collection of books with no thought to their collection. In addition to books, there are periodicals, newspapers, clippings, pictures, pamphlets, filmstrips, and other audio-visual material. The wide use of this material has made it necessary that some central place in the school be made available. The library seems the most logical place.

A library must not only be judged by the quantity of material, but also by the quality. The former just consists in counting, but the latter is much more difficult. There have been various studies made that give the number of volumes a library should have for the size of enrollment, but it has been very hard to measure the qualitative standards.

The material in the library should be based upon several things. Curriculum should not be the sole criteria. There should be materials that boys and girls want to read for their social, aesthetic and intellectual growth. A librarian can learn much by just observing and asking an occasional question in the matter of selecting the material. The teacher also knows much about the pupils and their interests and can give invaluable aid to the librarian in this matter.

Books

The basic or initial book collection for a library can be selected by using a standard book list; they can also serve as an index to many of your books. A small check before each book could serve as a guide for books in the library. For the high school, a very popular list is the Standard Catalog for High School Libraries published by Wilson. It is arranged in two parts - alphabetically by author and by Dewey Decimal. It lists first and second choices and indicates the level - junior or senior high. There is a brief review of the titles. It is kept up-to-date by supplements and every five years a new edition is put out.

Probably the most popular list for the elementary library is the Children's Catalog, also published by Wilson. It is arranged alphabetically by author and has a classified section. The latest edition has more than four thousand titles. This also has supplements and a new edition comes out every five years.

Many states have monthly lists put out by the state department. Other helpful lists are:

American Library Association, A Basic Book Collection for Elementary Grades

American Library Association, A Basic Book Edition for Libraries

"Books for Young People", a feature in the magazine, The Booklist

Lists put out from time to time by the library Division of the Office of Education.

U.S. Office of Education, 500 Books
for Children, compiled by Nora E.
Beust

Large schools will need many books above the basic standard lists. Librarians should be well trained in the task of book selection. In the elementary library, careful attention should be given to the needs of the children and to have sufficient books on their own reading level.

Most authorities in the library suggest about one thousand five hundred titles for a two-hundred pupil enrollment. Provisions should be made for an annual addition of about one hundred new titles. If the library is to serve all twelve grades, the collection should be larger because it must serve a much wider age group.

American Library Association recommends the following for satisfactory library service:¹

Library Book Collection

School Enrollment	Number of Titles	Number of Vol.
Up to 200	1,700	2,000
500	3,500	5,000
1,000	5,000	7,000
3,000	7,000	12,000
5,000	8,000	15,000

¹American Library Association, School Libraries for Today and Tomorrow, p. 21

The New York State Department suggests that one should plan for the following ultimate book collection:²

High School Enrollment	Number of Volumes	Elementary Enrollment	Number of Volumes
200 or less	4,000	200 or less	4,000
500	6,000-8,000	500	6,000
1,000	8,000-10,000	1,000	8,000

In her book, L. Fargo divides the book collection into eight parts:³

1. Reference Books Under this would come the encyclopedias and other fact-finding books. These are the books that are usually not checked out of the library.

In the elementary library, in addition to a few easy encyclopedias, she suggests as a basic collection an abridged and unabridged dictionary, a volume or two on biographies, an up-to-date atlas, an almanac, a volume on holidays, the state manual, an anthology of verse, an index to periodicals, quotations, children's plays, fairy tales, and songs.

The junior and senior high school library would demand about the same on a higher level. It should contain at least one advanced encyclopedia such as the Americana or Britannica, and one more elementary such as Compton's or World Book.

²Division of School Buildings and Grounds, Planning the Central School Library, p. 4

³L.F. Fargo, The Library in the School, p. 405

In addition to the reference books mentioned in the elementary library, it should contain more reference books on biography, science, history, art, social studies, literature, foreign language dictionaries, and other ready reference material depending on the demands of the curriculum and students.

As to how many and which ones to choose depends on the maturity of the students, the budget, and the needs of the instructors.

2. Informational books In addition to reference books already mentioned, there are books useful in supplementing textbook reading that are written for consecutive reading without reference to any particular course. Under this heading there would be books such as biographies, accounts of processes, books of opinion, books dealing with hobbies and vocations, books on geographical areas, etc. Many of these have values lacking in textbooks.

In this category also may be found the "supplementary text". They enlarge upon the text, offer references, and many times present the material in a more interesting manner. Most librarians feel that books of this type should not come from the regular library budget.

3. Recreational Reading In this category is included most of the fiction and any other books one may choose to read for enjoyment. Again as to the number and type it would depend

much on the type of community, and the desire of the readers. This category does not need much explanation because we all know the importance of reading merely for pleasure.

