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## Library Facilities in the Fully Accredited High Schools in Mchenry County, N. Dak.

Joy A. Sime

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LIBRARY FACILITIES IN THE FULLY ACCREDITED HIGH SCHOOLS  
IN  
MCHENRY COUNTY, N. DAK.

A Thesis  
Submitted to the Graduate Faculty  
of the  
University of North Dakota

by  
Joy A. Sime

In Partial Fulfillment of the Requirements  
for the  
Degree of  
Master of Science in Education

July  
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This thesis, offered by Joy A. Sime 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.

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LIBRARY  
UNIVERSITY OF NORTH DAKOTA



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## Chapter 1

### INTRODUCTION

#### Importance of the Library

Present day teaching methods require the use of many books. With the advent of the newer methods of teaching, such as the socialized recitation, the problem method, the project method, the unit or contract method, or any of the newer methods of teaching that have replaced the traditional one-textbook method, the library has become indispensable as a source of material. There is an increasing tendency to use the many resources of the library rather than a single textbook.

The progress of the human race comes, not alone from individual experimentation, but from consistent building of one generation upon the findings of earlier generations. These findings have been set forth in written and printed records of which the textbook is the summary. But, the further the student goes beyond the text, the greater will be his accumulation of knowledge and facts. Facilities of the modern library reach down to the latest word written on nearly every subject of the day.

Fargo<sup>1</sup>, in her very excellent book, sets up the following objectives for the school library.

1. To acquire suitable library materials and organize them for the use of pupils and teachers.
2. To make the library an agency for
  - a. Curriculum enrichment
  - b. Pupil exploration
  - c. The dissemination of good literature

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<sup>1</sup>Fargo, Lucille F., The Library in the School, American Library Association, Chicago, 1939, p. 23.



3. To teach the skilful use of books and libraries in the interest of research and of self-education
4. To create an atmosphere favorable to the growth of the reading habit
5. To stimulate literary appreciation
6. To demonstrate the desirability of books and libraries as the companions of leisure
7. To provide fruitful social experience

It is the function of the library to provide a desirable and well-balanced collection of books fitted to the school needs. To do this a competent librarian must be in charge. The library must be so organized that these materials will be available for use by pupils and teachers alike.

As mentioned above, modern teaching has discovered that the textbook alone is inadequate, and must be supplemented by many other books. Pupil exploration cannot be stimulated without a well-organized and well-administered library. The dissemination of good literature can be enhanced by the library by freely lending its books or by providing books received from outside sources.

Since the newer methods of teaching require much outside material, the student must be taught how to use the library. Unless a well-organized library is maintained in the school, the teaching of these skills will be very ineffective. Once these skills are acquired and the student has learned how to use the library he has had pointed out to him the way to self education after school days.

Habits which are acquired naturally are apt to last longer and bring about more pleasurable results. An attractive library, under the supervision of a well-trained librarian can do much to establish good reading habits. Learning to read for pleasure,

or the wise use of leisure time, cannot be accomplished without a great variety of materials being on hand. In the average high school such a great variety of interests are represented that a well-balanced collection of books and magazines should be at the disposal of the students at all times.

In a study by Louis R. Wilson, a thorough survey of the distribution and status of libraries in the United States was made. This study revealed, among other things, that North Dakota has lagged badly in providing suitable library facilities for her citizens. In the per cent of population of each state residing in local public library districts in 1934, North Dakota ranked forty-sixth with only 19 per cent of her population with library service.<sup>2</sup> For the rural population with library service, North Dakota ranked forty-second with only 4.03 per cent having library service available.<sup>3</sup> In volumes per capita in public libraries North Dakota ranked thirty-seventh with 0.30 volumes per capita.<sup>4</sup> In per capita expenditures for public libraries in 1934, North Dakota ranked thirty-fourth with an expenditure of \$0.10 per capita.<sup>5</sup> In per capita circulation of public libraries, North Dakota ranked thirty-sixth with a per capita circulation of 1.5. volumes.<sup>6</sup>

This study continued, showing that North Dakota ranked

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<sup>2</sup>Wilson, Louis R., The Geography of Reading, The University of Chicago Press, Chicago, 1938, Table 2, pp. 13-14.

<sup>3</sup>Ibid. Table 6, p. 28.

<sup>4</sup>Ibid. Table 9, p. 48.

<sup>5</sup>Ibid. Table 19, p. 72.

<sup>6</sup>Ibid. Table 30, p. 97.

forty-fourth in the circulation of daily newspapers,<sup>7</sup> thirty-fourth in the circulation of magazines,<sup>8</sup> and thirty-second in the per cent of families owning radios.<sup>9</sup> On the other hand, North Dakota ranked second in the circulation of farm publications,<sup>10</sup> which would tend to emphasize the bad balance of the reading material available for her citizens.

This study by Wilson, re-emphasizes the importance of school libraries in North Dakota, as so very limited facilities will be offered after the pupil leaves school. Possibly one of the reasons for the low ranking position of North Dakota in this study would be that the people are not library conscious, which may be interpreted as the failure of the school libraries to fulfill any, or all, of the objectives listed by Fargo.

#### Statement of the Problem

The problem was to investigate the library facilities of the fully accredited high schools in McHenry County, North Dakota. By library facilities are included such factors as (1) location in the building, (2) equipment and furnishings, (3) preparation and qualifications of the library staff, (4) the size and adequacy of the book collection, (5) financial support, (6) use made of the State Traveling Library, and (7) tie-up with community library facilities.

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<sup>7</sup>Ibid. Table 67, p. 237.

<sup>8</sup>Ibid. Table 65, p. 230.

<sup>9</sup>Ibid. Table 71, p. 251.

<sup>10</sup>Ibid. Table 66, p. 234.



### Purpose of the Problem

The State Department sets up certain definite requirements for school libraries in the state. Also, the North Central Association of Colleges and Secondary Schools makes specific recommendations for the libraries of its member schools. The purpose of this study was to measure the libraries of these schools against these standards, and to evaluate them in such a way that this study could be used as a guide to determine the adequacy of the libraries of similar schools.

### The Method of Investigation

The technique employed in securing the data for this survey was a combination of the questionnaire and personal interview method. The questionnaire used was a modification of the School Library Score Card, which was prepared by a committee of the American Library Association, and used by the North Central Association in its "High School Library Study" in 1928.<sup>11</sup> Only a few of the major items in this score card were used. To facilitate the reading of this study, a copy of the questionnaire used is placed at the beginning of Chapter 2, in which chapter the findings of this questionnaire are recorded. This questionnaire was filled out while in consultation with the superintendents of the schools surveyed. Data relative to budget appropriations, librarians' training and schedule, student assistants, and information of a similar nature was secured while interviewing the superintendents.

The writer personally supervised the compilation of the

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<sup>11</sup>"High School Library Study", North Central Association Quarterly, 3:256-259, September, 1928.

number and recency of the books in each of the Dewey decimal classifications as shown in the tables that follow.

#### Scope and Limitations of the Study

This survey was confined to the fully accredited schools in McHenry County. Only the books found in the library and properly catalogued were listed. The writer was of the opinion that listing books not catalogued, or books that were the personal property of the faculty, would fail to show the true picture of the facilities as offered in the schools. As a result of this limitation the results of this survey may appear more critical than conditions warrant. However, it is well to guard against accepting too many miscellaneous donations, as there is danger of filling the shelves with this type of literature so that the library may soon become a book warehouse rather than a reading room. Many textbooks do not make suitable library material.

The compilation of the books in the libraries was made at the close of the school year, and with advance notification in each case, so that all materials that were a part of the library should have been listed.

Table 1 shows the schools that were surveyed in this study and their 1946-47 high school enrollments.

