

JUNIOR HIGH SCHOOL LIBRARIES IN NORTH CAROLINA:
INVESTIGATIONS AND RECOMMENDATIONS
FOR STANDARDS

by

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1954

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JUNIOR HIGH SCHOOL LIBRARIES IN NORTH CAROLINA:
INVESTIGATIONS AND RECOMMENDATIONS
FOR STANDARDS

A Thesis
Presented to
the Faculty of the Department of Education
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Master of Arts

by
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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The problem	2
Statement of the problem	2
Importance of the study	2
Definitions of terms used	4
Scope of the study	5
Limitations of the study	7
Method of investigation	7
Source of data	7
Collection and treatment of the data . . .	7
II. REVIEW OF THE LITERATURE	11
The quarters	12
The librarian	24
Library Service Program	27
Library materials	35
III. ANALYSIS AND INTERPRETATION OF THE DATA . . .	44
Data in regard to quarters and equipment . .	47
Data regarding the librarian	51
Data regarding the program of library service	54
Data regarding student assistants	56
Data regarding library attendance	58
Data regarding lessons in the use of the library	61

CHAPTER	PAGE
Data regarding the library budget	64
Data regarding library records and reports	68
Data regarding periodicals and other non-book materials	70
Data regarding library books	72
Suggestions made by city and county library supervisors regarding junior high school libraries	74
Summary	77
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	80
Summary	80
The problem	80
Review of literature	82
Analysis and interpretation of data . .	84
Conclusions	87
Recommendations	89
BIBLIOGRAPHY	99
APPENDIX A. A list of junior high schools in North Carolina supplied by the State De- partment of Public Instruction as a basis for this investigation	107

CHAPTER	PAGE
APPENDIX B. A list of city and county units supplied by the State Department of Public Instruction for the purpose of sending questionnaires to be used in this investigation	110
APPENDIX C. Questionnaire concerning libraries in junior high schools in North Carolina (Sent to librarians and supervisors)	112
APPENDIX D. Questionnaire concerning libraries in junior high schools in North Carolina (sent to principals)	118
APPENDIX E. Questionnaire concerning libraries in junior high schools in North Carolina (sent to school library adviser)	125
APPENDIX F. Annual North Carolina school library report form	129
APPENDIX G. A Yardstick for Planning School Libraries	131

LIST OF TABLES

TABLE	PAGE
I. Response to Questionnaires	9
II. General Information	46
III. Quarters and Equipment	48
IV. Librarians	50
V. Supervision	55
VI. Student Assistants	57
VII. Library Attendance	59
VIII. Library Lessons	62
IX. Audio-Visual Service	65
X. Library Budget	67
XI. Library Records and Reports	69
XII. Periodicals and Other Non-Book Materials	71
XIII. Library Books	73
XIV. Suggestions by City and County School Libraries for Junior High School Libraries	75

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CHAPTER I

I. INTRODUCTION

The increase in the enrollment in the public schools of North Carolina, the increase in the age limit of the attendance law, and the addition of the twelfth grade have presented a serious problem to the educators of the state. The junior high schools have been established in some localities as a solution to this problem.

The first organizational meeting for determining junior high school problems and needs was December 14, 1953. This meeting was a joint conference of the members of the State Department of Public Instruction with the principals of the junior high schools in North Carolina.

During this conference the group decided to establish the junior high school of North Carolina as a unit in the twelve year program of the public school system.

At this first conference¹ of administrators and principals plans were made to work out minimum standards for junior high schools in North Carolina with the recommendation that the junior high school be recognized as a designated unit.

¹North Carolina, State Department of Public Instruction, Report of "Junior High School Conference," Greensboro, December 15, 1953. (Mimeographed.)

As a basis for their study it was agreed to formulate a philosophy which included "a concept of junior high schools as continuing the 'Common Learning' of the elementary school and introducing the specialized fields of study in the high schools."²

II. THE PROBLEM

Statement of the problem. It was the purpose of this investigation (1) to determine the status of the libraries in the junior high schools of North Carolina at the time they were established as a unit in the educational program of the state; (2) to determine the attitude of the librarians, principals and supervisors of these schools as revealed by a questionnaire; and (3) to make recommendations for standards for junior high school libraries in North Carolina.

Importance of the study. The good junior high school has the following characteristics:

1. A program that takes care of the needs of all the pupils of junior high school age.
2. A program that provides an opportunity to explore the various areas of knowledge.
3. A program that provides an opportunity to do special work in areas of special interests and aptitudes in accordance with the needs of the community.
4. A program that provides guidance services to take care of problems, needs, and differences.

²Ibid., p. 3.

5. A program that has as its core general skills and knowledge needed by all.
6. A program that will offer an opportunity for every child to take part in some activity.³

The writer feels strongly that a good library contributes to the function of each of these six points of the basic philosophy which has been adopted for the junior high schools of North Carolina.

The change from the traditional textbook method of teaching to that of the newer curriculum with primary emphasis on the attitudes and interests of youth must have the understanding and cooperation of all departments within the school.⁴

With the junior high school taking its place in the educational structure of North Carolina, this seemed to be the logical time to make a study of the library program in these schools.

Formerly, the junior high school librarians of North Carolina have been operating on either the elementary school standards as set up by the State Department of Public Instruction,⁵ or on the high school standards according to requirements of both the State Department of Public Instruction and the Southern Association of Colleges and Secondary Schools.⁶

³Ibid., p. 4.

⁴"Library Service in the Junior High School," Bulletin of the National Association of Secondary School Principals, 29:110, April, 1945.

⁵North Carolina, State Department of Public Instruction, North Carolina School Library Handbook (Raleigh: State Department of Public Instruction, 1952), p. 9.

⁶Ibid., p. 10.

Consequently, there have been discrepancies in the junior high school library program which seemed to handicap the function of these libraries. It was the purpose of this investigation to clarify their status as a unit, and to recommend standards as a guide for the library program in the junior high schools of North Carolina.

III. DEFINITIONS OF TERMS USED

Junior High School. A junior high school has been used in this paper to designate the schools of North Carolina organized to include grades 7-9 as a separate unit set up within the school.⁷

Library Service. The term library service has been used by the investigator to denote the function of the library in its relation to the pupils and teachers, and to the curriculum.

Student Assistants. Pupils who have scheduled a specified time to work in the library for the purpose of assisting the librarian with routine work are designated as student assistants.

Centralized Cataloging. Where there are several schools in one unit, city or county, all books may be cataloged in one centralized office rather than in each individual school.

⁷Letter from Cora Paul Bomar, School Library Adviser, State Department of Public Instruction, Raleigh, North Carolina, October 30, 1953.

School Library Supervisor. A person employed by larger school systems, either city or county, to co-ordinate the library program and to work with other supervisors and teachers in improving the total school opportunity.⁸

Teacher-Librarian. A teacher, preferably one who has had some training in library science, who works part-time and teachers part-time during the school day.

IV. SCOPE OF THE STUDY

Standards for school library service have been formulated for only one major purpose - to provide an adequate program, with sufficient facilities to meet the needs of the pupils and teachers of the school of which it is a part. It is commonly agreed that they should be used to stimulate improvement and should represent ideals to be attained, not ends in themselves.⁹

While quantitative standards set up a pattern of statistical proficiency, they are inadequate without the broadening element provided by qualitative standards. These are achieved only by an understanding of the philosophy of the school and the needs of the pupils on the part of the administration, principal, teachers, and librarian in the school. Quantitative standards are easy to enforce; they have a place only if they are minimum rather than maximum goals.¹⁰ With these facts in

⁸Mary Peacock Douglas, School Libraries Today and Tomorrow (Chicago: American Library Association, 1945), p. 53.

⁹Mildred L. Nickel, "Standards and Certification," Library Trends, 1:345, January, 1953.

¹⁰Ibid., p. 347.

mind the investigator attempted to determine what other states have developed in the way of standards for junior high school libraries.

None of the eleven states in the Southern Association of Colleges and Secondary Schools¹¹ has standards for their junior high school libraries. Although the state departments replied to the request for a copy of their standards, only three of them stated that they were working on junior high school library standards. The other states use either the combination of elementary-senior high school standards or the standards set up for their high school libraries.

Upon further investigation it was found that there were two states, California and Washington, that did have specific standards for their junior high school libraries.¹² While these were not used as a basis for this study, they will be quoted as they may apply, for comparative and other specified reasons.

The investigator decided that it would be more practical to confine the study largely to the replies found in the questionnaires sent to the librarians, principals, and supervisors of junior high schools in North Carolina. This procedure seemed to be more useful since these were the schools in which the need for standards had arisen.

¹¹Southern Association of Colleges and Secondary Schools, Proceedings of the Fifty-Eighth Annual Meeting, Memphis, Tennessee, The Association, 1953, pp. 17-64.

¹²Letter from Nora E. Beust, Specialist for School and Children's Libraries, Office of Education, Washington, D. C., May 3, 1954.

V. LIMITATIONS OF THE STUDY

There were definite limitations to the study. In some cases all the questions were not answered, in others they were answered in terms that could not be tabulated. Some of the questions could be interpreted with a dual meaning. Personal opinion influenced the replies in some instances while in others the questions did not apply. Although the reason was specified for sending the questionnaire to all three groups, some of them failed to respond when some other member of the staff had already done so.

VI. METHOD OF INVESTIGATION

Sources of data. Data for comparison and data for the study proper were secured from (1) professional literature in the fields of education and library science, (2) replies to questionnaires, (3) attendance at conferences related to junior high schools, (4) correspondence and interviews with the State School Library Adviser, (5) reports from professional meetings, and (6) interviews with instructors in the Department of Library Science at Appalachian State Teachers College.