4. Literature Lucille Fargo⁴ says:

Although in the school far more emphasis than formerly is placed on extensive reading, on reading for information, and on the development of the reading habit, an older objective still looms large in the reading program: First-hand acquaintance with a reasonable number of the masterpieces of literature and the development of taste and standards of literary value that grow out of such acquaintance.

In the elementary library, classics of childhood literature that come within the range of the child's interest should be included. Many of them can be had in very attractive editions.

In the high school, outstanding titles in unabridged form should be included. It is not necessary to have the entire works of any one author except probably Shakespeare. In poetry and drama, often the shelves are filled with bulky analogies and not enough small volumes of a single author which would have more eye appeal.

5. Books for retarded readers In this category, selection of books should be made from the standpoint of interest

⁴ Ibid, p. 158

and simple style. There is much available, excellent material on this level that can be had.

6. Aids to thinking and acting Under this heading she includes books on methods of study, practical psychology, and conduct. A few good volumes on how to read, how to study, development of personality, etiquette, religion, titles dealing sanely with sex, are necessary in the library. Many books have been written on these subjects and a good guide to the selection would be to refer to the Standard Catalog for High School Libraries. All these titles will be classified in the one-hundreds and are useful as a guide for stimulating proper conduct and thinking.

7. Teaching aids and librarian tools The librarian needs various aids to handle her book selection and other duties properly. Much of these aids can be had through the U.S. Department of Education or State Departments, simply for the asking or at a very low cost.

Much free and inexpensive material can be found listed in the Booklist, and the Wilson Vertical File Service Catalog.

There are also professional books that a librarian needs to help in processing books, instruction aids, and carrying out her other duties.

8. Texts and semi-texts There is some controversy on whether it is advisable or not for the librarian to be

responsible for the textbooks. When the librarian is in charge, all reading matter, records and circulation are kept by one person. On the other hand, it calls for much more storage space. There is much clerical work involved in handling textbooks. There is also the possibility that the library funds might be used for the purchase of textbooks.

In conclusion, the general opinion is that provided the library has enough assistance, the advantages of administering books and texts by one person outweigh the disadvantages.

Periodicals

Having the proper guidance, high school students will be avid magazine readers. Students will read what is handy. The important thing is to have desirable magazines at home, in the school or wherever he is. They read magazines for various purposes - for entertainment, for supplementing textbook reading, and for material dealing with their hobbies and with other special interests. Some will read magazines to pass time, some for escape, and some for curricular assignments.

Every school should subscribe to as many periodicals as they can put to good use. The number of magazines needed will depend again upon the school curriculum, size of school, home and community. Sometimes the school is the only place that many students come in contact with any periodicals. The following is recommended as a minimum program for magazine subscriptions according to the American Library Association:⁵

An elementary school with an enrollment of two hundred--ten to fifteen magazines.

A high school with an enrollment of two hundred--fifteen to twenty-five magazines.

As the enrollment increases, the number of periodicals should increase proportionately.

Much has been written on the criteria for selecting magazines for children and high school students. There seems to be a real lack of good magazines for children.

⁵ American Library Association, School Libraries for Today and Tomorrow, p. 22-3

The following are criteria for selecting children's magazines, based upon Martin:⁶

Format - The general appearance and size of the book. It shouldn't be awkward to handle or printed on paper that will crumble easily. The print should not hurt the eyes either by its size, its indistinctness, or its spacing. For children's magazines, it should be large enough to satisfy his enjoyment of ample picture space.

Appearance - Pictures should have realism. It should have pictures which are challenging yet not sensational, nor colorless or too "arty".

Organization of contents - There should be a clear division of material according to age appeal. Adolescent literature in a primary cover will not be read but primary literature in children's department of magazines, if attractive, will be read. The cover must not be more juvenile in its appeal than for the oldest reader to whom it is intended.

Activities - Activities should be interesting to age of reader for whom planned, clear directions and materials which can be found in the average home. The fiction should emphasize courtesy, practical community and family service.

Literary Content - Some stories should be short and easily read to encourage the slower reader. The humor should be

⁶ L.K. Martin, Magazines for High Schools, p. 202

comprehensible to a child. The simple stories should probably be in the beginning of the magazine.

There are few children's magazines which measure up to generally accepted standards, and no magazine meets all of them. Martin recommends the following magazines for both high school and elementary grades. Those with an asterisk are recommended for use only in organized activities or for their pictorial value.