Table 1  
The Schools Surveyed in this Study  
and Their 1946-47 Enrollments

Name of School	1946-47 high school enrollment
*Drake	86
Anamoose	96
*Towner	87
*Velva	149
*Granville	55
*Member of the North Central Association	

The Anamoose and Towner school plants were quite old, the one at Anamoose being built in 1904, while the one at Towner was built in 1905. The one at Granville was constructed in 1915. This was one of the first schools in the county to get away from the traditional cupola style of architecture that was so commonly used in the older school buildings. The Drake school was constructed in 1917, and was quite imposing in appearance. The Velva school had an addition built on to the older portion. This addition was built in 1928 and was used exclusively by the high school.

In surveying these libraries, it was quite apparent that architectural planning relative to library space and library location was of minor importance prior to 1920.



## Chapter 2

## PHYSICAL EQUIPMENT OF THE LIBRARIES

## Check List

1. Is the library in a room adjacent to the study hall or is it in the study hall?
2. If in a separate room, does the library have a seating capacity for ten to fifteen per cent of the daily school attendance?
3. Does the library have wall space for shelving six to ten books per pupil?
4. Does the library room have built-in wooden shelving of standard dimensions, without doors?
5. Does the library room have periodical shelving?
6. Is the library floor covered with battleship linoleum or other sound deadening material?
7. Does the library room have chairs, tables, library desk, card catalogue case, vertical file, and typewriter?
8. Is the furniture of standard size and type for library use?
9. Does the library have adequate natural and semi-direct artificial lighting?
10. Is the library room of inviting appearance?
11. Does the library have a connecting conference or class room with book shelving?
12. Is there a workroom with shelving, running water, outside ventilation?
13. Are there files for clippings, bulletins, pictures, posters, etc?
14. Are the books and materials in good condition?
15. Are the books accessioned?

1. Is the library in a room adjacent to the study hall or is it in the study hall?
  - a. Drake--a room on the floor above the study hall.
  - b. Anamoose--in the study hall.
  - c. Towner--in a room adjacent, but not connected to the study hall.
  - d. Velva--a room on the floor below the study hall.
  - e. Granville--adjacent.

There seems to be a difference of opinion as to the proper place to locate the school library. Fargo<sup>1</sup> lists three objections to the combined library study hall arrangement.

(1) Personal--for one person to perform the functions of both the study hall and library is an overload, and the duties are so dissimilar that one job or the other suffers. (2) Function--the study hall is a place to prepare lessons which usually means from text books. If the library is filled each period with pupils scheduled for study, there is no opportunity for the librarian to conduct classes in library training and no space for the pupil who would browse or invite his soul.

(3) Organization--the library is organized for individual growth, the study hall for group supervision; the library seeks to develop initiative, the study hall discourages it.

While these objections to the library study hall combination are well founded, they do not take into consideration the problems involved in keeping the library open a sufficient number of hours unless a direct connection with the study hall

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<sup>1</sup>Fargo, Lucille F., The Library in the School, American Library Association, Chicago, 1939, pp. 402-403

is maintained. Most teacher-librarians have a heavy teaching schedule in addition to the library work, which makes it impossible to properly supervise the library more than two or three periods a day. A solution to this problem would be to have the library located in the front of the study hall, but separated from it by a glass panelled partition. With properly trained student assistants, this arrangement would make it possible to have the library open every period of the day, and at the same time have it properly supervised.

2. If in a separate room, does the library have a seating capacity for ten to fifteen per cent of the daily school attendance?
  - a. Drake--no.
  - b. Anamoose--in the study hall.
  - c. Towner--no.
  - d. Velva--yes.
  - e. Granville--no.

There are divergent opinions as to the amount of space that should be allotted to the library. Wilson<sup>2</sup> says it should be a room the size of an average classroom. A frequently used measure is to provide 25 square feet per reader--this includes the area occupied by the library furniture. The North Central Association got around the necessity for definite figures by stating that this department, which should serve one hundred per cent of the children, is entitled to as much space as any department which serves less than fifty per cent of them<sup>3</sup>.

<sup>2</sup>Wilson, Martha, School Library Management, H. W. Wilson, New York, 1925, p. 8.

<sup>3</sup>"High School Library Study", North Central Association Quarterly, 3:248, September, 1928.



Drake had a very small library room with room for only one library table. This makes it necessary to restrict the number of students that can work in the library at one time.

Towner had the smallest library room of all five schools surveyed, there being no seating space at all. Students using the library must check out books and materials and use them in the study hall.

Velva has adequate library space, but could easily install one more library table.

The Granville library was quite spacious, but no seating facilities were provided. This library has direct connection to the study hall, which makes it convenient to check materials out of the library and use them in the study hall.

Anamoose has no seating problem as the library is in the study hall.

3. Does the library have wall space for shelving six to ten books per pupil?
- a. Drake--yes.
  - b. Anamoose--yes.
  - c. Towner--yes.
  - d. Velva--yes.
  - e. Anamoose--yes.

All the libraries had shelving that would accommodate at least the minimum number of books recommended. With the possible exception of Granville, all the library shelves were now too crowded and more shelving will have to be provided in order to have the library grow properly. This was particularly noticeable in the Towner library, which was filled to capacity.

To determine the shelving capacity, eight books should be counted to the running foot. Only about two-thirds of each shelf should be filled, so as to avoid constant shifting of books as additions are made. In most of these libraries, an addition of a dozen books in any one category would necessitate the shifting of several hundred books due to the crowded condition of the shelves.

4. Does the library room have built-in wooden shelving of standard dimensions, without doors?
  - a. Drake--no.
  - b. Anamoose--no.
  - c. Towner--no.
  - d. Velva--yes.
  - e. Granville--no.

By standard shelving is meant shelving not more than seven feet high, shelves three feet in length, and the space between the shelves adjustable. With this criteria in mind, the only library which would measure up is the one at Velva, which had excellent shelving. With the exception of the Granville library however, the shelving of the other libraries was quite good.

The Granville library had very inadequate shelving. The shelving was doublefaced, with books shelved from either side. These shelves were too narrow for a double row of books and, with no stops between the two rows of books, they could easily drop out of one side while being shelved from the other side.

5. Does the library room have periodical shelving?

- a. Drake--no.
- b. Anamoose--yes.
- c. Towner--no.
- d. Velva--yes.
- e. Granville--yes.

The Drake and Towner library rooms were too small to house the periodical shelving, consequently this shelving was located in the study hall. The other three libraries had periodic shelving quite suitable for library use. None of the periodic shelving had provisions for storage of magazines however. Newspaper racks and holders or rods would make valuable additions to these libraries, there being none of this equipment in any of the libraries.

6. Is the library floor covered with battleship linoleum or other sound deadening material?

- a. Drake--no.
- b. Anamoose--no.
- c. Towner--no.
- d. Velva--no.
- e. Granville--no.

The freedom of movement essential to satisfactory library work plus the necessity for quiet, points clearly to a noiseless floor covering for the reading room at least. "There are several kinds: rubber tile, cork tile, battleship linoleum, and linotile... Battleship linoleum is commonly used. Linotile is much preferred by some libraries. The latter is a fine grade of battleship linoleum made in smaller sheets or tiles in



different colors. Any small irregularities in the floor are obscured by its pattern and its sections can be taken up separately for repairs...Cork tile is soft to the feet but may grow pitted with use. Because of its resilience, rubber tile is probably the best floor covering made but for most libraries it is costly to the point of luxury"<sup>4</sup>.

7. Does the library room have chairs, tables, library desk, card catalogue case, vertical file, and typewriter?
  - a. Drake--no.
  - b. Anamoose--no.
  - c. Towner--no.
  - d. Velva--no.
  - e. Granville--no.

All these libraries fell short in the requirements listed in question eight. No library was equipped with a vertical file, without which filing of newspaper articles, clippings, pictures, etc. is very difficult. No room was equipped with a typewriter, although typewriters were available if needed, nor was any library equipped with a regulation librarian's desk. Drake, Anamoose, and Towner used a teacher's desk, while Velva and Granville used tables. In general, these substituted adequately for a regulation desk.