Collection and treatment of the data. The writer began with an inquiry of what had been done in the field of junior high school libraries in North Carolina. This revealed that there was no definite pattern for their organization or operation, but rather, an adaptation of both elementary and/or, high school standards. This presented basic problems

from the standpoint of service and efficiency in the schools they attempted to serve. Attendance at the meeting of the state school administrators and the principals of the junior high schools confirmed the decision to make a study of the junior high school libraries, and from these findings to make recommendations for standards for libraries in this area of the public school program.

The yearly report of the Southern Association of Colleges and Secondary Schools,¹³ was used to obtain a list of the states which are members of the association. Miss Cora Paul Bomar, State School Library Adviser, was contacted for a list of schools recognized as junior high schools in North Carolina.

With the aid of advisers in the Department of Education and Library Science and members of a class in School Library Problems, questionnaires were compiled and sent to the librarians and to the principals in thirty-four schools, and to sixteen library supervisors. As Table I, page 9, shows, replies were received from thirty-one librarians, twenty-four principals and sixteen supervisors. No reply was received from either the librarian or the principal in only one school.

Since the majority of the questions were duplicated in the questionnaires sent to the librarians and the principals,

¹³Southern Association of Colleges and Secondary Schools, op. cit., pp. 17-64.

TABLE I
RESPONSE TO QUESTIONNAIRES

PRINCIPALS	Elementary Jr. High	Junior High	Junior-Senior	Total
Number sent	7	20	7	34
Number responding	7	20	6	24
Number not responding	0	6	4	10
% responding	100%	100%	85.7%	70.58%
Total usable				22
Total unusable				2
% usable				95%
LIBRARIANS				
Number sent	7	20	7	34
Number responding	3	20	6	29
Number not responding	4	0	1	5
% responding				85.2%
Total usable	3	19	5	27
Total unusable		1	1	2
% usable				89.41%
SUPERVISORS				
Number sent				16
Number responding				16
Number not responding				0
% responding				100%
Total usable				12
Total unusable				4
% usable				75%

this enabled the totals from one reply or the other to be used in the final tabulations. The number of usable responses was small from the supervisors, but they stated that the questionnaire did not apply to their situation, or they thought it was unnecessary to respond since their librarians had answered a questionnaire on the same subject. Data from the usable responses were compiled and classified. See Table I, page 9.

In order to gain a general knowledge of what has been done to develop junior high school libraries, as well as in other areas of school library service, a review of the literature in these fields was made. The investigator reviewed literature on junior high schools in general, in an attempt to get a broader concept of the philosophy and function of the over-all program in the junior high schools of today.

The following chapters present a review of the literature, an interpretation of the data, a statement of conclusions and suggestions for further study, and recommendations for standards for junior high school libraries in North Carolina.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The educational program in North Carolina has grown obviously with rapid strides in the last two decades. Outstanding in the curriculum development has been the library service in both the elementary and high school areas. Gwynn stated that:

No longer is it necessary to convince school officials of the need for school libraries, because accrediting agencies have thrown their influence so strongly in favor of adequate facilities that most schools are being compelled gradually to provide adequate libraries and library service if they wish to meet the criteria for standardization.¹

One of the most significant developments in the educational program in North Carolina was the decision that definite recognition be given to junior high schools.² At the planning conference it was decided that some minimum standards should be formulated for junior high schools in the state.

¹J. Minor Gwynn, Curriculum Principles and Social Trends (New York: The Macmillan Company, 1950), p. 582.

²North Carolina, State Department of Public Instruction, Report of "Junior High School Conference," Greensboro, December 15, 1953, p. 4.

Beust³ said that "standards for school are important instruments for checking the effectiveness of the library in the total school program." She further stated that "recognized objectives of these standards are the improvement of teaching and learning in the school."

The schools of today are committed to perpetuating and further developing the American way of life, according to McBean,⁴ who pointed out four of the many factors which enter into the functional school library. Those factors which the investigator has used as a basis for this study are as follows: the quarters, the librarian, the materials, and the program.

I. The Quarters

Smith stated:

The library is an integral and indispensable part of the good modern school. Every school should have a central library. If it is a new building, space should be specifically planned as to adequacy, comfort, attractiveness, and service. If the building is already in use then the best possible improvising of space or remodeling should be done to attain these ends. Every library needs adequate room, needs work space, needs acoustical ceilings, needs good natural light, and good artificial light.

³Nora E. Beust, "An Introduction to the Study of School Library Standards," School Libraries, 4:9, July, 1953.

⁴Dilla W. McBean, "The Functional School Library: A Librarian Defines It," American Library Association Bulletin, 43:51, February, 1954.

The equipment should be built to suit the space available. It should be of excellent quality and suitable to the physical stature of the library. The library should be the best equipped room in the school and afford a pleasant atmosphere.⁵

Douglas,⁶ Perkins and Cocking,⁷ were agreed that the educational program would affect the planners of the school libraries toward the function and use of the library. Some of the factors of the educational program to be taken into account to determine adequate space would be the type of program which the school offers, the number of pupils who will use the library at one time, the need for class groups or committees to work co-operatively, and the size of the library staff.

As soon as it has been decided that a library is to be included in the building plans for a new school, or a building is to be remodeled to include a library, someone who knows school libraries, preferably the librarian, should be appointed to work with the architect.⁸

⁵Benjamin L. Smith, "The Functional School Library: A Superintendent Looks at It," American Library Association Bulletin, 43:52, February, 1953.

⁶Mary Peacock Douglas, "The Material Aspects of the School Library," unpublished speech, American Association of School Administrators, Atlantic City, New Jersey, February 17, 1954. (Mimeographed.)

⁷Lawrence B. Perkins, and Walter D. Cocking, Schools; Progressive Architecture Library (New York: Reinhold Publishing Corporation, 1949), pp. 83-84.

⁸Margaret M. Ross, "Housing the School Library," School Executive, 64:54-7, December, 1944.

Coman⁹ and Perkins¹⁰ were of the opinion that the school library should be located centrally so that it would be easily accessible to the majority of pupils and teachers. The quarters should be spacious, preferably twice as long as it is wide, with sufficient floor space to accommodate at least 6 per cent of the total student body. Douglas said that The Southern Association of Colleges and Secondary Schools¹¹ recommends that the library for a high school with an enrollment of 301-500 or more pupils, should accommodate 15 per cent of the first 500 and 10 per cent of the pupils over the first 500. This recommendation allows for 20-25 square feet per person. Douglas¹² made her recommendation for the school library to be approximately 25 feet wide, which is the width of the average classroom. The length should be one foot for every child in attendance or an average of 70 feet long.

⁹W. M. Coman, "Planning the School Library," American School Board Journal, 108:22-4, January, 1944.

¹⁰Perkins, op. cit., p. 83.

¹¹Mary Peacock Douglas, North Carolina School Library Handbook (Raleigh: State Department of Public Instruction, 1952), p. 24.

¹²Douglas, "Material Aspects of the School Library," op. cit., p. 1.

In the literature reviewed the general opinion seemed to be that a conference room and a work room should be adjacent to the library. These should open into the main reading room; clear glass partitions facilitate supervision. The conference room should be approximately 120 square feet. In the majority of schools the work room is a combination librarian's office and storage-work room. This combination room should be at least 150-200 square feet.¹³

Lighting should be given careful consideration in the well planned library. Architects and librarians have agreed that the best light should be provided for the reading center of the school. Windows should be placed as near the ceiling as possible and venetian blinds or shades separated in the middle are recommended for the proper adjustment of light.¹⁴ Artificial light should be flush with the ceiling and adequate for the size of the room. Fluorescent lighting is especially recommended by the majority of architects and librarians. The lighting should be 20 foot-candles or more.¹⁵

In discussing the color of the walls and floors several

¹³American Library Association, Committee on Planning School Library Quarters, Dear Mr. Architect (Chicago: The American Library Association, 1952), p. 6.

¹⁴Ibid., p. 10.

¹⁵Tennessee, State Department of Education, Library Room and Equipment (Nashville: State Department of Education, 1944), p. 2.

of the writers were in agreement with Smith,¹⁶ who maintained that the color scheme for the room decoration and furniture should be light and harmonious.

The floor covering should be light in color and it should blend with the walls and furnishings. A light tone is desirable, from the standpoint of durability, comfort and maintenance. A composition covering such as cork tile, asphalt tile, rubber tile or linoleum was recommended. Perkins¹⁷ recommended a resilient material, preferably a light color linoleum.

In order that sounds in the library may be lessened several authorities have recommended acoustical ceiling. Perkins and Cocking¹⁸ recommended that thermal insulation, a material using rock wool or glass wool, be used.

The shelving and all the furniture should match in color, according to Douglas, who suggested soft-tone oak or maple but also recommended walnut, gray-tone, or mellowed oak.¹⁹

¹⁶E. M. Smith, "Planning Library Facilities for a Secondary School," School Executive, 66:66-9, September, 1946.

¹⁷Perkins, op. cit., p. 82.

¹⁸Ibid., p. 82.

¹⁹Douglas, "Material Aspects of the School Library," op. cit., p. 2.

Standard sectional library equipment was recommended because it is less expensive, better, and more functional in the long run. Coman²⁰ said that another reason for purchasing standard sectional library equipment was because it always is possible to secure additional units.

According to Coman the height of the adjustable shelving should vary according to the group the library is to serve. Ross²¹ recommended the following dimensions for junior high schools:

Length of shelf - 3 feet (longer will sag).

Depth of shelf for majority of books - 8 inches.

Depth of shelf for encyclopedias - 10 inches.

Depth of shelf for bound periodicals - 12 inches.

Thickness of shelves - 7/8 inch.

Space between shelves (in the clear) - 10 inches.

Base - 5 to 6 inches.

Cornice - 2 to 3 inches.

Total height for junior or senior high schools - 6 feet 10 inches.