- * American Forests
- * American Home
- Better Homes and Gardens
- Canadian Nature
- Cornell Rural School Leaflets
(Elementary issues - November,
January, March)
- Delta Gram
- Flying
- Junior Natural History
- Model Airplane News
- National 4-H Club News
- National Geographic
- National Humane Review
- Negro History Bulletin
- Plays
- Popular Mechanics
- Popular Photography
- Popular Science Monthly
- Radio News
- Travel
- World News of the Week

Martin gives a brief critique of each magazine, its level, price, publisher, etc., under various subject headings. There are usually a few magazines of local interest that are inexpensive or free that should be in the library. The librarian should be always on the alert to add these to her collection because the curriculum of today stresses the local scene.

Pamphlet F of the 1940 Evaluative Criteria⁷ have rated each periodical with a quality score which represents the composite judgment of a large group of secondary school librarians as to the value of the periodical for a secondary school library. All these magazines are critiqued in Martin.

For convenience in checking, the more frequently taken periodicals (including newspapers) are listed alphabetically. At the left of each title is a "quality score" which represents the composite judgment of a large group of secondary school librarians as to the value of the periodical for a secondary school library. For each periodical received currently, the quality score should be copied in the parentheses at the left. Duplicate copies of the same periodical are not to be included.

⁷Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 57

MOST FREQUENTLY TAKEN PERIODICALS

Points	Quality Score	Periodical
()	5	Aero Digest
()	6	American Boy
()	4	American City
()	5	American Cookery
()	5	American Girl
()	6	American Home
()	4	American Magazine
()	4	American Magazine of Art
()	2	American Mercury
()	7	American Observer
()	3	American School Board Journal
()	5	Annals of American Academy
()	4	Art Digest
()	5	Arts and Decoration
()	6	Asia
()	6	Athletic Journal
()	8	Atlantic Monthly
()	5	Aviation
()	2	Balance Sheet
()	6	Better Homes and Gardens
()	9	Booklist
()	6	Boys Life
()	7	Building America
()	5	Business Week
()	7	Christian Science Monitor ¹ (Daily)

MOST FREQUENTLY TAKEN PERIODICALS (Continued)

Points	Quality Score	Periodical
()	6	Clearing House
()	1	Colliers
()	8	Congressional Digest
()	3	Congressional Record
()	5	Consumers Research Bulletin
()	2	Country Gentleman
()	6	Current Science
()	9	Current History Magazine
		Daily Newspaper (published in the same geographical region in which the school is located)
()	8	First newspaper
()	4	Second newspaper
()	1	Third and additional newspapers
()	3	Delineator
()	6	Design
()	5	Education Digest
()	7	English Journal
()	5	Etude
()	4	Field and Stream
()	6	Forecast
()	5	Fortune
()	6	Forum and Century
()	6	Good Housekeeping
()	4	Gregg Writer

MOST FREQUENTLY TAKEN PERIODICALS (Continued)

Points	Quality Score	Periodical
()	8	Harpers Magazine
()	5	Health
()	3	Hoard's Dairyman
()	4	Hobbies
()	5	House and Gardens
()	5	House Beautiful
()	8	Hygeia
()	5	Illustrated London News
()	2	Independent Woman
()	6	Industrial arts and Voc. Educ.
()	5	Journal of Home Ec.
()	7	Journal of the Nat. Educ. Assoc.
()	3	Ladies Home Journal
()	4	Leisure
()	6	Life
()	3	Life and Health
()	5	L'Illustration
()	4	Living Age
()	2	McCall's Magazine
()	3	Mid-week Pictorial
()	5	Monthly Labor Review
()	6	Musical America
()	6	Nation
()	10	National Geographic

MOST FREQUENTLY TAKEN PERIODICALS (Continued)

Points	Quality Score	Periodical
()	4	Nation's Business
()	4	Nation's Schools
()	9	Nature Magazine
()	6	New Republic
()	7	Newsweek
()	6	New York Times (Daily) ²
()	6	New York Times (Sunday)
()	5	Occupations
()	5	Pan-American Union Bulletin
()	4	Parents Magazine
()	2	Pathfinder
()	4	Poetry
()	6	Popular Aviation
()	6	Popular Homecraft
()	9	Popular Mechanics Magazine
()	9	Popular Science Magazine (Monthly)
()	2	Poultry Magazine
()	5	Practical Home Economics
()	6	Q.S.T. (Amateur Radio)
()	6	Radio News and the Short Wave
()	9	Readers Digest
()	10	Readers Guide to Periodical Lit.
()	6	Reading and the School Library
()	8	Review of Reviews and World's Work

MOST FREQUENTLY TAKEN PERIODICALS (Continued)