As the Towner library had no seating space, no tables or chairs were supplied. The Drake and Velva libraries had good chairs and tables. Anamoose had the use of the entire study hall plus a library table in the front of the room.

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<sup>4</sup>Power, E. L., Library Service for Children, American Library Association, Chicago, 1930, Chapter 7.

Card catalogue cases were standard equipment in all libraries.

8. Is the furniture of standard size and type for library use?
- a. Drake--yes.
  - b. Anamoose--in study hall.
  - c. Towner--none.
  - d. Velva--yes.
  - e. Granville--no.

Just as a laboratory, a drawing room, or a commercial room requires special furniture, so also does the school library. A table 3x5 feet and thirty inches high is ideal. Tables longer than five feet are objectionable as the larger groups resulting makes supervision more difficult. Chairs should be light and strong without arms, and rubber tipped if possible.

Fargo makes some interesting statements in summing up standardization of library furniture. She says:

Nobody wants the school library to become as frozen as the traditional school room. And yet, in examining school library blue-prints one becomes conscious of a rapidly evolving type--a stretched-out narrow room with long rows of 3x5 foot tables all just alike. Is there not a real danger here? Both librarians and architects should be on the alert for merciful variations. It is amazing how much a few window seats, a big round table or several small ones, a settle or a browsing corner with a few understandardized chairs will do to break up a hateful conventionality and to establish an admirable coziness and informality<sup>5</sup>.

Along the same line Agnes Cowing says:

Every high school library should have its browsing corner or its treasure case where students may browse among beautiful editions and read for the pure joy of

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<sup>5</sup>op. cit. p. 287.

reading. Many of the books looked upon with dread by the average high school boy or girl who sees them only as annotated text books will be read with delight if placed before the students in attractive form. Books in bright colored decorated publisher's binding and with colored illustrations are most alluring when laid out on tables or in a display case where they will be sure to attract the eye. They will work wonders in cultivating a taste for good reading.<sup>6</sup>

9. Does the library have adequate natural and semi-direct artificial lighting?
  - a. Drake--no.
  - b. Anamoose--doubtful, artificial no.
  - c. Towner--no.
  - d. Velva--no.
  - e. Granville--natural yes, artificial no.

While no attempt was made at arriving at a scientific calculation of the lighting of these libraries, the above rating seems justified. The Drake and Towner libraries had their length extending away from the window, and with only one window in the library the far side of the room would not have adequate light. The Towner library was "L" shaped which would further complicate the problem of artificial lighting.

The Velva library has sufficient window space, with five large windows, but they were all in one group and the room so arranged that two corners of the library were quite badly lighted.

The Anamoose library, being in the study hall, had fair natural lighting. However, the front part of the study hall, where the books were shelved, had a recessed portion which was not as well lit as the rest of the study hall.

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<sup>6</sup>Cowing, Agnes, "Books for the Browsing Corner of a High School Library", *Wilson Bulletin*, 4:449-52, May, 1930.



The Granville library had adequate window space and was well lighted. The shelving could be arranged so as to get more benefit of the window space afforded, as too many of the shelves were placed in front of the windows, thus shutting out the light.

Although electric lights were provided in all libraries, none of it was of a semi-direct type.

10. Is the library room of inviting appearance?

- a. Drake--fair.
- b. Anamoose--study hall.
- c. Towner--yes.
- d. Velva--very attractive.
- e. Granville--fair.

While all these libraries were quite inviting in appearance, much could be done to bring out a more friendly atmosphere and mellow character. A few posters, pictures, flowers, interesting bulletin boards, and a proper display of the newest and most attractive books would do much to bring about a feeling that the library is a place for recreational reading as well as assigned reading. The library should be the hearthside of the school.

In discussing the use of color in the library Fox says:

Why aren't librarians more color-conscious and believers in an attractive and cheery atmosphere?...The study of color dynamics or engineering in relation to industrial use has proved that more work per man-hour and more man-hours per man have been the direct result...The army realized the psychology of using color in its clubs, its theaters and, yes, even in its libraries.<sup>7</sup>

<sup>7</sup>Fox, Dorothea Magalene, "Let's Have Color", Library Journal, 72:206, February, 1947.

11. Does the library have a connecting conference or class room with book shelving?

- a. Drake--no.
- b. Anamoose--no.
- c. Towner--no.
- d. Velva--no.
- e. Granville--no.

Quite frequently small groups will be working on some subject which requires a certain amount of conversation. This may come about when groups are working on debates, planning programs, and similar activities. In order for these groups to work together in the most effective manner without disturbing larger groups at work in the reading room, a small conference room is needed.

None of these libraries had such a conference room, although the Velva library had a spacious workroom in connection with the library which could be used conveniently as a conference room.

12. Is there a workroom with shelving, running water, and outside ventilation?

- a. Drake--no.
- b. Anamoose--no.
- c. Towner--no.
- d. Velva--no.
- e. Granville--no.

With the exception of the Velva library, no workroom facilities were provided other than the library room itself. Velva had an excellent workroom, well equipped and well proportioned. This workroom fulfills all the requirements of a

good workroom with the exception that no running water was available in the room. Library work requires frequent pasting, handling of printed materials, and writing all of which require clean hands if neat work is to be the result.

13. Are there files for clippings, bulletins, pictures, posters, etc?
  - a. Drake--no.
  - b. Anamoose--no.
  - c. Towner--no.
  - d. Velva--no.
  - e. Granville--no.

With the exception of the periodical shelving, no facilities were provided for filing clippings, bulletins, etc. Such materials cost practically nothing in money, and are of great value as reference aids. In speaking of such a collection Mary E. Hall has stated:

Files of newspaper clippings and well-chosen collections of magazines and pamphlets make it possible for the library to place before the students the most up-to-date material on all questions of the day...The newspaper clipping file is indispensable in the modern high school library...In community civics and local matters of city or state it is the only source for many topics discussed in class. Arranged in large envelopes alphabetically in a vertical file it can be used readily by the youngest pupil...Pupils and teachers are asked to help build up this collection so that it may meet all the needs of inquiring students. For debating and for oral English where a student must talk on an interesting current topic, for economics and general science this pamphlet and clipping file is a perfect treasure mine on information...It makes for efficiency, if all the departments turn over to the library such pamphlet-material as they want the students to use for reference.<sup>8</sup>

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<sup>8</sup>Hall, Mary E., "Development of the Modern High School Library", Wilson, Martha, School Library Experience, Wilson, New York, 1925, pp. 73-75.



14. Are the books and materials in good condition?

- a. Drake--yes.
- b. Anamoose--yes.
- c. Towner--yes.
- d. Velva--yes.
- e. Granville--yes.

Generally, the books and materials were in good condition. All libraries did show some books that should be rebound or repaired, but no signs of abuse of materials were in evidence. The books in the Anamoose library showed the greatest signs of wear, which was mostly due to the lack of recent replacements or additions, as will be shown later in this study.

15. Are the books accessioned?

- a. Drake--yes.
- b. Anamoose--yes.
- c. Towner--yes.
- d. Velva--yes.
- e. Granville--no.

An accession record, that is a chronological list of all books that come into the library in the order that they are added, is essential to the school library. It provides an identification number for each book, and gives its source and cost. It is a single basic record that can be easily kept even by an untrained person.

With the exception of the Granville library, well-organized accession record books were kept in each library.

## Summary of Chapter 2

Considerable variety as to the location of the library was in evidence as four different places--in the study hall, connected to the study hall, adjacent to the study hall, and at a distance from the study hall, were represented.

Only two of the libraries had sufficient seating capacity.

Shelving for a minimum of ten books per student was provided by each library.

Only one library had standard, adjustable shelving.