Ross²² also stated that:

Shelving must be placed on all available wall space for books; that space for books is the most important part of library planning. This means that radiation must be within the walls, that paneling and pilasters must be avoided. Shelving must provide room for growth for many years to come.

²⁰Coman, op. cit., pp. 22-4.

²¹Ross, op. cit., p. 56.

²²Ross, op. cit., pp. 66-9.

Bulletin boards have become an essential part of library equipment. Every library should have at least one bulletin board six feet long. This should be recessed in two sections of the shelving, according to Douglas,²³ who recommends more than one, if space permits.

A magazine rack should be built into the shelving or should be of the free standing floor type. Smith²⁴ recommended that sufficient magazine space be allotted to shelve 35 magazines. Newspaper racks²⁵ for storing a minimum of six newspapers may be built into the shelving adjacent to the magazine section, or the rod rack type may be used.

Chairs and tables for junior high school libraries may be of standard height. Coman explained this by saying:

Junior high school reading rooms need not be equipped with two heights of tables and chairs. Experience has shown that most of the smaller children prefer to use standard 18" chairs at 30" tables, whereas the larger boys will sprawl over 16" chairs at 28" tables. A number of junior high school libraries, completely equipped with 18" chairs and 30" tables have presented no problem and it is probably safe to assume that full-sized equipment will be satisfactory in all normal situations.²⁶

²³Douglas, "Material Aspects of the School Library," op. cit., p. 2.

²⁴E. M. Smith, op. cit., p. 66.

²⁵Nancy Jane Day, Suggestions for Building School Library Equipment (Columbia: South Carolina Department of Education, 1944), p. 2.

²⁶Coman, op. cit., p. 22.

The charging desk should be the standard rectangular shape or U-shaped, according to size and shape of the room, according to Douglas,²⁷ who was in agreement with the American Library Association²⁸ that a standing height desk is more desirable. The charging desk should be located at a place that is convenient for both pupils and librarians. A swivel chair or a stool of suitable height should be at the charging desk.

Another essential piece of furniture for the standard library is the card catalog. Some prefer two fifteen tray units to the one tall type.²⁹ However, the writers were agreed that each library should have a minimum of 15 trays in which to file the catalog cards with other trays added as the book collection grows.

Dictionary stands may be the upright type, 41 inches high and 21 inches wide across the front of the sloping top. In many small libraries the revolving dictionary stand placed on a table has been found more practical.³⁰

²⁷Douglas, "Material Aspects of the School Library," op. cit., p. 2.

²⁸American Library Association, Dear Mr. Architect (Chicago: American Library Association, 1952), p. 6.

²⁹Douglas, "Material Aspects of the School Library," op. cit., p. 2.

³⁰Illinois Library Association, Planning School Library Quarters: A Functional Approach (Chicago: The American Library Association, 1950), p. 6.

The authorities were of the opinion that the conference room and the work room should have the same type of floor covering, the same color of walls, and the same type of lighting that were used in the main reading room.

The conference room should be equipped with a 3' by 5' table and eight chairs, plus shelf space for materials, and a bulletin board.³¹

The work room should have adequate space for storage of books until the librarian prepares them for use. Storage space is necessary also for shelving back copies of magazines, and for books to be repaired or to be sent to the bindery. Regulation adjustable shelving should be provided with cabinets below.³² Coward³³ and Nickel³⁴ recommended a "kitchen type" arrangement of storage equipment, that is, a unit including a sink approximately 24 by 31 inches wide, of standing height, with hot and cold running water, and with cabinets above and below.

Other furnishings recommended by Nickel were:

A small step stool for reaching highest shelves.

A typewriter and typewriter table or desk and chair.

³¹Ibid., p. 17.

³²N. L. Engelhardt, N. L. Engelhardt, Jr., and Stanton Leggett, Planning Elementary School Buildings (New York: F. W. Dodge Corporation, 1953), p. 86.

³³Gertrude Coward, "I Point With Pride," Library Journal, 77:2122, December 15, 1952.

³⁴Illinois Library Association, op. cit., p. 16.

Work table with chairs. Linoleum top on table is recommended for mending and pasting.

Double electrical outlets, at table height and convenient to work table.

Catalog file. A work file for the shelf list and for other cards which represent working tools for the librarians and assistants. A six drawer unit for a school with an enrollment up to 500 is recommended.³⁵

Several writers were of the opinion that the librarian should have a separate office adjacent to the reading room. If the school were too small for this space to be available, it was recommended that the librarian's office be combined with the work room. In either case the necessary furnishings were included. These furnishings were a librarian's desk and chair, an extra chair for a visitor in conference, legal file case, shelving with a section that could be locked, and a telephone.³⁶

At least one book truck is necessary in the school library. The Illinois Library Association³⁷ recommends a truck not longer than 30 inches.

³⁵Loc. cit.

³⁶Loc. cit.

³⁷Illinois Library Association, op. cit., p. 31.

The educational motion picture program has grown rapidly, according to Engelhardt, and each school is confronted with the task of providing adequate service. This includes previewing, requisitioning, preparing the supplementary material, repairing films, housing projectors and screens, and distributing the equipment to the classrooms. Most schools are not large enough to warrant inclusion of a special worker to supervise such a program. The responsibility will rest with the librarian. Space must be provided to store and handle visual and aural aids. Here are included (besides films) filmstrips, music, phonograph records and other recorded materials such as may be used for the teaching of speech and illustration of animal utterances. This space may also be used for previews of motion pictures, either by children or by teachers. It should be recognized that the motion picture is not necessarily a mass medium for learning but, like a book, it may be used by a single pupil or by small groups.³⁸

In many schools librarians are already assuming the responsibility for audio-visual materials and equipment. Jones³⁹ was of the opinion that the schools should have a small room adjacent to the library, to be used for audio-visual purposes. This room should be 25 feet long and 15 feet wide. A room this size would have sufficient space for previewing films as well as for storage of equipment and materials. Rufsvold⁴⁰ was in agreement with this, but she added the statement that the plans must be included in the complete planning of the library center. This plan provided for the same heating, ventilation, lighting and electrical

³⁸Engelhardt, op. cit., p. 86.

³⁹Grace W. Jones, "Planning for Audio-Visual Service," School Library Association of California, 18:22-4, March, 1947.

⁴⁰Margaret I. Rufsvold, Audio-Visual School Library Service (Chicago: American Library Association, 1949), p. 71.

outlets that were planned for the library. In Dear Mr. Architect, the American Library Association Committee⁴¹ stated that the audio-visual center could be combined with the work room and main reading room. Limited space could be taken care of by using the main reading room or conference room for previewing purposes.

In the literature reviewed it was suggested that cabinets and storage space be provided for storing the audio-visual equipment. In the smaller library this would be in the work room. Recordings should be stored vertically according to Rufsvold, who also stated that space should be provided for rewinding, inspecting and mending films. Storage space should also be provided for supplies such as lamps, cards, sockets, switches, filmstrip containers and film cement. Electrical outlets and running water are essential.⁴²

⁴¹American Library Association, op. cit., p. 5.

⁴²Rufsvold, op. cit., p. 73.

II. The Librarian

Numerous articles have been written on the qualifications of the school librarian. Personal qualifications and educational standards were reviewed for this investigation.

"No matter how ample or attractive the library room or how adequate the book collection, a library is only as effective as the personnel in charge". This statement was made by Gardiner and Baisden, who continue by saying:

The librarian is the key person in carrying out the processes involved in maintaining the library as a co-operative part of the school. It is the school librarian who must develop the atmosphere and services of the library in such a way that the library will become a place which students and faculty will enjoy using because of its pleasing and friendly atmosphere.⁴³

The librarian should have not only a broad knowledge of the various subject fields but also, as Fargo has summed up the qualifications of the good librarian by saying:

The good librarian makes friends with associates on the school staff...

The good librarian exercises considered judgment...

The good librarian publicizes the library - not merely its books but its activities...

The good librarian takes the initiative in her special field...

The good librarian acts the part of an efficient executive...

The good librarian never forgets that she is working with a group of specialists whose advice and assistance is invaluable.⁴⁴

⁴³Jewel Gardiner and Leo B. Baisden, Administering Library Service in the Elementary School (Chicago: American Library Association, 1941), pp. 29-30.

⁴⁴Lucile F. Fargo, The Library in the School (Chicago: American Library Association, 1947), pp. 112-15.

Moss⁴⁵ was of the opinion that the school librarian's personality is the "thermostat" that controls the library atmosphere. The librarian who loves children and understands their problems has little difficulty with them. A well-balanced sense of humor is a great asset in working with boys and girls. In order to give the right book to the right child it is necessary to know and love children and books.

When we speak of special librarians we ordinarily do not think of school librarians. Dane⁴⁶ maintained that school librarians are often more specialized than so-called special librarians. They work with a special clientele, they encounter special problems, and they employ special techniques.

In order to determine some of the qualifications of the specialized, or school, librarian the investigator reviewed literature on the training and certification of school librarians in North Carolina and in some other states.

The study made by Query⁴⁷ showed that preparation of school librarians should provide training both as a teacher and as a librarian. The study also showed that the training should be incorporated within the regular four-year college curriculum in order that library education parallel in time

⁴⁵Margaret Moss, "Wanted! A Librarian with Personality," National Elementary Principal, 31:95-7, September, 1951.

⁴⁶Charles Dane, "Education for School Librarians," Illinois Libraries, 35:248-250, June, 1953.

⁴⁷Mary Eunice Query, "A Study of Professional Laboratory Experiences in Library Science at Selected Teacher Education Institutions" (unpublished Master's thesis, Appalachian State Teachers College, Boone, North Carolina, 1953).

that of the teacher. Nickel⁴⁸ stated that requirements for the professional education have improved progressively in recent years. She was of the opinion that most states require the same preparation in professional education as that of other teachers. "In other words, library science is more and more being considered a teaching field, on an equal basis with English, social studies, science and mathematics."