Points	Quality Score	Periodical
()	2	Rotarian
()	4	St. Nicholas
()	3	Sat. Evening Post
()	7	Sat. Review of Literature
()	9	Scholastic
()	5	Scholastic Coach
()	5	School Activities
()	6	School and Society
()	7	School Arts Magazine
()	6	School Life
()	3	School Management
()	4	School Musician
()	5	School Review
()	5	School Science and Mathematics
()	6	Science Leaflet
()	7	Science News Letter
()	8	Scientific American
()	7	Social Studies
()	5	Stage
()	8	Subscription Books Bulletin
()	7	Survey
()	7	Survey Graphic
()	5	Theatre Arts Monthly

MOST FREQUENTLY TAKEN PERIODICALS (Continued)

Points	Quality Score	Periodical
()	7	Time
()	6	Travel
()	6	United States News
()	6	Vital Speeches
()	5	Vogue
()	5	Weekly News Review
()	9	Wilson Bulletin for Librarians
()	3	Womans Home Companion
		(Others, list below and assign one quality point for each periodical)
()	1	_____
()	1	_____
()	1	_____
_____ Total ³		

¹ Give credit as regional daily for schools in territory adjacent to Boston.

² Give credit as regional daily for schools in territory adjacent to New York.

³ For schools which are not co-educational, add 10% to sum of points before recording in this box.

Newspapers

Schools that have an enrollment of two-hundred, should subscribe to at least two newspapers, the local paper and the other covering the news on a state and national level. In larger schools, the number of newspapers taken by the library will be increased according to the number that can be put into good use.

The New York Times and the Christian Science Monitor are examples of outstanding journalism. The magazine section that comes with the Sunday edition of these newspapers has a wide coverage. Small schools might well afford the Sunday edition of either one, and larger schools should also get the daily.

Whether or not these two papers will be read depends upon courses introducing a unit on newspapers and introducing their actual use in the classroom.

Pamphlets and Clippings

Pamphlets and clippings have a very definite place even in the smallest library. Besides having the big advantage of up-to-dateness, it is very inexpensive material. The big danger here is that material must continually be discarded and new material added, otherwise the files will become cluttered with useless material.

Pamphlets are cheaper than books. Sometimes events, as in World War II or social movements, happen so fast and are

continually changing that it is much cheaper to have this information in something less permanent.

The Wilson Vertical File Service Catalog is a monthly listing of pamphlets most valuable to the library. In this publication, all the worthwhile pamphlets are listed except those of local interest.

In selecting free or inexpensive pamphlets, one should not forget government documents. One can write in for material by subject to Superintendent of Documents, Washington, D.C. Your name may be put on their list and they will send you a monthly list of new and their most important pamphlets. Each bureau publishes an index which is revised every few years. For example, if you wish a pamphlet on soil, write in to the Agriculture Department for their latest index on all available material. Their service is very prompt. These indexes list the number of pages, authors, prices, etc.

Clippings should be collected with discretion. They should be constantly weeded out and new ones added. It is a live file. Possibly the only permanent clippings will be those of local items and those that give the text of treaties, etc., that one does not have in pamphlets or books.

Graphic Material

Pictures are collected chiefly for classroom use or posted. Pictures of a more permanent value should be mounted to

save wear and tear on them. Most libraries obtain their picture collection from clippings from various magazines and newspapers based upon their relationship to the curriculum. In addition, the libraries that can afford it, may purchase colored plates, sets of art reproductions and so on. The picture collection for the elementary grades will be used much more than for the high school.

Wall maps should be listed in the library even though they are in the classrooms in order that they may not be lost to the school as a whole. The same is true of framed pictures or other objects of instructional value.

Audio-Visual Aids

In addition to magazines, books, etc., challenging new materials are becoming an important part of library resources. Among the newer aids for audio-visual learning are 16 mm films, slides, museum objects, filmstrips, radio recordings, and tape recordings of various programs. It is the duty of the librarian to see that these aids are made known and in securing and promoting their use. If the school is large enough to have an audio-visual director, the librarian should work closely with him in order that the whole materials program may be closely integrated and a central record of all materials may be maintained.

The selection of audio-visual material should be a cooperative affair between the teacher, pupil, and librarian.

National, regional and state lists should be used in making selections for purchase. All films and other materials of this type should be previewed so that intelligent acquisition can be assured. Large schools will wish to own frequently used films. If the audio-visual collection of films, etc. is handled by the librarian, additional funds should be added to the library for this purpose.