Three libraries had the periodical shelving in the library.

No library had the floor covered with sound deadening material.

No library had adequate natural and semi-direct artificial lighting.

No library had a connecting conference or class room, while only one library had a special workroom for the librarian.

No library had a file for clippings, bulletins, pictures, posters, etc.

The books were accessioned in all but one library.

## Chapter 3

## THE LIBRARY STAFF

"Librarianship is a profession. The time has passed when it can be regarded as an avocation, an accomplishment, or a clerical job. Were no other evidence available, the presence of library schools in universities on the footing of professional schools would be sufficient vindication of the statement."<sup>1</sup>

The North Central Association of Colleges and Secondary Schools has stated<sup>2</sup>

"We need to insist on a standard of preparation calling for at least four years of college training divided as follows:

- (a) Academic studies..... 75 hours.
- (b) Education..... 15 hours.
- (c) Library training..... 30 hours."

If the library is to be a real asset to the school system and the pupils, the choice of the librarian must be made with great care, as she is as important as the book collection, room, or equipment. Fargo<sup>3</sup> suggests traits for particular emphasis as approachability, enthusiasm, resourcefulness, organizing ability, initiative, power of intellectual stimulation, intellectual alertness, cooperativeness, adaptability, sympathetic understanding of boys and girls, wide knowledge of and enthusiasm for literature for boys and girls.

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<sup>1</sup>Fargo, Lucille F., The Library in the School, American Library Association, Chicago, 1930, pp. 17-19.

<sup>2</sup>"High School Library Study", North Central Association Quarterly, 3:247, September, 1928.

<sup>3</sup>op. cit. pp. 20-21.



Table 2

The Teacher-librarians in McHenry County, N. Dak.  
and Their Preparation in Library Science

School	Name of Teacher-librarian	Semester hours in library science	Institution attended
Drake	Miss Leussen	*	U. of Wisc.
Anamoose	Mr. Korbel	0	Valley City
Towner	Mrs. Wilson	6	Minot
Velva	Miss Weninger	0	Minot
Granville	Mrs. Murphy	12	U. of N. Dak.

\*Listed only as Seminar work

Table 2 shows the training in library science of the teacher-librarians in the schools surveyed. None of these teacher-librarians come up to the standards as suggested by the North Central Association, while only two of the schools, Towner and Granville, come up to the minimum requirements of 4 semester hours of library training for schools of 100 students or less, and 6 semester hours for schools with 100-200 students as specified by the State Department.<sup>4</sup>

In addition to the library training, it is assumed that the teacher-librarian should have sufficient education to secure a certificate to teach in the type of school in which she wishes to act as librarian.

<sup>4</sup>Administration Manual for North Dakota High Schools, Department of Public Instruction, Bismarck, N. Dak., 1944, pp. 27-28.

Table 3

Time the Teacher-librarians Spend in Supervision, Number of Classes per Day, Teaching Load, and Periods Library is Open

Librarian	Number of classes per day	Periods in the library	Daily pupil load	Free periods per day	Periods library is open
Miss Leussen	*4	1	93	1	3
Mr. Korbelt	4	5	133	0	8
Mrs. Wilson	5	2	110	1	8
Miss Weninger	5	2	193	1	2
Mrs. Murphy	**5	2	100	1	8

\*In addition girls phy. ed. and 1 assembly.  
 \*\*In addition vocal music.

Table 3 shows the daily schedule for the teacher-librarians in the schools surveyed. It was quite obvious that all these programs were too heavy to properly supervise the library, and to do all the work necessary to have a well-functioning library.

With the single exception of Mr. Korbelt at Anamoose, no librarian was able to spend more than two periods of the day in the library. This arrangement at Anamoose was made possible because of the fact that the library was in the study hall, and that library supervision goes along with assembly duty. The nine periods tabulated for Anamoose is the result of having one of Mr. Korbelt's classes recite in the study hall.

The Towner library was able to operate on an eight period schedule because there were no seating facilities in the library. This made it possible for student assistants to check out the books as students came in from the assembly. With this

arrangement, so discipline problems were likely to appear, and an effective working organization was in evidence.

Because of its connection to the study hall, the Granville library was also able to operate on an eight period basis.

Considering the size of the enrollment, the Velva library should make some arrangement whereby it could be used by the students a greater portion of the day. The situation, as shown by Table 3, was modified somewhat by the fact that this library operated as a city library from 2:30 to 4 twice a week. During these periods it was taken care of by outside assistants and was open to the students as well as city patrons.

A similar situation existed at Drake, where in addition to the three periods the library was open under the supervision of the school personnel, it operated as a city library every Thursday from 2 to 4:30.

The State Department recommends that the libraries should be open all day--a standard that only three of the five schools was able to meet.<sup>5</sup>

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<sup>5</sup>Ibid., pp. 27-28



Table 4

## Number of Assistants to the Teacher-librarian

School	Number of assistants
Drake	5
Anamoose	0
Towner	7
Velva	4
Granville	2

Table 4 shows the number of student assistants to the teacher-librarian in each of the schools. Considerable difference of opinion exists as to the value of student assistants. Wilson<sup>6</sup> suggests that students should not be entrusted with accessioning, cataloguing or any part of the work which requires mature judgement and training. They are used to advantage in some of the mechanical processes, such as opening new books, stamping, folding and pasting book pockets.

Letitia McQuillen sums up her experience with student helpers as follows:

There is perhaps no phase of school library work about which there is a greater difference of opinion as to the value of results obtained, than the use of students as assistants. That this was a controversial point was brought forcibly to my attention at the first library convention I attended. Student helpers had come into use in our library, as in many others, through necessity...I had fared gaily forth to the convention leaving the library in charge of the student staff--the mending shelves stacked, the order sheets well filled, on the whole enough work planned to keep the staff busy. No qualms disturbed my enjoyment of the glorious freedom of "three days off for convention" until I sat in on a round table discussion where the question of student

<sup>6</sup>Wilson, Martha, School Library Management, H. W. Wilson Co., New York, 1925, pp. 118-119.



helpers came up. To my dismay I found myself a lone voice calling in a wilderness of opposition to student help in the library. Those librarians agreed that students were inaccurate, inefficient and wholly undesirable as assistants in the library. As I listened to these opinions I grew concerned about our little library left to the mercies of the student staff and wondered how I could ever have been so duped about student assistants. When I returned, however, and found the library doing business in the approved fashion, the mending shelves empty, the books carefully mended and returned to their places, the orders filled and the work room in perfect order, I decided that whatever student helpers might be to others, to me they were a boon, highly desirable and absolutely indispensable. Since that time I have met many librarians whose experience with student-librarians has been similar and to whom student assistants have been the "Open Sesame" that they have been to us.<sup>7</sup>

Whether or not student assistants will be efficient depends a great deal on how carefully they are selected, and how well supervised and systematic their training is. A worthwhile suggestion has been put forth by Wilma Bennett<sup>8</sup> in the preface to her book. She suggests that when students are scheduled to assist in the library regularly and spend as much time on library work and study as is devoted to any one of their regular school subjects, they should be allowed academic credit toward graduation. Many cities and at least one state (Indiana) now allow academic credit for library work done by students.

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<sup>7</sup>McQuillen, Letitia, "The Student Helper in the School Library", Wilson, Martha, School Library Experience, H. W. Wilson Co., New York, 1932, pp. 187-188.

<sup>8</sup>Bennett, Wilma, The Student Library Assistant, H. W. Wilson Co., New York, 1938.

### Summary of Chapter 3

In the amount of training of their teacher-librarians, all schools fall short of the standards as suggested by the North Central Association. Only two of the schools came up to the standards recommended by the State Department.

All teacher-librarians were loaded with too much academic work to give proper attention to the library. Only three of the libraries were able to be open all day, which is recommended by the State Department.

All but one school reported the use of student assistants with fair to excellent results.