According to the table shown by Nickel⁴⁹ twenty-six states require a Librarian's Certificate. A Bachelor's Degree is required in twenty-three of these states. The minimum number of semester hours required in library science is six. The greatest number of semester hours required is thirty-six, which is the requirement of New York. There are twelve states that require thirty semester hours in Library Science. North Carolina requires a Librarian's Certificate, a Bachelor's Degree and eighteen hours in Library Science for a librarian in a standard secondary school.

The standards for certification in the field of library science in North Carolina were based on the standards set up by the Southern Association of Colleges and Secondary Schools, which also recommended that: "The school librarian be employed for at least an additional month's work beyond the regular school term. This time may well be divided for service before and after the school session."⁵⁰

⁴⁸Mildred L. Nickel, "Standards and Certification," Library Trends, 1:345-351.

⁴⁹Ibid., pp. 349-51.

⁵⁰Southern Association of Colleges and Secondary Schools, "Constitution and Standards of the Southern Association," The Southern Association Quarterly, 12:355-392, February, 1948, p. 389.

The review of literature for this investigation was limited concerning salaries for school librarians. However, it was found that the salary scale for school librarians in North Carolina was based on the salary scale provided for teachers, according to their training and experience.⁵¹

III. Library Service Program

In surveying the school library program of today, Spear said:

A good school library program is a service to the expanding and deepening appreciations of growing children and youth that is accepted as essential to a sound school program.⁵²

The review of literature indicated that the services of the good school library depend on several factors in organization and administration as well as on the housing and the material. When the school library is properly organized and skillfully manned, it becomes integrated with the school's philosophy of education. That was the opinion of Rogers, who stated that:

Modern classroom teaching demands adequate library service in each school, and in a county or city system, this calls for a supervising librarian to make certain that libraries serve their proper function in the school and are competently staffed and maintained.⁵³

⁵¹North Carolina, State Department of Public Instruction, "1953-54 Monthly Salary Schedule for Teachers," (unpublished report, mimeographed).

⁵²Harold Spears, "Directions in School Library Service Today, Surveying Its Position," American Library Association Bulletin, 48:66, February, 1954.

⁵³Virgil M. Rogers, "The Personnel and Services of the School Library," (unpublished speech delivered at the meeting of the National Association of School Administrators, Atlantic City, New Jersey, February 17, 1954, mimeographed).

Supervision of school libraries on a state wide basis has proven to be a valuable service to the school library program. Batchelder⁵⁴ made this observation and also stated that the twenty-five states with such leadership have a higher general level of services than those states without supervision.

The city and county units that have supervision have profited by it economically as well as from the standpoint of service in the schools. To avoid the pressure brought about by the various duties, centralized ordering and cataloging was introduced in several county and city units that had supervisors. Seely⁵⁵ described such a program in Los Angeles. The orders were made out by the librarians who turned in the requisitions to the central library department. Books were ordered, cataloged and processed before they were sent to the individual schools. This plan gave the librarian time to work with individual pupils and with the faculty. Hardin and Iredell⁵⁶ recommended this type of service in their Junior High School Standards. Rogers⁵⁷ emphasized the value of individual work in the library, made possible by this type of

⁵⁴Mildred L. Batchelder, "A Report from State School Library Supervisors," American Library Association Bulletin, 44:231-3, June, 1950.

⁵⁵Mary Louise Seely, "Centralized Order and Cataloging," School Libraries, 2:17-20, July, 1953.

⁵⁶Maurine Hardin and Helen Iredell, "Junior High School Libraries, Minimum Tentative Minimum Standards," Bulletin of the School Library Association of California, 24:10-13, November, 1952.

⁵⁷Rogers, op. cit., p. 2.

service, when he stated that it would not only help enrich the classroom teaching but would also serve to advance the whole program of curriculum improvement.

In order that the librarian can have time for working with teachers and pupils it has been found desirable to have student assistants scheduled to work in the library. Student assistants may issue and receive books, keep the room in order, sort and store magazines, file pamphlets and pictures, help with publicity (which includes fixing bulletin boards and displays), and shelve books. These duties were suggested by Douglas⁵⁸ who also recommended that the following qualifications be considered in choosing pupil assistants:

- A. Passing grade in all subjects.
- B. High citizenship rating.
- C. Recommendations from homeroom teachers.
- D. Attitude of helpfulness.
- E. Willingness to do any task assigned.
- F. Legible handwriting.
- G. Neatness of person and dress.
- H. All other things being equal, it is well to choose students who have the ability to type, print, or do art poster work if needed.

A junior high school library club was recommended by Day.⁵⁹ Several writers were agreed that a club for pupil assistants is valuable because of the stimulation of interest it created.

⁵⁸Mary Peacock Douglas, North Carolina School Library Handbook (Raleigh: State Department of Public Instruction, 1952), pp. 124-5.

⁵⁹Eariel Lee Day, "Organization of a Junior High School Library Club," Bulletin of the School Library Association of California, 23:23-25, May, 1952.

In order for a school library to function efficiently it is necessary for the books and materials to be organized and arranged systematically. The investigator found that the Dewey Decimal Classification was recommended for this purpose by the American Library Association⁶⁰ and accepted generally by the majority of school systems.

The accepted method of keeping a record of the material in the library is the card catalog. These cards, which are an index to the library, are arranged in alphabetical order. The details of the dictionary card catalog system depend on the size of the library. However, the American Library Association,⁶¹ in making this recommendation, was of the opinion that an author card, a title card, and a shelflist card were essential in all libraries.

The following records were recommended by the American Library Association:

Accession record; books classified and marked; up-to-date shelf list; simply prepared dictionary card catalog; inventory record of its holdings, revised periodically; charging record of books in circulation; periodicals record; materials on order, under consideration for order, at bindery, withdrawn; subject authority list for use in cataloging.⁶²

⁶⁰American Library Association, Committee on Post-War Planning, School Libraries for Today and Tomorrow (Chicago: American Library Association, 1945), p. 15.

⁶¹Ibid., p. 15.

⁶²Ibid., p. 14.

In spite of the numerous reports required of school personnel the writers were of the opinion that reports have an important place in the promotion of the library service and equipment. Young⁶³ was convinced that the annual statistical reports required by the State Department of Public Instruction were not sufficient. He felt that frequent, descriptive reports would aid school administrators in the interpretation of library services and needs and explain its expenditures.

The detailed, technical work required in a school library requires more of the librarian's time than is practical in the newer curriculum. Noar⁶⁴ suggested that the solution to this might be to have a member of the clerical staff appointed as an assistant or to have two librarians. Hardin and Iredell⁶⁵ recommended a librarian and clerical help in a school with an enrollment of two hundred.

Another factor which was considered in the library service was the audio-visual program. The specialists in the field of library service have recognized the need for audio-visual material and equipment. The library seems to be the

⁶³Raymond J. Young, "Practices Which Facilitate Good Library Service," Bulletin of the National Association of Secondary School Principals, 36:156-166, January, 1952.

⁶⁴Gertrude Noar, The Junior High School Today and Tomorrow (New York: Prentice Hall, Inc., 1953), p. 211.

⁶⁵Hardin and Iredell, op. cit., p. 10.

logical place for this important service. The value of this service was stated in School Libraries for Today and Tomorrow.⁶⁶ The principles of selection and handling audio-visual material are much the same as those which would be used for handling books.⁶⁷

The investigation showed that library service depended to a large extent upon the budget. The American Library Association recommended that provision for financing a new library should be included in the budget.⁶⁸ If the librarian is to build a balanced book collection and do long term planning, it is necessary to have a stable budget. This was the opinion of Young,⁶⁹ who recommended that minimum appropriation for schools with over five hundred pupils would need to be at least \$1.25 to \$1.50 per pupil; and for smaller schools \$1.50 to \$2.00 per pupil. Hardin and Iredell⁷⁰ recommended a minimum of \$5.00 per pupil for the first three to five years of the library for the basic collection. Thereafter, the minimum appropriation to cover books, periodicals, binding and supplies should be from \$2.50 to \$3.00 per year. There should be a separate budget for audio-visual materials and equipment.

⁶⁶American Library Association, op. cit., p. 24.

⁶⁷Loc. cit.

⁶⁸Ibid., p. 31.

⁶⁹Young, op. cit., p. 161.

⁷⁰Hardin, op. cit., p. 10.

The budget for North Carolina schools was listed at fifty cents per pupil in the elementary schools and a minimum of fifty cents per pupil in average daily attendance in the high school to be spent for books and magazines.⁷¹

The literature reviewed indicated that the school library is only as good as the extent of its use. Several writers agreed with Noar,⁷² who maintained that in the newer curriculum library lessons should be integrated with teaching and have the lessons less formalized. The lessons on library usage would be more meaningful if they were taught in the library, or in the classroom, as the need arises. The Department of Education in Tennessee has listed the following advantages of integrated library lessons:

(1) The presentation of material when there is a felt need for it and at the time it will prove most useful; (2) the spreading of instruction over the entire curriculum so that pupils come in contact with it at all points in the school program; (3) the occasion for frequent recapitulation; (4) the opportunity afforded of introducing teachers to library resources; (5) the opportunity provided for librarian and teachers to work together co-operatively toward a common goal.⁷³

It was recognized that pupils need a usable knowledge of (1) the care of books, (2) the make-up and printed parts

⁷¹Douglas, North Carolina School Library Handbook, op. cit., pp. 12-20.

⁷²Noar, op. cit., p. 209.