Many of the criteria for the selection of films are applicable here as in book selection. In addition, Hoban⁸ adds these:

Films

Has the film been produced for a specialized audience rather than for popular appeal?

Does it contribute to or motivate mental activity by raising questions and problems, sending the student in search of further information, or suggesting experimentation?

Is the information conveyed in the film easily grasped, reliable, free from undesirable propaganda, unfettered by irrelevant facts?

At what age levels or in what school grades or curricular fields will it be useful?

Is the subject unduly dramatized or treated in such a manner as to leave the wrong impression or encourage false conclusions?

Is commentary limited to enhancing understanding not overloaded with unnecessary details?

Is the motion slow enough for adequate observation and the reel short enough to be used within a single school period while leaving time for discussion?

⁸

C. F. Hoban, Vitalizing the Curriculum, p. 98-105

Are pictures clear-cut, interesting and not cluttered with detail?

Records and Broadcasts

Besides the above, additional questions are:

Is the orator, narrator or musician outstanding in his mastery of the art of public speaking, dramatization or music?

Are the selections within the grasp of the school audience?

SUMMARY AND CONCLUSION

The library is of great importance to the school and community, for it contacts all students and personnel and in many instances, the community's citizens themselves. It is vital, therefore, to have the best library possible and to plan for such a library with the needs of the school and community ever in mind. The library is not to be thought of as just any available room with some books on the shelves which may or may not be used. Instead, serious consideration must be given, as to the planning of its location, equipment, books, and personnel, taking care to make it attractive and to introduce it in such a way that it will be used by the school and community. It would be wise to include the students and community in its planning as much as possible, in order to make it something that belongs to them and not just something set up by a minority group.

It is necessary, however, to have certain standards on which to lay the foundations of the library. In this study, the criteria for a school library have been set up, but one must realize that these criteria must be used as a guide and not as an absolute ultimatum which must be conformed to. Each school knows its needs and those of the community. It also knows how much it can spend. How much better it is, to have a small library well organized than a large one which can not be maintained.

There should be a definite library fund, which is in proportion to other funds of the school, in order that a yearly budget can be set up. Often times, the library is by-passed in

lieu of more "showy" departments, when it comes to this division of funds. Of course, expenses can be cut by not buying the most expensive equipment and by a wise librarian, who knows how and where to get the most for her money.

Books are, naturally, the primary factor of any library, but here again the school and community needs must be considered in their selection. There are many book lists from which to choose and a wide variety of magazines to select from. Schools are often times too conservative and traditional in their choice of books and magazines. Don't be afraid of new material. It freshens up the library and appeals to the users.

The librarian is the backbone of the library. It is she who must keep the library running smoothly, motivate its use, order the books and supplies, and keep within the budget. This is a task and requires a capable person. There is a lack of trained people to supply the increasing demand for librarians. More should be done to make this field attractive and inviting to young people, and to make them realize the importance of such a position.

Educators have begun to realize more and more the value of a good library, and much progress has been made in the last generation. New schools include plans for a well-organized library, and older schools have made many changes and improvements. There is still much to be done, however, and many communities still to be reached.