## Chapter 4

### ADEQUACY OF THE LIBRARY MATERIALS

The selection of books is of first importance in school library work. In North Dakota, school libraries are required by law, but only the number of books in the library and the annual appropriation for books is designated. As a result there is much indiscriminate purchasing of books which is a very wasteful practice. Many libraries are over-crowded with obsolete books, books too difficult for the students, or books with bad print and paper. Too many of our libraries have quantity and not quality.

It should be made clear that suggestions for purchasing library books coming from faculty members are not only welcome but are solicited at any and all times. The librarian should at all times be ready with finding lists and suggestions for the teacher. Nor should the pupils be left out of the selection routing. They, as well as teachers, are profitably encouraged to express their wants, their likes, and their dislikes.

In order to throw some light on the adequacy of these libraries, they were analyzed on the basis of the number of books, distribution according to the subject classification, recency of copyright, and the newspapers and magazines provided. Tables containing this information and a brief commentary on each were incorporated into this chapter.



Table 5

Number of Books in Each of the Dewey Decimal Classification  
and the Number of Books Per Student

	Drake	Anamoose	Towner	Velva	Granville
000 Gen. Works	110	63	112	240	59
100 Philosophy	24	10	8	26	3
200 Religion	12	6	10	12	4
300 Sociology	143	76	88	151	52
400 Languages	19	8	98	18	12
500 Science	72	44	40	38	64
600 Useful Arts	80	22	43	92	66
700 Fine Arts	15	9	3	14	15
800 Literature	144	149	173	276	218
900 History, Biog. Travel	200	314	208	290	165
Fiction	2800	326	415	2221	342
Total	3619	1027	1198	3378	1000
Books per student	42	11	12	23	18

Table 5 shows the number of books found in the libraries in each of the Dewey decimal classifications. All schools showed good to excellent proportions as far as numbers were concerned. All totals reached beyond the minimum number of ten books per pupil as recommended by the State Department<sup>1</sup> and the North Central Association.<sup>2</sup>

<sup>1</sup>Administrative Manual for North Dakota High Schools, Department of Public Instruction, Bismarck, N. Dak. 1944, pp. 27-28.

<sup>2</sup>"High School Library Study", North Central Association Quarterly, 3:248, September, 1928.



The Drake and Velva libraries show a preponderance of fiction books with 2800 and 2221 books respectively. This unusual feature was brought about by the fact that both these libraries operated on a school-community basis. The Drake library had all its fiction shelved in the city library, which was in the schoolhouse, but in a room not connected to the high school library. The city library was open from 2 to 4:30 on Thursdays only. The city contributed books in the Velva library were shelved right along with the other books and were available whenever the library was open.

All libraries showed small collections in the fine arts classification. The philosophy, religion, and philology sections were also rather meager. The Granville library was particularly deficient in the latter two of these sections with three and four books respectively. The Velva and Drake libraries both showed a sizeable number of books in the 370, or education field.

With the exception of the Velva library, very little material was catalogued in the general works section other than encyclopedias--one phase in which all schools showed excellent, as well as recent, collections. There were, however, several outdated sets of encyclopedias that were of little value.

The question was raised as to what would constitute a good balance in the different classifications of the Dewey decimal system. No set percentage can be considered perfect for all localities and authorities will differ. Nevertheless, a more clear picture in evaluating the subject distribution could be shown if a comparison were made with some standard.

Such a standard was suggested by Mary Douglas<sup>3</sup>, and a comparison with this standard was made. Because of the unusually large number of fiction books found in the Drake and Velva libraries, the writer arbitrarily cut the number of fiction books credited to the Drake library to 400 books, which is about the number found in the Towner library, and the Velva fiction was cut to 650 books, which is comparable in proportion to the enrollments of these two schools. Table 6 shows the subject distribution in comparison to this standard, figures being given in per cent.

Table 6

Book Distribution Compared to Suggested Standard  
(figures represent per cent of total book collection)

	Suggested standard	Drake	Anamoose	Towner	Velva	Granville
000 Gen. Works	2	10	6.1	9.3	13.3	5.9
100 Philosophy	1	2	1	0.7	1.4	0.3
200 Religion	1	1	0.6	0.8	0.7	0.4
300 Sociology	8	12	7.4	7.3	8.4	5.2
400 Languages	2	1.6	0.8	8.2	1	1.2
500 Science	10	6	4.3	3.3	2.1	6.4
600 Useful Arts	10	6.7	2.1	3.6	5.1	6.6
700 Fine Arts	5	1.3	0.9	0.3	0.8	1.5
800 Literature	15	12	14.5	14.4	15.3	21.8
900 History, etc.	26	16.7	30.6	17.3	16.1	16.5
Fiction	20	33	31.6	34.6	36.1	34.2

<sup>3</sup>Douglas, Mary P., Teacher-Librarian's Handbook, American Library Association, Chicago, 1941, p. 67.

These libraries showed a high percentage of books in the general works category, all showing from three to six times the suggested percentage. This was accounted for mainly because of the number of old encyclopedias that were found on the shelves. Also, as pointed out previously, these schools were well supplied with encyclopedias.

In the philosophy classification the suggested percentage was met quite closely. The Granville library, with only three books in this classification, was below the standard, while Towner also fell below by a fraction of a per cent. The other three libraries were up to the standard, with Drake being one per cent over the standard.

In the religion classification only the Drake library came up to the standard, the other four libraries all being somewhat short.

In the sociology classification the Granville library was considerably below standard. Anamoose and Towner were also a fraction of a per cent below, while Drake and Velva showed percentages above the standard. In the latter two cases, this was accounted for by the large number of books in the 370, or education category.

With the exception of the Towner library, all libraries were slightly below standard in the language field. The Towner library showed a percentage about four times the recommended standard.

All libraries fell short in the number of books recommended for the science section. The Velva and Towner libraries were particularly deficient in this field, having but one-fifth and



one-third the recommended number respectively. No school showed much over one-half the suggested number, Granville being high with 6.4 per cent as compared to the standard of 10 per cent.

In the useful arts section all libraries were again found to be deficient. The Granville, Drake, and Velva libraries had only about one-half the suggested percentage, while Towner and Anamoose fell considerably below the standard.

The fine arts classification showed the greatest deficiency of the entire book collection. No library came close to the standard, Granville ranking the highest with only 1.5 per cent compared to the suggested standard of five per cent. Towner was particularly deficient in this field, with only three books catalogued.

The literature classification met the standard quite well, with the Drake library being the only one below the standard.

Considerable variation existed in the number of books found in the 900 section. Anamoose was the only school which met the standard here, the other four libraries being considerably below.

All libraries showed a supply of fiction books greatly in excess of the recommended percentage.

While the number of books in the library and their subject distribution is of great importance, they tell only part of the story. Although not always so, generally an old book is of little value due to its outmoded material, unattractiveness of the print and binding, or the general dilapidated condition of the book. Developments in the social science and natural science fields have been notably apparent in the past decade, so the recency of the books in these categories must be



determined in order to further evaluate these libraries.

With this thought in mind, the writer compiled the copyright dates in the main divisions of the social science and natural science fields. The findings are presented in the next five tables with a brief commentary after each table.

Table 7

Drake High School Recency of the Social Science  
and Natural Science Book Collection

Periods of years	Hist.	Educ.	Geo.	Math.	Phys.	Chem.	Biol.	Total	Per cent
1940-	6	-	-	-	-	-	-	6	4
1930-40	8	4	-	-	-	-	3	15	9
1920-30	16	48	1	7	-	5	-	77	47
1910-20	13	14	1	2	-	5	2	37	23
1900-10	8	2	1	3	2	1	1	18	11
Before 1900	2	-	-	1	1	-	2	6	3
No date	4	-	-	1	-	-	-	5	3
Total	57	68	3	14	3	11	8	164	
Per cent	35	41	2	9	2	7	5		100

Table 7 shows the number and recency of the social science and natural science book collection in the Drake library. This collection lacks balance and, with the exception of the history classification, lacks recency. The physics section had no book copyrighted after 1910, while the geography and chemistry categories had no books copyrighted after 1930. It was quite unusual to find such a large collection of books in the education field, there being 68 books in this classification. All the books in this library seemed to be in good repair.