⁷³Tennessee, Department of Education, Integrated Library Instruction (Nashville: Department of Education, 1944), p. 2.

of a book; (3) the dictionary, (4) the encyclopedia, (5) the arrangement and use of the library, (6) the classification of books, (7) the card catalog, (8) bibliography making, (9) note taking, and (10) special reference books, listed in North Carolina School Library Handbook.⁷⁴ However, the majority of writers agreed with Noar⁷⁵ that if these lessons are entirely detached from the practical use with learning processes as the need arises the pupils feel that it is "too hard" and are prone to forget it.

The integration of library usage with the learning activities was apparent in the literature concerning library attendance. Coxe⁷⁶ was of the opinion that it is more desirable for English classes, social studies, and science classes to go to the library as the need arises. When this policy is followed it is suggested that the teacher pre-arrange the schedule with the librarian. Then the librarian can assist the teacher in directing and supervising the work on the chosen unit. Conference rooms may be used for group work. Young⁷⁷ made the statement that pupils must not be sent to the library for detention or punishment. In programs that include scheduled attendance time and space should be provided for individual attendance also.

⁷⁴Douglas, North Carolina School Library Handbook, op. cit., pp. 85-95.

⁷⁵Noar, op. cit., pp. 208-9.

⁷⁶Warren W. Coxe, "Trends in the Modern Junior High School," Bulletin of the National Association of Secondary School Principals, 38:333-347, April, 1954.

⁷⁷Young, op. cit., p. 160.

IV. Library Materials

With the wealth of library material that is available today the problem confronting school librarians is the problem of selection. Although the librarian is responsible for the final selection and the acquisition of these materials, other factors are involved. The problem concerns the teacher, the pupil, everyone who will use the material. Jones⁷⁸ said that in order to do a good job those responsible for selecting library materials must know the philosophy of the school; its curriculum; the individual needs, interests, and the programs and school activities; and the needs of teachers working with school children.

The materials which the investigator reviewed for this study were books, periodicals, and audio-visual aids.

Quantitative measures are not satisfactory as the only standard for selection. The librarian, working jointly with teachers and pupils, should select the books. The order should be placed with a jobber. In the case of a centralized school-library department, the order should be written on order cards, copied in alphabetical order, and both the cards and a copy of the alphabetical order should be sent to the central library department. This method of ordering can save

⁷⁸Sarah Jones, "Selecting Material for the School Library," School Executive, 72:22-23, March, 1953.

time and expense, according to Seely,⁷⁹ when titles for several schools are ordered, billed, shipped and received through one processing.

It has become a recognized fact that books should be selected on the basis of the needs of the school according to the age and grade levels of the pupils, the type of curriculum and the extent to which they will be used. Basic aids, or lists, have been compiled for the purpose of helping the librarian in the selection of books. The investigator found a limited number of aids in selection for books for junior high school libraries. The American Library Association's Basic Book Collection for Junior High Schools is a helpful source of selection; however, many of the books listed are out of print. The Standard Catalog for High School Libraries and the Children's Catalog, both published by The H. W. Wilson Company, include books suitable for junior high schools. These basic tools were recommended by Douglas,⁸⁰ who also recommended, Division of Textbooks, Library Book Catalog, National Council of Teachers of English, Books for You. The latest edition of these titles should be used in order to keep the material up to date. Louisiana, Handbook for School Administrators,⁸¹ recommends Rue, Subject Index to Books for Intermediate Grades, American Library Association. Many

⁷⁹Seely, op. cit., p. 17.

⁸⁰Douglas, North Carolina School Library Handbook, op. cit., pp. 85-95.

⁸¹Louisiana, State Department of Education, Handbook for School Administrators (Baton Rouge: State Superintendent of Education, n. d.), p. 86.

other lists and book selection aids were recommended such as: Booklist, Library Journal, Subscription Books Bulletin, and Wilson Library Bulletin.⁸²

Mississippi School Library Handbook⁸³ included Horn Book Magazine and English Journal in the magazines listed for librarians to use in book selection.

In order to determine what to buy the librarian must know what size student body will use the library, and also how many books will be needed. The investigator reviewed several standards for school libraries and articles in professional periodicals in an attempt to determine the average number of books recommended for school libraries. The Southern Association of Secondary Schools and Colleges⁸⁴ recommends five hundred books, exclusive of duplicates, as a basic collection for a school of one hundred pupils or less. For every school an average of five books per pupil is recommended.

Douglas⁸⁵ recommended five books per pupil in the elementary schools and also in the high schools. She specified

⁸²Douglas, North Carolina School Library Handbook, op. cit., pp. 132-3.

⁸³Mississippi, Division of Instruction, School Library Handbook (Jackson: Department of Education, n. d.), p. 48.

⁸⁴Douglas, North Carolina School Library Handbook, op. cit., pp. 23-4.

⁸⁵Ibid., pp. 12-17.

a minimum of five books for the high school. These books should be selected from the "Standard Catalog for High School Libraries, the Library Book Catalogue, as published by the State Board of Education, and other approved lists."

Hardin⁸⁶ recommended seven titles per pupil for the first five hundred pupils in a junior high school and five for any enrollment larger than that number.

The recommendations agreed that every library should have at least one set of encyclopedia copyrighted within a ten year period, and an unabridged dictionary, both of which should be listed in the Standard Catalog for High School Libraries.⁸⁷ For a school with over five hundred pupils, newspapers and twenty to thirty periodicals are recommended.⁸⁸

The quantitative distribution of books for both elementary and high school libraries in North Carolina⁸⁹ is quoted here for comparative reasons:

Elementary Schools

1. Encyclopedia. One approved set, copyrighted within a ten year period.
Compton's Pictured Encyclopedia.
World Book Encyclopedia.
Britannica Junior.
2. Unabridged dictionary. One.
Webster's New International, Second Edition, Merriam.
New Standard Dictionary. Unabridged, Funk.

⁸⁶Hardin, op. cit., p. 8.

⁸⁷Douglas, North Carolina School Library Handbook, op. cit., p. 24.

⁸⁸Ibid., p. 24.

⁸⁹Ibid., p. 9-10.

3. Types of books.

Dewey Decimal Nos.	Subject	Minimum No. Required
000-099	General works	--
030	Encyclopedias	1 set
100-199	Philosophy and Conduct	--
200-299	Religion	5
300-399	Social Science	--
300-369	Civics and Citizenship	10
380-389	Communication and Transportation	10
390-395	Customs and Holidays	5
372, 398	Storytelling and Fairy Tales	25
400-499	Languages	--
423	English Dictionaries (unabridged)	1
500-599	Science	40
600-699	Useful Arts	--
600-609, 620-679	Inventions and Machinery	10
690-699	Health	10
610-619	Health	10
680	Industrial Arts	5
700-799	Fine Arts	--
700-759	Art	10
780-789	Music	10
800-899	Literature	--
821, 821.8	Poetry	20
900-999	History	--
912	Atlas	1
910-919	Geography and Travel	50
900-909, 920, 999	Biography and History	50
F	Fiction	100
E	Easy Books for Grades 1-3	125

High Schools

1.	Dewey Decimal Nos.	Subject	Minimum No. Required
	000-099	General Works	
		Approved Encyclopedia - Copyrighted within ten years.	
		World Book, Americana, Britannica, Collier's, Compton's	1 set
	100-199	Philosophy and Conduct	5
	200-299	Religion	10
	300-397	Social Science	--
	300-369	Economics, Civics, Govern- ment	25

Dewey Decimal Nos.	Subject	Minimum No. Required
390-395	Customs and Holidays	10
400-499	Languages	--
423	English Unabridged Dictionary	1
	Foreign Language Dictionary for each language taught	1
500-599	Science	30
600-699	Useful Arts	25
700-799	Fine Arts	10
800-899	Literature (except poetry)	25
821-821.8	Poetry	25
900-999	History	--
912	Atlas	1
910-919	Geography and Travel	25
920-921	Biography	35
900-909, 930-999	History	85
F, SC	Standard Fiction and Story Collections	160

2. For schools of more than one hundred enrollment the collection should contain not fewer than five books per pupil selected from the Standard Catalog for High School Libraries, Division of Textbooks' Library Book Catalogue, and other approved lists.

The magazines and newspapers were recommended as follows:

A minimum of five magazines in the elementary schools to be selected from the approved list for elementary schools.⁹⁰ The magazines for high schools were recommended according to enrollment, with a minimum of five magazines for an enrollment up to one hundred. A minimum of twenty magazines was recommended for an enrollment of more than three hundred.⁹¹

⁹⁰Ibid., p. 17.

⁹¹Ibid., pp. 18-19.

At least one newspaper, and a good daily state paper, was recommended for high school libraries. The Sunday edition of a large newspaper with world features was recommended also.

The Abridged Readers' Guide to Periodical Literature was recommended for high school libraries by Hardin,⁹² who also recommended a minimum of thirty magazines for a junior high school library.

The literature concerning audio-visual materials showed an increasing demand and need for this type of service through the modern school libraries. Rufsvold⁹³ pointed out that audio-visual materials are selected to provide for the interests and needs of the school community and the school program.

In order to have a well balanced audio-visual program standards of selection and standards of quantity and types of material are desirable. Hardin⁹⁴ stated that these materials include films, filmstrips, recordings, study prints, slides, charts, music and maps. Mississippi⁹⁵ recommends the Educational Film Guide, H. W. Wilson, Filmstrip Guide, H. W. Wilson and Falconer, Filmstrips: A descriptive index and user's guide, McGraw, as basic sources of selection for audio-visual material.

⁹²Hardin, op. cit., p. 11.

⁹³Rufsvold, op. cit., p. 13.

⁹⁴Hardin, op. cit., p. 11.

⁹⁵Mississippi, op. cit., p. 74.

In addition to these aids for selection Douglas⁹⁶ recommended Audio-Visual Aids to Schools, Colleges, Churches, and Adult Study Groups, Educational Films, Slides, and Classroom Recordings. (Chapel Hill: University of North Carolina Press). Many other aids were suggested that would be of value to the average school.