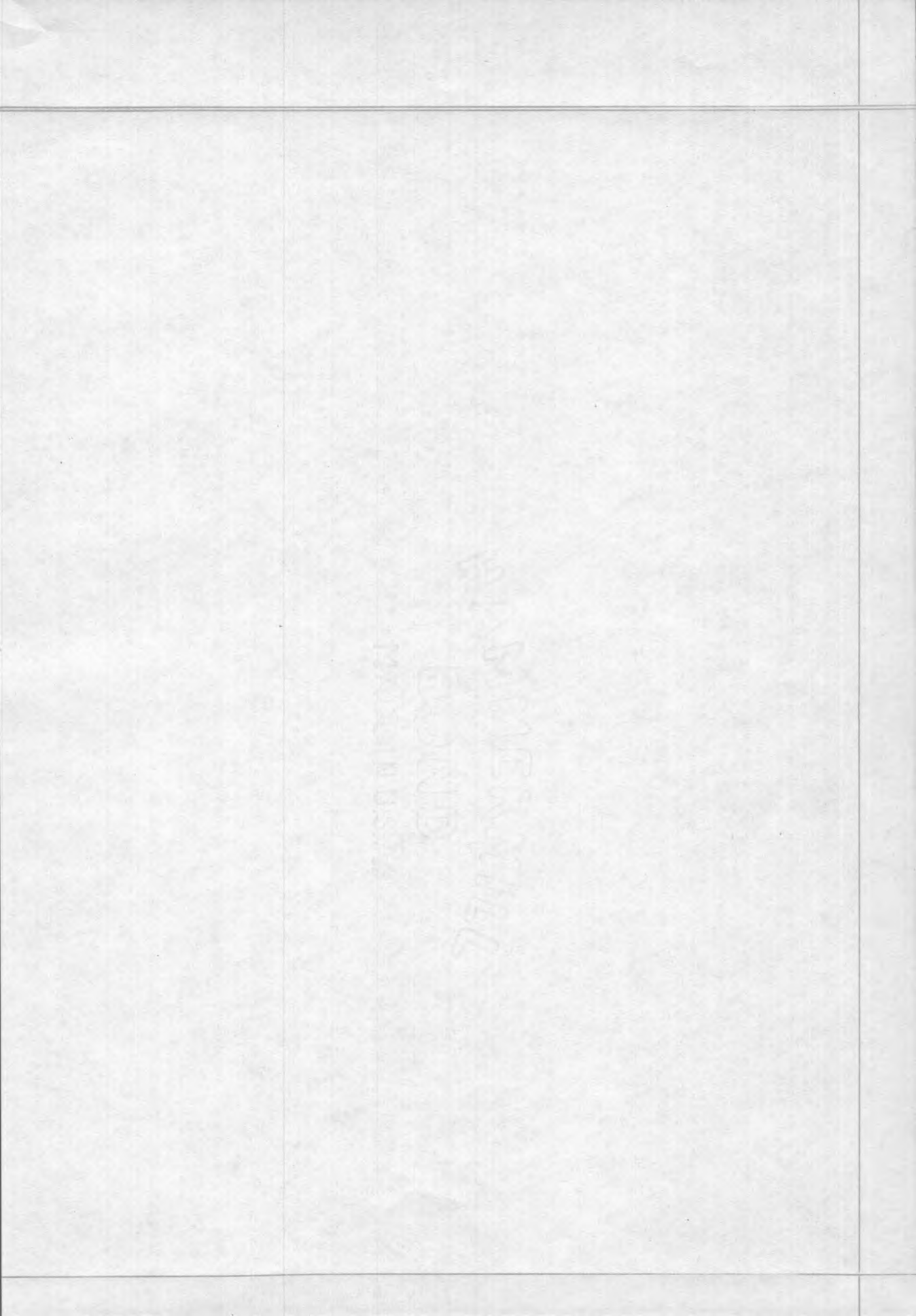
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LIBRARY SERVICES

(Section F of *Evaluative Criteria*, 1950 Edition)

OUTLINE OF CONTENTS

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 - A. Numerical Adequacy
 - B. Preparation, Qualifications, and Conditions of Service
 - C. Duties and Responsibilities of Library Staff
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 - C. Accessibility of Library Facilities
- III. Library Materials
 - A. Selection of Materials
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 - D. Additional Instructional Materials
- IV. Physical Facilities
- V. Use of Library
 - A. Use by Teachers
 - B. Use by Pupils
- VI. Special Characteristics of Library Services
- VII. General Evaluation of Library Services

NAME OF SCHOOL..... DATE.....

checklists checked by:

Evaluations made by:

.....
.....
.....

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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Statement of Guiding Principles

The library* is a resource center of instructional materials for the entire educational program and an agency which has a function in helping pupils learn to use library materials and facilities effectively. The library should provide materials for reference use, for use in connection with class work, and for personal enjoyment and recreation without relation to assignments. It should provide a wide variety of books, pamphlets, and periodicals adapted to the reading interests and needs of secondary-school pupils and professional publications for use by staff members. Besides reading materials, the school should have available, organized in the library or as a separate department, audio-visual materials for use in the educational program. These extensive library resources necessitate a qualified library staff and efficient clerical assistance for the administration of the library facilities.

Major duties of the library staff include: (1) participating with teachers and administrators in planning and conducting the educational program; (2) guiding and stimulating pupils and teachers in the selection and use of library materials; and (3) providing efficient and cooperative administration of the library facilities and materials.

I. Library Staff

A. NUMERICAL ADEQUACY

- | | | |
|---|-----|--------------------------------------|
| . A professionally trained school librarian is charged with responsibility for the library. | () | 3. Clerical assistance is available. |
| . Professionally trained assistant librarians are provided in large schools. | () | 4. |
| | () | 5. |

LIBRARY DATA

- Full-time equivalence of all librarians _____
- Full-time equivalence of all clerical assistants _____
- Number of pupil assistants in the library _____
- Total number of pupil-hours per week of library service by pupil assistants _____
- Total number of teacher-hours per week of library service by teachers who are assigned library duties _____
- Describe assistance given by state, county, or district school library supervisors.