Table 8

Anamoose High School Recency of the Social Science  
and Natural Science Book Collection

Periods of years	Hist.	Educ.	Geo.	Math.	Phys.	Chem.	Biol.	Total	Per cent
1940-	-	-	-	-	-	-	-	-	-
1930-40	3	-	4	-	-	-	-	7	6
1920-30	13	14	8	1	-	2	1	39	35
1910-20	6	4	16	-	-	1	2	29	26
1900-10	14	4	1	-	1	-	-	21	19
Before 1900	2	3	2	-	-	-	-	7	6
No date	8	-	-	-	-	-	-	8	7
Total	46	25	31	1	1	3	4	111	
Per cent	41	23	28	1	1	3	4		100

Table 8 shows the number and recency of the social science and natural science book collection in the Anamoose library. This library lacks recency. According to the writer's compilation, no book in these categories was copyrighted after 1940. The mathematics, physics, chemistry, and biology sections were very inadequate. This library will require considerable building before it can supplement class text books in a satisfactory manner.

In comparison to the other libraries, the books in the Anamoose library showed the greatest signs of wear. This may be an indication that books located in the study hall, where they will be readily accessible, are more likely to be used.

Table 9

Towner High School Recency of the Social Science  
and Natural Science Book Collection

Periods of years	Hist.	Educ.	Geo.	Math.	Phys.	Chem.	Biol.	Total	Per cent
1940-	2	1	-	-	-	1	-	4	5
1930-40	1	4	4	1	1	1	-	12	16
1920-30	7	4	1	-	2	2	2	18	25
1910-20	8	4	2	1	3	1	-	19	26
1900-10	15	-	-	-	-	1	-	16	22
Before 1900	2	-	-	-	-	-	-	2	3
No date	1	1	-	-	-	-	-	2	3
Total	36	14	7	2	6	6	2	73	
Per cent	49	19	10	3	8	8	3		100

Table 9 shows the number and recency of the social science and natural science book collection in the Towner library. Although this collection is much too small, better than average balance was apparent and the books were of quite recent origin as well as excellent material. This entire collection showed signs of excellent care and supervision. The biology and mathematics sections were too meager, with only two books in each section. With the exception of the history classification, this library was quite free of old donated books.



Table 10

Velva High School Recency of the Social Science  
and Natural Science Book Collection

Periods of years	Hist.	Educ.	Geo.	Math.	Phys.	Chem.	Biol.	Total	Per cent
1940-	9	-	7	-	1	-	1	18	7
1930-40	4	-	13	-	-	-	1	18	7
1920-30	23	28	8	-	6	2	2	69	26
1910-20	36	11	7	-	-	2	1	57	22
1900-10	32	-	2	-	-	-	-	34	13
Before 1900	38	-	3	-	-	-	-	41	15
No date	26	-	1	-	-	-	1	28	11
Total	168	39	41	-	7	4	6	265	
Per cent	63	15	15	-	3	2	2		100

Table 10 shows the number and recency of the social science and natural science book collection in the Velva library. This collection shows rather bad balance. No mathematics books were catalogued, while the physics, chemistry, and biology sections were very meager. The history section was quite adequate as far as number was concerned, but too many of the books were not of recent copyright. Many of the older history books were donated volumes and not very suitable for high school use.

Some recent and excellent additions were in evidence in the history and geography sections. The geography section particularly brought out the contrast as to attractability and readability of the new books in comparison to the older ones.

Table 11

Granville High School Recency of the Social Science  
and Natural Science Book Collection

Periods of years	Hist.	Educ.	Geo.	Math.	Phys.	Chem.	Biol.	Total	Per cent
1940-	2	-	3	-	-	-	-	5	3
1930-40	13	-	2	4	-	-	-	19	12
1920-30	27	2	1	3	4	1	-	38	23
1910-20	23	3	1	5	3	1	1	37	22
1900-10	20	1	1	1	2	1	-	26	16
Before 1900	14	-	-	1	-	-	-	15	9
No date	21	1	-	-	-	3	-	25	15
Total	120	7	8	14	9	6	1	165	
Per cent	73	4	5	8	5	4	1		100

Table 11 shows the number and recency of the social science and natural science book collection in the Granville library. This collection showed a dominance of history books with 73 per cent of the books in the sections tabulated being history books. Fifteen of these history books were of rather recent origin and quite suitable for high school use. On the other side of the scale, four of these history books were copyrighted in the 1870's and one in 1862.

The biology section was very meager with only one book catalogued. The chemistry, physics, and geography sections were also deficient, with only four, five, and eight per cent respectively. However, the geography section showed several recent additions.

It was quite unusual to find so many mathematics books catalogued, there being fourteen books in this classification.

Approximately half of these books were copyrighted prior to 1920, or were in such a condition that the copyright date could not be determined.

Table 12

Number of Newspapers and Magazines Found in Each School  
and the Number Indexed in the Readers' Guide

School	Number of newspapers	Number of magazines	Magazines indexed in Readers' Guide
Drake	2	17	6
Anamoose	2	6	6
Towner	2	21	6
Velva	1	21	5
Granville	1	3	3

Table 12 shows the number of newspapers and magazines subscribed for by each school. Drake, Anamoose, and Towner each had two daily newspapers, while Velva and Granville each had one. Velva is in the 100-200 student classification, for which the State Department recommends two good daily newspapers as the minimum requirement.

The Granville magazine list is too small to supply a well-rounded reading diet related to the curriculum and to the individual pupil interests. The Anamoose list would also be considered as too small. The magazines taken by these two schools were excellent material however, in addition to the fact that all of them were indexed in the Readers' Guide. However,



these two libraries lacked magazines printed especially for young boys and girls such as the "Open Road" group.

The Velva, Drake, and Towner magazine list was quite adequate in number, but too many of these magazines would be of interest only to certain departments in the school. This was especially true of Velva and Towner, where over half of the magazines were for the Home Economics or Agriculture departments. No magazine digest was taken by Velva, nor any of the so-called picture magazines such as Life.

None of the magazine lists contained any music magazine, despite the fact that instrumental music was taught in at least three of these schools, and vocal music in all of them.

Only the Anamoose and Towner lists contained any science magazines, a situation which certainly does not fit the time in which these students are living and learning. No radio magazines of any kind were in these lists, while only Drake showed any magazine devoted to sports.

Table 13 shows a complete distribution of the newspapers and magazines taken by these five schools.