The review of literature on audio-visual material indicated that the librarian would facilitate greater use in the material by cataloging the various aids. The North Carolina School Library Handbook,⁹⁷ Mississippi School Library Handbook⁹⁸ and several other sources may be consulted for examples of cataloging and filing these materials.

The vertical file of legal size becomes a valuable source of supplementary material when the pamphlets are properly assembled and classified. Noar⁹⁹ suggested that pupils be allowed to assist with this task. Hardin¹⁰⁰ recommended that several legal size vertical files be provided for clippings, pamphlets and pictures, and that the material be kept up-to-date.

The literature on selection of audio-visual materials recommended that even though audio-visual materials and equipment may be purchased and administered through a centralized department in a large system, this service should

⁹⁶Douglas, op. cit., pp. 66-69.

⁹⁷Douglas, op. cit., pp. 68-81.

⁹⁸Mississippi, op. cit., pp. 74-81.

⁹⁹Noar, op. cit., p. 211.

¹⁰⁰Hardin, op. cit., p. 11.

go through the library in the individual schools. The records and sources should be available along with information about books. In the smaller schools the librarian should order, catalog and service this material just as she does other curriculum enrichment materials. These suggestions were made by Rufsvold¹⁰¹ who has made excellent recommendations for audio-visual materials and service.

Summary

The curriculum in the modern junior high school has become so broad that suitable educational materials of all types should be available. It was found that the library has been recognized as the logical area of integration in the culmination of the new curriculum in the junior high schools. Since the intermediate grades have been established as a link between the elementary school and the high school, the standards for these divisions in the school program needed to be studied as a basis for the formulation of junior high school library standards. The standards for junior high school libraries should be adequate to meet the needs of the new curriculum when they are adapted to this area on the basis of quarters, librarian, program of service and the materials available.

¹⁰¹Rufsvold, op. cit., pp. 4-9.

CHAPTER III

Analysis and Interpretation of the Data

The purpose of this chapter was to present the findings from an analysis of the data contained in questionnaires returned from librarians, principals, and supervisors in regard to junior high school libraries in North Carolina. Questionnaires¹ were sent to the librarians and the principals in thirty-four junior high schools in North Carolina, and to sixteen supervisors in systems having junior high schools. In only one school the librarian and the principal failed to return the questionnaires. In some schools both did not reply but either the principal or the librarian replied in each of the other schools. Fortunately, there were enough duplications on the two questionnaires sent to the librarians and to the principals for the answers to supplement each other. This made it possible for the majority of answers to be tabulated from thirty-three schools. Although there was 100% response from the sixteen supervisors as shown in Table I, page 9, only twelve replies were usable. In the cases where the replies were not usable the supervisors explained that the questions did not apply to their situation.

Data in regard to general background information. In the investigation there were thirty-four schools used for the study. However, only twenty of these schools were listed as

¹See Appendices A., B., and C.

strictly junior schools, that is, grades seven through nine, as we have considered junior high school for this study. Seven schools were classified as a combination elementary-junior high and seven were classified as a combination junior-senior high school. These classifications are shown in Table II, page 46.

The number enrolled in the junior high schools would indicate that the junior high schools in North Carolina are large in comparison with the other areas studied. The average enrollment for the twenty junior high schools was 994.3 with an average of 27.25 teachers in each school. This would leave the impression that the demands for library service in these schools would be great.

Another significant factor that was indicated in the general information in Table II was the type of program in the schools. Only one junior high school was reported as having a core curriculum program, while seven were doing departmental work. Twelve of these schools were teaching with a combination of grade and departmental program. It was significant that none of the thirty-three schools reporting was doing straight grade work only. The broader curriculum which is shown by this investigation would indicate that an adequate library program would be needed for curriculum enrichment. In the junior-senior high school combined, only four of the seven schools reported the type of work they

TABLE II
GENERAL INFORMATION

	Elementary- Junior High	Junior High	Junior-Senior Combined	Total
Type of School	7	20	7	34
Number Enrolled	4541	19886	5529	29956
Number of Teachers	131	545	104	840
Type of Program	*		**	
Core Curriculum	0	1	0	1
Departmental	3	7	4	14
Straight Grade	0	0	0	0
Combination	3	12	0	15
Average Enrollment	648.7	994.3	789.8	881
Average Number of Teachers	18.8	27.25	23.42	24.70

* 1 did not respond in Elementary-Junior combination.

** 3 did not respond in Junior-Senior combination

were doing. Those four reported that departmental teaching is done in these schools. Only one of the seven elementary-junior high combination failed to report the type of work they were doing. The type of teaching in the six schools was equally divided with three doing departmental teaching and three doing the combination of departmental and core curriculum. Gardiner² was of the opinion that the library program should be planned according to the type of curriculum in the school. The investigator felt that the junior high school library program should have basic standards on which to base its service since the majority of schools investigated have the combination of departmental, straight grade and core curriculum.

Data in regard to quarters and equipment. The majority of the libraries, or 76 per cent, were located on the second floor of the schools investigated. According to Table III, page 48, there were only 33 per cent that were located centrally. This might have some influence on the extent of service which the library program gives in those schools. Coman³ recommended that the library should be centrally located so that it would be accessible to the majority of teachers and pupils. The investigation showed that 88 per cent of the replies said that the libraries were desirably located and that

²Jewel Gardiner, Administering Library Service in the Elementary School (Chicago: American Library Association, 1954), p. 23.

³W. M. Coman, "Planning the School Library," American School Board Journal, 108:22-4, January, 1944.

TABLE III
QUARTERS AND EQUIPMENT

1. Location of Library			2. Accessibility of Library to Majority of Students		
Answer	Number	Per cent	Yes	No	Per cent
First Floor	7	24	31	0	100
Second Floor	23	76			
Central Location	10	33			
Main Building	9	27			
3. Desirable Location			4. Adequate Seating Capacity (25 sq.ft. per pupil)		
Yes		Per cent	Yes		Per cent
29		88	13		47
No		Per cent	No		Per cent
4		12	15		53
5. Separate Work Room			6. Separate Conference Room		
Yes		Per cent	Yes		Per cent
26		80	16		62
No		Per cent	No		Per cent
3		20	10		38
Running Water in Work Room					
Yes		Per cent			
16		53			
No		Per cent			
14		47			

thirty-one or 100 per cent of the schools responding considered their library accessible to the majority of the pupils.

The question concerning the seating capacity (25 square feet per pupil), was formulated on the basis of the recommendation made by the American Library Association.⁴ The replies showed that only 47 per cent of the libraries have adequate seating space.

The literature reviewed for the investigation recommended that a work room and a conference room be located adjacent to the library. The replies to these questions showed that 80 per cent of the libraries replying had separate work rooms, but only 53 per cent had running water in the work rooms. Table IV, page 50, shows that 46 per cent of the schools had centralized processing. This means that 54 per cent of the technical processing was done in the individual schools. It is obvious to librarians that the task of processing books without access to running water would be difficult.

Only sixteen, or 62 per cent, of the libraries reported conference rooms adjacent to the library. This would make the problem of both individual conferences and committee work more difficult in the schools that did not have access to a conference room.

The furniture and equipment were not investigated in the questionnaires. However, standards and specifications

⁴American Library Association, Dear Mr. Architect (Chicago: American Library Association, 1952), pp. 8-9.

TABLE IV
LIBRARIANS

	Full Time	Part Time	Teacher- Librarian	Total
Librarians	29	2	2	33
Average training - Semester Hours	28.48	15	6	
Average number peri- ods in library daily 7-3/4		6	4-1/2	
Number of libraries open before and after school	29	1	2	32
% of libraries open before and after school	100%	50%	100%	

have been worked out so carefully in the North Carolina School Library Handbook, and in other literature reviewed, that the investigator feels that certain recommendations based on these findings should be made. This is true, also, in the case of lighting, heating, floor covering and other physical aspects.

Data regarding the librarian. The review of the literature in the field of standards and training for librarians pointed out the importance of a well qualified librarian in the public school program. These qualifications were both qualitative and quantitative. Since the qualitative standards have been reviewed in the preceding chapter, the quantitative requirements are summarized here, according to the investigation made by questionnaires sent to librarians in the thirty-four junior high schools in North Carolina. Thirty-three librarians responded to the questionnaires. There were twenty-nine librarians who were employed full time. See Table IV, page 50. By full time, the investigator meant employment in the library the entire day with no teaching duties. The average training of the twenty-nine librarians was twenty-eight and forty-eight one hundredths semester hours. This showed an average of ten and forty-eight hundredths semester hours more than the training required by the State Department of Public Instruction of North Carolina.⁵ These requirements specify that the librarian must have a degree from a

⁵Mary Peacock Douglas, North Carolina School Library Handbook (Raleigh: State Department of Public Instruction, 1952), pp. 22-23.

standard college, and the professional requirements must not be less than the requirements for a class A teacher's certificate. The librarian must be paid on the basis of the certificate held.⁶

Table IV, page 50, shows that two part-time librarians, who were teaching and serving as librarians, had an average of fifteen semester hours in library science. The investigation showed there were two teacher-librarians who had six semester hours of training in library science. Teacher-librarians were considered for this investigation to mean persons holding a teacher's certificate but having a minimum number of semester hours in library science.

The full-time librarians reported seven and three-fourths periods as the average number of periods the libraries were open daily. The part-time librarians were in the library an average of six periods per day. The teacher-librarians were in the library four and one-half periods per day. The investigator failed to obtain the length of periods in the different schools. These findings would indicate, however, that library service is adequate in the junior high schools from the standpoint of time.