QUESTIONS

- How adequate is the number of librarians to meet enrollment needs?*
- How adequate is the amount of clerical assistance to meet enrollment needs?*

The public library may not be included in the evaluation of the secondary-school library facilities unless (1) the library is easily accessible to the secondary school; (2) the library contains materials especially selected for use by secondary-school pupils; and (3) satisfactory administrative provisions have been made for the use of these materials or a selection of these materials during each school period. If the public library is a substitute for the school library, this entire section should be used in evaluating the public library's services to the secondary school.

C. DUTIES AND RESPONSIBILITIES OF LIBRARY STAFF

Library staff

- | | |
|---|---|
| 1. Studies the provisions made in the elementary school for helping pupils use library materials so that effective articulation of instruction is possible. | () 15. Contributes to public relations activities of the school. |
| 2. Systematically acquaints pupils, in cooperation with other members of the instructional staff, with the proper and effective use of library facilities. | () 16. Makes reports periodically on the status and needs of the library services. |
| 3. Evaluates knowledges and skills in the use of the library. | () 17. Gives attention to the proper physical environment, including such factors as lighting, heating, and ventilation. |
| 4. Makes available a wide variety of library materials and services to pupils. | () 18. Studies and evaluates pupil and teacher use of library materials. |
| 5. Provides cooperative supervision of activities within the library. | () 19. Cooperates with community librarians in increasing the effectiveness of community and school libraries. |
| 6. Stimulates and guides pupils in different phases of their reading. | () 20. Keeps librarians of public libraries informed of needs of pupils for public library materials. |
| 7. Encourages pupils to widen their reading interests. | () 21. Exercises leadership in the development of policies for the selection and use of library materials. |
| 8. Cooperates with other departments in providing attractive and effective exhibits of library materials and welcomes displays furnished by other departments for exhibit in the library. | () 22. Cooperates with teachers in the selection of materials. |
| 9. Organizes all library materials for effective use. | () 23. Regularly informs teachers of new materials which have been acquired. |
| 10. Guides pupils in selecting books suitable to their reading abilities and interests. | () 24. Regularly informs teachers of new materials which are available for acquisition. |
| 11. Conducts periodic inventories of library materials. | () 25. Is acquainted with the content of various course offerings. |
| 12. Assists in planning, with various staff members, for effective use of audio-visual equipment and materials. | () 26. Participates in classroom activities and works with teachers to increase the effective use of library materials. |
| 13. Maintains a clearinghouse of information concerning community resources for instructional purposes. | () 27. Assists teachers in collecting and organizing bulletin-board and display materials. |
| 14. Carries on an extensive program of library publicity in the school. | () 28. Assists teachers in selecting and using audio-visual materials (e.g., films, filmstrips, recordings, slides). |
| | () 29. |
| | () 30. |

NS

How adequately does the staff aid pupils in effective use of the library?

How adequately does the staff teach pupil assistants to perform duties assigned?

How adequately does the staff aid pupil assistants to develop a professional attitude toward their work and the library profession?

How adequately does the staff aid teachers in effective use of the library?

C. ACCESSIBILITY OF LIBRARY FACILITIES

- The library is open for pupil use before the beginning of the daily program. () 7. Library materials loaned to classrooms are easily available to pupils for use in classrooms and at home.
- The library is open continuously throughout the day. () 8. Pupils have access to the library during class periods.
- Members of the professional staff are on duty in the library throughout the day. () 9. Individual pupil schedules permit at least three periods per week for work in the library.
- The library is kept open as long after school as use justifies. () 10.
- Open-shelf facilities are provided whenever possible. () 11.
- Library materials are freely loaned to classrooms and study halls for such periods of time as needed.

How adequate are the provisions for making the library facilities readily accessible to pupils?

III. Library Materials

A. SELECTION OF MATERIALS

Following factors receive proper consideration in the selection of books, periodicals, and other library materials:

- Present and potential study and reading interests and needs of pupils. () 12. Inquiry data—materials and types of materials called for and extent of the demand.
- Ranges of reading abilities of the pupils. () 13. Library circulation data—materials and types of materials used.
- Suggestions from pupils. () 14. Availability of purchase on an economical basis.
- Aims, techniques, and content of the curriculum. () 15. *The Booklist, Standard Catalog for High School Libraries, Wilson Library Bulletin, Educational Film Guide, Filmstrip Guide, and Horn Book.*
- Recognition of special community interests and needs. () 16. Subscription books and sets of books selected from standard lists and/or after consulting *Subscription Books Bulletin.*
- Suggestions from teachers. () 17. Need for, and intended use of, audio-visual materials.
- Present distribution of titles as to classification, curricular, and extra-curricular needs. () 18. Ease and convenience of using audio-visual materials.
- Proximity and availability of other library materials in the community. () 19. Discussions with school and public librarians.
- Value and desirability of the products of various authors. () 20.
- Availability of loans from other libraries, governmental agencies, individuals, or other sources. () 21.
- Books and periodical format—binding, print, paper, appearance, and durability.