Table 13

## Distribution of the Newspapers and Magazines Taken

Periodical	Drake	Anamoose	Towner	Velva	Granville
<b>Newspapers</b>					
Minot Daily News		X	X	X	X
Fargo Forum	X	X			
Grand Forks Herald			X		
Minneapolis Tribune	X				
<b>News magazines</b>					
*Newsweek	X			X	X
*Time		X	X	X	
*U. S. News			X		
*Atlantic Monthly			X		
Soviet Russia Today			X		
Our Times				X	
<b>Science</b>					
*Popular Science		X	X		
Science Illustrated			X		
<b>Digests</b>					
*Reader's Digest	X	X	X		X
Omnibook	X				
<b>Boys' and Girls' magazines</b>					
Open Road for Boys	X		X	X	
Open Road for Girls			X		
Calling all Girls	X			X	
Boys' Life	X				
Modern Miss	X			X	
Teen Times				X	
American Girl	X				
<b>Picture Magazines</b>					
*Life	X	X	X		X
Look	X				
<b>Agriculture and Home Ec.</b>					
*Home Ec. Journal	X			X	
Practical Home Ec.	X			X	
What's New in Home Ec.	X			X	
Dakota Farmer				X	
American Farm Youth				X	
Breeder's Gazette				X	
American Poultry Journal				X	
Duroc News				X	
Hoard's Dairyman			X	X	

Table 13 (continued)

Periodical	Drake	Anamoose	Towner	Velva	Granville
Farm Quarterly					X
National Poultry Digest				X	
Am. Hereford Journal				X	
Better Farming Methods				X	
West Livestock Reporter				X	
The Furrow				X	
Farm Facts				X	
Bi-Monthly N. D. A. C.				X	X
Miscellaneous					
*Consumer's Guide					X
*Parents					X
*Sat. Eve. Post	X		X		
*National Geographic	X		X		
Philately				X	
N. Dak. Outdoors	X				X
Am. Voc. Journal				X	
Athletic Journal	X				

\*Indexed in the Readers' Guide



Visual aids have been used as a means of instruction for ages. Classed as visual aids would be (1) field trips, (2) pictures, (3) maps, graphs, and charts, (4) objects, models, and specimens, to mention just a few. The most frequently used audio aids would be the radio and recording equipment.

In recent years the use of the moving picture projector equipped with sound has been on a constant increase. It was quite gratifying to find that each of these schools was equipped with a modern 16-mm. sound machine. These machines were used approximately once a week in the Drake, Anamoose, and Towner schools, every other week in Velva, and twice a week in Granville.

While none of the superintendents interviewed questioned the value or efficiency of films as instructional aids, neither was the enthusiasm present that one might be led to expect. Some of the criticisms were (1) difficulty of getting the films on the day desired, (2) frequent substitution made by the distributors, (3) expense, and (4) lack of a suitable place to show the pictures.

In a very recent study made on audio-visual aids by Melvin E. Kazeck<sup>4</sup> some pertinent suggestions were made that would help eliminate some of these objections. Mr. Kazeck suggested that the visual-aid program be placed under the guidance of one director for the entire school and that the program be planned a year in advance.<sup>5</sup> He also outlined a permanent film filing card system<sup>6</sup> and has some excellent unit outlines and suggested

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<sup>4</sup>Kazeck, Melvin E., Audio-Visual Aids for the Modern High School, Unpublished Masters Thesis, U. of N. Dak., June, 1947.

<sup>5</sup>Ibid. p. 121.

<sup>6</sup>Ibid. p. 122.

films for the social studies, mathematics and science, English, and the practical and fine arts fields.<sup>7</sup> A complete listing of catalogues and other sources of materials is listed.<sup>8</sup> It would seem that intelligent planning and honest interest would do much to bring to its fullest possibilities this newest, and most valuable, means of instruction.

Table 14 shows that each of these schools was equipped with a modern projector with sound, and also shows the frequency of use.

Table 14  
Motion and Sound Equipment in Each School

School	Number of silent machines	Number of sound machines	Frequency of use
Drake	-	1	weekly
Anamoose	-	1	weekly
Towner	-	1	weekly
Velva	-	1	bi-weekly
Granville	-	1	semi-weekly

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<sup>7</sup>Ibid. pp. 30-120.

<sup>8</sup>Ibid. pp. 142-149.

### Use of the State Traveling Library

From the State Library Commission, Bismarck, schools may obtain traveling libraries for six months containing 20 to 45 books. These libraries being of three types, (1) small collections for grades 1-6, (2) larger collections for grades 1-8, (3) school and community collections for both adults and children. Also, material for debates, special topics, book reports and special day programs may be secured from this source.

None of these five schools made use of the State Traveling Library for the high school. Anamoose did receive a set of 40 books every month, selected by the teachers, from this source which were used in the elementary grades. Service from this agency was reported to be very satisfactory in every respect.



#### Summary of Chapter 4

All schools showed a total book collection well over the suggested minimum of ten books per pupil.

The greatest deficiency was found to be in the science, fine arts, and useful arts fields.

The largest collections were in the fiction classification in all schools.

Many of the books were not of recent copyright, as is shown by the fact that in the natural science and social science fields about 55 per cent of the books were copyrighted previous to 1920, while only five per cent were copyrighted after 1940.

The newspaper collection was up to standard in all cases but one, but a more representative selection should be made in the magazines provided--especially in the field of music, science, radio, and sports.

All schools were equipped with a modern moving picture projector with sound, and a workable program was in the process of being installed.

No use was made of the State Traveling Library services, with the exception of one school which used it to procure books for the elementary grades.

## Chapter 5

## LIBRARY SUPPORT

"The library should receive an annual appropriation of sufficient amount to provide means for the necessary correlation with other departments. The maintenance of the library should not depend on incidental sources of money, such as school entertainments and "socials". Students may be encouraged to raise funds for the library in appropriate ways, but these funds should be used only for such accessories as make the library more attractive...such as special equipment, finely illustrated editions; but the high school should not be forced to depend upon such means for necessary library service."<sup>1</sup>

Table 15 shows the library appropriations as taken from the annual school budgets of each of the five schools surveyed in this study.

Table 15

Library Appropriations as Taken From the Annual School Budgets

School	1944 Budget	1945 Budget	1946 Budget	1947 Budget
Drake	\$ 70	\$130	\$180	\$150
Anamoose	30	30	30	30
Towner	100	100	150	200
Velva	100	100	100	100
Granville	*	*	250	250

\*not available

<sup>1</sup>Certain, C. C., Standard Library Organization and Equipment for Secondary Schools of Different Sizes, American Library Association, Chicago, 1920, p. 24.

The State Department suggests a minimum appropriation of \$2.00 per student in high schools of 100 students or less, and \$1.50 per student in high schools of 100-200 students.<sup>2</sup> Using this criteria, the Anamoose library falls far below standard with a budget allowance of only \$30, while the Velva library appropriation was also sub-standard. The Drake appropriation was just a trifle under standard. The Towner budget allowance was well over the minimum, while special commendation should be made to Granville for its budget allowance of almost five dollars per student.

Table 16

## Per Pupil Expenditure for Books and Periodicals

School	1946-47 enrollment	Book expenditure	Periodical expenditure	Total	Per pupil expenditure
Drake	86	\$150	\$35	\$185	\$2.15
Anamoose	96	30	35	65	0.68
Towner	87	145	44	189	2.17
Velva	149	170	26	196	1.32
Granville	55	250	28	278	5.05

Table 16 above shows the actual library expenditures for the school year 1946-47. This table gives a clearer picture of the support given the libraries than does Table 15, as there were other sources of library revenue other than the budget appropriation. The Drake school listed the High School

<sup>2</sup>Administrative Manual for North Dakota High Schools, Department of Public Instruction, Bismarck, 1944, pp. 27-28.



Activities Fund as a source of extra library revenue, this fund contributing \$45 toward library purchases. In Velva the city contributes annually \$50, and the Women's Club contributes \$35, also annually. The other schools made no mention as to the origin of this extra revenue, but it may be assumed to be money appropriated, but not spent, for other school purposes.

With this additional revenue the Granville per pupil expenditure reaches the magnificent total of \$5.05. The Drake and Towner per pupil expenditures are both over the required minimum. The Velva per pupil expenditure is slightly below standard, while that of Anamoose is less than one-third the standard.

#### Summary of Chapter 5

Budget appropriations for library purposes were up to standard in three schools and below standard in two schools.

Other sources of revenue other than budget appropriations were used in all schools.

## Chapter 6

### SUMMARY AND CONCLUSIONS

On the surface, these library facilities appear to be quite adequate. Generally, the book count is one of the most common measures used in making a hurried evaluation of a library.