The full-time librarians reported that 100 per cent of these librarians kept the libraries open before and after

⁶North Carolina, Department of Public Instruction, Handbook for Elementary and Secondary Schools (Raleigh: State Department of Public Instruction, 1953), pp. 102-3.

school each day. Table IV, page 50, shows that teacher-librarians also work before and after school. There was only one school, as shown in Table IV, that was open during school hours only. One of the significant factors concerning this schedule was that the average working day of school librarians is longer than the six hour day scheduled in the Handbook for Elementary and Secondary Schools.⁷

⁷Ibid., p. 94.

standard college, and the professional requirements must not be less than the requirements for a class A teacher's certificate. The librarian must be paid on the basis of the certificate held.⁶

Table IV, page 50, shows that two part-time librarians, who were teaching and serving as librarians, had an average of fifteen semester hours in library science. The investigation showed there were two teacher-librarians who had six semester hours of training in library science. Teacher-librarians were considered for this investigation to mean persons holding a teacher's certificate but having a minimum number of semester hours in library science.

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The full-time librarians reported that 100 per cent of these librarians kept the libraries open before and after

⁶North Carolina, Department of Public Instruction, Handbook for Elementary and Secondary Schools (Raleigh: State Department of Public Instruction, 1953), pp. 102-3.

Data regarding the program of library service. Supervision may be considered one of the most important phases of library service. The review of literature included information concerning the place and value of supervision of libraries on a state wide basis. The service that has been rendered the public school library program by the North Carolina Advisers of School Libraries is evidenced not only by the literature reviewed, but also by the excellent program depicted by the replies to the questionnaires used for this investigation.

In the survey made for this study, questionnaires were sent to sixteen supervisors of city or county units. These were not tabulated in detail due to the fact that so few of the supervisors filled out the questionnaires. However, letters of explanation were written and excellent suggestions concerning the investigation were also made. Among the schools reporting 67 per cent had supervision. This did not mean there were twenty-two city supervisors because several of the schools reporting were in the same school system. However, it is significant that twenty-two junior high schools have city supervision. This is shown on Table V, page 55. According to this same table three junior high schools in the thirty-three schools reported that they had a county supervisor of libraries.

The large number of junior high schools with supervision would indicate that school administrators are aware of the value of a well-organized program of library service

TABLE V
SUPERVISION

1. City Supervisor			2. County Supervisor		
		<u>Per cent</u>			<u>Per cent</u>
Yes	22	67	Yes	3	8
No	11	33	No	30	92
3. Centralized Cataloging			4. Centralized Ordering		
		<u>Per cent</u>			<u>Per cent</u>
Yes	8	15	Yes	16	85
No	16	85	No	11	
5. Centralized Processing			6. Cataloging done in individual schools		
		<u>Per cent</u>			<u>Per cent</u>
Yes	15	46	Yes	15	48
No	18	54	No	18	52
7. Printed Catalog Cards Used			8. Clerical Help		
		<u>Per cent</u>			<u>Per cent</u>
Yes	27	82	Yes	6	18
No	6	18	No	27	82
9. Trained Assistant					
		<u>Per cent</u>			
Yes	2	6			
No	31	91			

for the public schools in North Carolina.

The investigation showed that only 15 per cent of the schools with library supervision have centralized cataloging and 46 per cent have centralized book processing. These figures which are shown on Table V, page 55, indicate that the majority of the school librarians either take time from work with children and teachers during the school day, or they work a great deal of time after school, in order to do the technical work of cataloging and processing books.

Printed catalog cards were used by 82 per cent of the librarians. While these cards facilitate speed in cataloging, they are not available for all books. There were 85 per cent of the schools that had centralized cataloging.

Table V shows that only 6 per cent of the schools investigated had trained library assistants.

Even though the average enrollment for the twenty junior high schools was 994, only six schools, or 18 per cent of the schools reporting, had clerical help as shown on Table V.

Data regarding student assistants. Thirty-four schools were investigated regarding student assistants. Table VI, page 57, shows that twenty-six or 76 per cent of the schools responded to this question. The average number of student assistants for the schools responding was twenty-six. This would indicate that the libraries in the twenty-six schools

TABLE VI
STUDENT ASSISTANTS

Total number of Student Assistants reported:		Number questioned	Per cent
677		34	
Average number of Student Assistants		Number responding	
26		26	76
Basis of selection of Student Assistants:		Status of Assistants in relation to other school honors:	
a. By Honor Roll	1	Number responding	16
b. By teacher or Principal	8	Comparable	9
c. By librarian	10	Not comparable	7
d. Other	7		
Duties of Student Assistants:		Number responding:	
a. Processing	20	33	
b. Typing cards	10		
c. Checking attendance	21		
d. Shelving books	26		
e. Reading shelves	22		
f. Circulation	14		
g. Dusting shelves	25		
h. Helping with displays	25		
i. Filing	20		
j. Inventory	23		
k. Other duties	17		
Library Clubs	Response	Per cent	
Number with clubs	24		
	10	42	
Number without clubs	14	58	
Membership:			
Student Assistants	8	33	
Any Student	16	67	

reporting had an average of three and one-half student assistants per period each day on the basis of a six period schedule. The investigator noted that the majority of the student assistants were selected by the librarian. It is obvious that this method of selection would establish a favorable relationship between the student assistant and the librarian. The pattern of duties of the student assistants showed that library service was more or less the same in all the junior high schools. Typing was done by student assistants in only ten schools. The duties in which the majority of assistants took part were shelving books, dusting shelves, helping with displays, and assisting with inventory, as shown in Table VI, page 57.

Library clubs have been organized in many schools with membership restricted to students who were library assistants. The other fourteen schools that had clubs permitted all interested students to belong.

Data regarding library attendance. Table VII, page 59, shows that thirty-two schools responded to the questionnaire concerning library attendance. All of these libraries were open the entire day. This would make it possible for the pupils and teachers to have the maximum amount of time for library attendance. In addition to the entire school day, thirty-one schools reported that the libraries were open before and after school. This time would be considered time allotment for voluntary attendance. In addition to this area of voluntary attendance section C. of Table VII shows that 77 per cent

TABLE VII
LIBRARY ATTENDANCE

	Responses	Per cent
Library open entire day	32	
Library open before and after school	32	97
Pupils attend library		
a. Scheduled attendance:	31	
1. Classes	25	80
2. Grades	6	20
3. Frequency	18	
1 time per week	15	83
2 times per week	2	11
3 times per week	1	6
b. Non-scheduled attendance:	27	
Study hall	15	55
Admit slip	12	45
c. Voluntary:	22	
Individual	17	77
Group	3	14
Permit	2	9
Teachers attend library with pupils	29	
Do attend	26	90
Do not attend	3	10
Teachers aid librarian	32	
With classes	29	91
With reference	22	69
With discipline	25	78
Teachers notify librarian of pre-planned work	31	
Yes	23	74
No	8	26

of the pupils attend the library voluntarily. In this same section of Table VII, page 59, it is shown that 14 per cent attend in groups, while 9 per cent go with individual permit slips. In the group considered non-scheduled attendance 55 per cent of the students were permitted to go to the library from study hall. The 45 per cent were allowed to go by special permission, or with admittance slips. The investigator assumes that voluntary attendance, according to this table, is desirable since the findings show that pupils do attend the library when they are not required to do so. Table VII also shows that 80 per cent of the schools reporting had attendance scheduled by classes, while 20 per cent were scheduled by grades. The frequency of scheduled attendance is significant in comparison with the voluntary attendance. Frequency of scheduled attendance showed that 80 per cent went to the library once each week, 11 per cent attended twice each week, while only 6 per cent attended three times per week. The investigator feels that according to the findings of the scheduled and the non-scheduled attendance, both have a place in the junior high school program.

The library attendance of the teachers with the pupils indicated that the majority of the teachers are present when their classes are in the library. Table VII shows that 90 per cent of the teachers went to the library with their classes while 10 per cent did not. This percentage of attendance

on the part of teachers indicates a consciousness of teacher responsibility toward the library program. This conclusion was emphasized by the fact that 91 per cent of the teachers aid librarians with their classes, 69 per cent help their pupils with reference, and 78 per cent assist with disciplinary problems.

Data regarding lessons in the use of the library. The response to questions concerning library lessons showed that thirty-two schools taught the use of the library. The lessons were taught by both the teacher and the librarian in twenty-two schools, while ten schools had library lessons taught by the librarian. Table VIII, page 62, shows that although the majority of the lessons were taught jointly by the librarian and the teacher, there were no schools in which the teacher taught the lessons without the assistance of the librarian.

Table VIII indicates that only twenty-two librarians responded to the question regarding the type of lessons taught. Six schools taught formal lessons, while eight schools had informal instruction. The majority of the schools had both formal and informal lessons in the use of the library. The investigator did not determine the place in which the library lessons were taught, but the fact that both teachers and librarian taught the lessons seemed to indicate that the teaching was in both the library and the classroom.

TABLE VIII
LIBRARY LESSONS

Library lessons taught in		Type of library lessons		Achievement tests given in library instruction	
Subject	Number			Yes	No
English	29	Formal	6	14	14
Social science	12	Informal	8	No response	4
Science	6	Both	9		
Other	5	No response	10		
Number of schools in which library lessons are taught		Library lessons taught by		Tests given before transfer to Senior High School	
				Yes	No
		Librarian	10	8	19
32		Teacher	0		
		Both	22		

The majority of the lessons were taught in the English classes. Twenty-nine libraries reported English as the subject area in which the lessons were taught. Social Science was the subject area in which the next highest number of lessons was taught. Table VIII, page 62, shows that the number of schools that taught library science in the social science classes was twelve. Only six schools taught the use of the library through the science classes. Five schools reported lessons were taught in the use of the library in other subject areas, but did not specify the subjects.