How satisfactorily are library materials selected in relation to needs of the educational program?

How satisfactorily are library materials selected in relation to leisure interests of pupils?

To what extent do members of the teaching staff assist in the selection of library materials?

To what extent is consideration given to outstanding events, activities, or environmental characteristics of the community in the selection of materials?

C. DATA ABOUT PERIODICALS

list of periodicals indicating (1) the names of all *periodicals* and *newspapers* received currently for library distribution and (2) the number of duplicate copies of each periodical received. and evaluate the list with the following checklist and evaluation items:

Periodicals are provided which are adapted particularly to adolescent boy interests and needs.

Periodicals are provided which are adapted particularly to adolescent girl interests and needs.

Periodicals and newspapers are provided which include general coverage of a variety of subjects.

Periodicals and newspapers are provided which include different editorial points of view.

Periodicals regularly subscribed to are checked with the periodical list in the *Standard Catalog*. (The number of periodicals which are regularly subscribed to by the school and listed in the *Standard Catalog* is _____.)

A general periodical index is available (e.g., *Abridged Readers' Guide*).

Accessible files of periodicals indexed in the *Guide* are kept for a sufficient length of time. (The length of time is _____ years.)

Periodicals are reinforced or placed in protective covers.

Periodicals are provided which emphasize the various areas of the curriculum, reflect the world scene, and appeal to the interests and needs of young people.

Check the areas represented.

- () 9. Agriculture.
- () 10. Arts.
- () 11. Aviation.
- () 12. Business and Economics.
- () 13. Dramatics, movies, and radio entertainment.
- () 14. Education.
- () 15. Fashions and beauty aids.
- () 16. Geography and travel.
- () 17. Health and safety.
- () 18. Homemaking.
- () 19. Industrial Arts.
- () 20. Literature.
- () 21. Music.
- () 22. National and world affairs.
- () 23. Recreation and hobbies.
- () 24. Religion.
- () 25. Science.
- () 26. Sports and outdoor activities.

Others:

- () 27.
- () 28.

How adequate is the **variety** of periodicals to meet pupil needs and interests?

How adequate is the **content** of periodicals to meet pupil needs and interests?

How adequate is the **file** of back numbers of periodicals?

How adequately do newspapers and periodicals received regularly provide coverage of news events?

To what degree do newspapers and periodicals provide different editorial points of view?

V. Use of Library

A. USE BY TEACHERS

- Teachers use school library materials to promote their own professional growth. () 6. Teachers and library staff cooperatively assist pupils in developing desirable study and reading habits.
- Teachers use the library as an aid in curriculum development. () 7. Teachers use the library for recreational reading.
- Teachers inform the librarian regarding library needs in relation to classroom activities. () 8. The administration encourages teachers to make continuous and substantial use of library materials.
- Teachers use the library materials extensively in their classroom planning and teaching. () 9.
- Teachers stimulate and assist pupils in the effective use of library materials. () 10.

*How extensively do teachers use library facilities in classroom activities?
 To what extent do teachers stimulate pupils to use the library facilities?*

B. USE BY PUPILS

- Pupils use the library for group library activities. () 6. Reading clubs are developed to extend the use of library materials.
- Pupils borrow books and periodicals for classroom use. () 7. Pupil activity organizations use the library extensively in the promotion of their projects.
- Pupils use audio-visual materials. () 8. Pupils respect the rights of others in their cooperative use of library facilities and materials.
- Selected pupils act as assistants in the library as a means of education and as exploration in library work. (The time and effort of such pupils are not exploited.) () 9. Pupils use other libraries in the community.
- Pupils use the library for leisure and voluntary reading activities. () 10.
- () 11.

BY DATA

Page number of school library books circulated to pupils per month.....
 Number of pupils holding library cards in public libraries.....
 Page daily reading room attendance.....

*How extensively do pupils use the library facilities and materials in classwork?
 How extensively do pupils use the library facilities and materials for voluntary or leisure activities?
 How cooperative are pupils in the care and maintenance of the library facilities and materials?
 To what extent are significant educational opportunities provided for pupil assistants in the library?*