Using this criteria, all these libraries would be assumed to be satisfactory, as the book count in each instance was over the suggested minimum. Nevertheless, there are many things that could be done to improve the library service offered, and some definite and concrete suggestions will be made. Many of the shortcomings of these libraries could be eradicated quite handily, while others, though equally obvious, have no such simple solution. Each school will be independently summarized in the order in which they have been evaluated throughout this study. However, to avoid too much repetition, three general recommendations applicable to all these schools will be made first.

Inspection of the tables in Chapter 4 reveals that too much outdated material was still catalogued in these libraries. Except in rare cases, texts copyrighted previous to 1930 could be replaced with more suitable material, still less than fifteen per cent of the books whose copyright dates were compiled, were after 1930. Less than fifty per cent of these books were copyrighted after 1920. It would seem desirable to have the teachers of the particular subject field consulted as to the actual usefulness of some of the older books. If found to be of no value, a book should be withdrawn, being sure that it is checked off the accession book and other records. It should then

be disposed of in such a way that it will not find its way back to the library. If the library is to fulfill the objectives as stated in the introduction to this study, outdated material must be removed and more recent and attractive books provided. There are many reliable book lists which could be used as a guide in checking the books in a library. Among others, are two recommended by the State Department. These are "Standard Catalogue for High Schools", published by the H. W. Wilson Co., 950 University Ave., New York City, and the "Basic Book Collection for High Schools", published by the American Library Association, 520 N. Michigan Ave., Chicago, Ill.

The second general recommendation would be for all these libraries to build up the sections in which they were the most deficient. These would be science, useful arts, and fine arts particularly. In this age of science, students must be provided with many attractive and interesting books in this field-- books they can understand and will read voluntarily.

The third general recommendation would be to make use of the State Traveling Library facilities, at least until a more recent and well-balanced collection of books is provided in these school libraries.



### Drake

The Drake school is primarily in need of a larger room to house the library. The Drake school building was of fairly recent construction and quite modern in design and appearance, but not much consideration was given to the question of library space when plans for the building were drawn up. Generally, the minimum for a small high school should be a room the size of an average classroom. The classroom arrangement at Drake should be carefully analyzed with the objective of securing a more spacious and better located room for the library. Such a shift should be planned with the possibility of re-locating the library on the first floor of the building, the floor on which the study hall was located, and thus reduce the amount of traffic that results from the use of the library. The acoustics in this building were very bad, so any plan that could lessen the amount of travel in the building would seem to be of value.

This library needs more shelving. Although space is at a premium in this library, the present shelving is low enough to make it possible to add one more tier to the present shelving and thus increase the capacity about 25 per cent.

Two daily newspapers were subscribed to as well as seventeen magazines, which is over the minimum. One criticism of the magazine selection would be that too many of them were not indexed in the Readers' Guide, which makes them of little value as reference material except as current issues.

This school was well supplied with new encyclopedias and dictionaries. Two complete 30 volume sets of the Americana, one a 1932 series and the other a 1944 series, were readily available.

Two large unabridged and twelve abridged dictionaries were in the study hall, which would bring this school well beyond the minimum requirements.

Shelving the fiction in the city library, where the students will have access to it only once a week, would seem to be open to criticism. Possibly, by placing well-trained student assistants in charge and limiting the number of students permitted to check out from the study hall to the library at one time, would alleviate this situation somewhat.

The administration of this library gave evidence of excellent care and supervision of the materials.

#### Anamoose

This library is located in a recessed portion to the front of the study hall. This portion could be conveniently partitioned off from the rest of the study hall and thus make it possible for the library to be used and not have it subjected to the rigid discipline of the study hall. Another undesirable feature of the present arrangement was that some class was reciting in the study hall almost every period of the day. A well-planned glass-panelled partition would solve several problems here.

The present budget allowance for this library was much too small, and some means should be made to increase it. The present budget allowance will not permit a very rapid improvement of the lack of recency of the books in this library as shown in Table 8.

No student assistants were used in this library. The teacher-librarian could be relieved of much work by training and using student assistants. The value of the vocational

experience gained should not be overlooked either.

Some worthwhile additions to the periodical selection should be made, particularly in the group referred to as magazines for boys and girls. Some vocational as well as outdoor or sports magazines would also be desirable.

#### Towner

The most pressing need of the Towner library is a larger room. While this shortcoming is evident, the general overcrowded condition in this school does not lend itself to a simple solution. Undoubtedly, building plans will be made in the near future, in which the inadequacy of the present library room should receive great consideration. Special commendation should be made of the efficient manner in which this library was operating under present conditions. This library was open to the students all day.

Although this room was very small, two complete tiers of shelving could be added to the present stacks. There is very little room for expansion without more shelving being added.

#### Velva

The Velva library is praiseworthy from the viewpoint of location, size, and its attractive appearance. Certainly, in building this school definite planning was made for library space and facilities.

Due to the large collection of books now in the library, almost all available shelving was used. Practically all the wall space is now shelved, so the only solution would be to add some double faced stacks and form alcoves. This could be done quite conveniently.



The window arrangement is not to be recommended, as they are all in one group and so arranged that two of the corners are inadequately lighted. The only solution seems to be to provide better artificial lighting, and use these lights when the library is in use. New light fixtures would be helpful, or at least have the wattage in the present fixtures increased.

Only two 3x5 foot tables have been used in this library the past year. With so much seating space available, one more table could easily be added. The ideal solution would be to provide the librarian with a modern librarian's desk, and use the present librarian's table as a reading table for the students.

This library is not open a sufficient number of periods during the day for a school of this size. The solution might be to turn more of the routine work over to well-trained student assistants, while the supervision of the students working in the library is taken care of by other teachers who might be having free periods. With the library located at a distance from the study hall, it would be quite undesirable to leave the library in charge of student assistants without aid from the rest of the faculty.

A newspaper rack equipped with rods would be a useful addition to this library. Also, one more daily paper should be added to the subscription list.

The magazine list is too small for general reading, excepting the departmental magazines. Too few of these magazines are listed in the Readers' Guide, nor was this library supplied with the Readers' Guide. Periodicals in the field of science, radio, music, and sports should be added to the magazine list.

### Granville

The Granville library should have all its books completely reclassified. Quite likely, it would be found that much of the material in this library is now properly classified, but still such an overhaul would make this library much more useful and pleasant to work in. The shelving should be rebuilt and its location in the library more carefully planned. It would be well to place more of the shelving along the walls and the partition separating the library from the study hall, and thus get more benefit of the excellent natural lighting available. Some tables and chairs should be added to the library, so as to make it possible to do more reading in the library room.

This library is ideally located for a school with a teacher-librarian who must spend most of her day out of the library. It would seem that careful consideration should be given to any plan of moving this library to a different location in the building, a move which is being contemplated. The library is too important a part of a modern school to not receive equal consideration with other departments as to the facilities provided. Replacing the present cumbersome overhead rolling partition with a new glass-panelled one would make this library easy to keep open and properly supervise during the entire day.

Only three periodicals were taken during the past school year, which does not provide a variety great enough for effective reading. The present budget allowance of \$250 speaks well for this school, and steps have been taken to greatly increase the number of periodicals that will be available from now on.

With this amount of money budgeted for library purposes, some building should be begun on the book collection, particularly science, useful arts, and fine arts, categories in which this library was quite deficient.

It would seem that a more careful selection and training of the student assistants in this school would be advisable, and which should result in a more orderly and well-kept library. It would seem quite discouraging to use these materials in their present disorganized condition.

The writer has attempted to make an unbiased and impartial survey of these five libraries, and to offer some constructive criticisms. Much more work needs to be done along this line, and it is suggested that the point of departure for any future studies in this field be made on the use made of the library. Important as is the location of the library, the facilities offered, and the adequacy of the materials, they mean little if the library is not used by the students. While making this survey, an attempt was made to determine how much the students were using the libraries, but the records were such that only a few very subjective statements could be made, so they have not been incorporated into this study at all.



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