Achievement tests were given in fourteen of the schools investigated. There were fourteen schools that did not give achievement tests in the use of the library. Table VIII shows that four schools did not respond to the question concerning achievement tests.

It was noted that only eight of the schools reported that they gave a test in the use of the library before the pupils transferred to senior high school. There were nineteen schools that reported that they did not give tests in library usage before the pupils were promoted to senior high schools.

The findings shown on Table VIII indicate that even though lessons were taught in the use of the library, this subject needs further study.

Data regarding audio-visual service through the library.
Audio-visual service has become an accepted area of library

service in some schools. In this area thirty-two schools responded to the investigation. However, only eleven junior high schools in North Carolina reported that the library was responsible for audio-visual material and equipment. The majority of the schools, or 69 per cent, reported that the audio-visual material was cataloged. Table IX, page 65, shows that only 44 per cent of the schools filed the cards for audio-visual material in the main card catalog. The investigator noted in the review of literature that the area of audio-visual service through the library was more recent than some of the other types of service in the library. Several schools indicated that the audio-visual program was administered by a separate department. This report would probably explain why the audio-visual service through the libraries is comparatively small.

Data regarding the library budget. The responses to the questionnaires regarding the junior high school library budgets was very good from librarians and principals. A total of thirty-two schools responded. The thirty-two responses to the questions concerning the library budget for junior high school libraries indicated that 53 per cent of the librarians considered the budget adequate. Forty-seven per cent were of the opinion that more funds were needed.

TABLE IX
AUDIO-VISUAL SERVICE

	Number responding	Per cent
Librarian responsible for audio- visual equipment and supplies:	32	
Yes	11	37
No	19	63
Audio-visual material cataloged:		
Yes	16	69
No	7	31
Catalog cards filed in main catalog:		
Yes	11	44
No	14	56

Table X, page 67, shows that 45 per cent of the schools recommend a minimum of \$1.00 per child. There were 5 per cent who recommended \$1.25. The second largest per cent of recommendations was 25 per cent for \$1.50 per child. There were 15 per cent of the librarians who recommended \$2.00, while two groups of 5 per cent each wanted \$2.25 and \$3.00, respectively. These recommendations indicated that librarians and principals were conscious of the need for more money to be spent for library materials and supplies.

The library budget was supplemented in 28 per cent of the schools. Table X shows that 7 per cent had a city tax which supplemented the library budget. County funds accounted for 7 per cent. A local supplement increased the budget in 13 per cent of the schools. Parent Teachers Association had supplemented library funds in 20 per cent of the schools. Overdue fines made up 53 per cent of the source of supplements. The fact that the majority of school libraries charge overdue fines may explain why this percentage was so much higher than those shown for other supplements.

TABLE X
LIBRARY BUDGET

Adequate Budget:	Responses	Per cent
	32	
Yes	17	53
No	15	47
Suggested Minimum Budget:		
\$ 1.00	9	45
\$ 1.25	1	5
\$ 1.50	5	25
\$ 2.00	3	15
\$ 2.25	1	5
\$ 3.00	1	5
Library Budget Supplement:		
Yes	7	28
No	18	72
Source:		
City Tax	1	7
County funds	1	7
Fines	8	53
Local supplement	2	13
Parent Teacher Association	3	20

Data regarding library records and reports. The type of records kept in school library service was included in the investigation. Table XI, page 69, indicates that thirty-two schools answered that section of the questionnaire. A record of circulation of library books was kept by 93 per cent of the libraries. One school failed to answer that question. An attendance record was kept by 30 per cent of the schools. A financial record was kept by 75 per cent of the librarians. In the field of audio-visual service, a record was kept by only 32 per cent of the librarians. The percentage of records kept for audio-visual service appears to be consistent with the amount of audio-visual service administered through the library, according to Table IX, page 65.

The type of reports kept in school libraries was investigated. The response from 90 per cent of the schools indicated that statistical reports were made in those schools. Narrative reports were made in 34 per cent of the schools.

Table XI shows that 100 per cent of the schools made annual reports. Monthly library reports were made by only 40 per cent of the schools.

Reports were sent to various persons in the administrative department according to Table XI. The superintendents received 53 per cent of the reports, while 78 per cent were sent to the principals. The librarians reported 56 per cent were sent to the supervisors. Only 3 per cent of the librarians sent reports to the audio-visual director. Table XI,

TABLE XI
LIBRARY RECORDS AND REPORTS

	Number Responding	Per cent
<hr/>		
	32	
Type of library records kept:		
Circulation	31	93
Attendance	12	30
Financial	24	75
Audio-visual	10	32
Type of reports:		
Statistical	29	90
Narrative	11	34
Reports made:		
Annually	32	100
Monthly	13	40
Reports sent to:		
Superintendent	17	53
Principal	25	78
Supervisor	18	56
Audio-Visual Director	3	9
State Library Adviser	12	38
<hr/>		

page 69, shows that only 38 per cent of the librarians sent reports to the state supervisor. The investigator is of the opinion that this number meant the number of librarians who sent reports directly to the State Supervisor, since Table XI, page 69, shows that all of the libraries make an annual report. It is assumed that a copy of the annual report is sent to the state supervisor.

Data regarding periodicals and other non-book materials.

The average number of periodicals received in the thirty-two schools investigated was 37 per school. Table XII, page 71, shows that 15 per cent of those periodicals were indexed in the Abridged Readers' Guide to Periodical Literature. An information file was reported in 72 per cent of the libraries. The librarians reported that 68 per cent of the information files were indexed. Only 22 per cent of the index cards were filed in the main catalog.

TABLE XII

PERIODICALS AND OTHER NON-BOOK MATERIAL

	Number responding	Average per school	Per cent
	32	37	
Number of magazines received:			
1190			
Number indexed:			
463			15
Information file:			
23			72
Information file indexed:			
22			68
Cards filed in main catalog:			
7			22
Newspapers received regularly:			
63		2	

Data regarding library books. In order to determine a more accurate distribution of library books the investigator tabulated the books in three types as shown on Table XIII, page 73. The three types were elementary-junior high school, junior high school, and junior-senior high school combined. In the junior-senior high school combination six schools responded. The average number of books per school was 4,929. In the twenty schools classified as junior high schools there was an average of 3,832 books per school. The elementary-junior high school had an average of 3,651 books per school. In order to determine the average number of books per child the investigator used the total enrollment for the three groups cited. The investigator felt that this would be an accurate procedure for determining the number of books per child since the enrollment had been reported for all of the schools investigated. Table XIII shows that the average number of books per child in the junior-senior high school combination was 5.5. The area of strictly junior high schools was smaller with an average of 3.7 books per child. The average number of books per child in the elementary-junior high school area was larger than either of the other areas. The average for these schools was 8.04 per child.

TABLE XIII

LIBRARY BOOKS

Type of school	Number responding	Total number of books	Average books per school	Total enrollment per school	Average per child
Junior-Senior High School	7	29,576	4,929	4,541	5.5
Junior High School	20	76,644	3,832	19,386	3.7
Elementary-Junior High School	7	25,561	3,651	5,529	8.04

Suggestions made by city and county Library Supervisors regarding junior high school libraries. Some of the suggestions made by the city and county library supervisors were used in this investigation. It is obvious from the investigation that more books are needed at the junior high school level. It was noted that suggestions for specific types of books were made. The suggestions regarding a full-time librarian for each junior high school, clerical help in libraries, a larger budget for books, magazines and supplies, and librarians to be employed two weeks before and two weeks after school, should be considered for further study. Other suggestions were considered valuable for professional consideration. Suggestions such as closer library integration with teaching, active participation of teachers with class work in the library, and better understanding of the library program by principals, would be valuable as qualitative standards in the program of library service.

TABLE XIV

SUGGESTIONS BY SUPERVISORS OF CITY AND COUNTY SCHOOL
LIBRARIES FOR JUNIOR HIGH SCHOOL LIBRARIES

Suggestions	Times mentioned
Better instruction in the use of the library	4
More good, easy reading material	1
Well written, easy biographies	1
Fiction which appeals to junior high school boys and girls	3
More books to read "for fun"	1
More strict requirements for junior high school libraries	1
Librarians apportioned above teacher allotment	1
Better understanding at state levels of materials to be bought with state funds	1
Clerical help	4
More time with a supervisor or director	1
Better understanding of library program by principals	2
Full-time librarian for every junior high school library	2
Centralized cataloging	2
Closer library integration with teaching	2
Active participation of teachers with class work in library	2

TABLE XIV (Continued)

SUGGESTIONS BY SUPERVISORS OF CITY AND COUNTY SCHOOL
LIBRARIES FOR JUNIOR HIGH SCHOOL LIBRARIES

Suggestions	Times mentioned
Scheduled and voluntary library attendance	1
Planned activities or work for scheduled attendance	
Larger budget for books, magazines, and supplies	5
Separation of elementary from junior high school libraries	1
Closer cooperation between teacher and librarian	3
Pre-school workshop for teachers and librarians	2
Specific basic book selection list according to classification for junior high school level	5
Librarian employed two weeks before and two weeks after school	3

Summary

In this chapter the first investigations presented a general background of the junior high school library program in North Carolina in the thirty-four schools studied. In order to clarify the status of the schools and the data presented, the schools were divided into three groups. The combinations were elementary-junior high school, junior high school, and junior-senior high school. This pattern was not followed throughout the chapter but was used whenever it was considered more expedient.

The quarters and equipment seemed to follow a similar pattern. The larger number of the libraries were accessible to the majority of the pupils but many of them were not adequate. Many of the libraries had a work room adjacent to the library but a surprising number of them did not have running water.

There were sixteen supervisors listed, but the majority were in city systems.

A librarian was reported for every library used in the investigation. However, two of them were part-time librarians. Although the enrollment was large, there was a very small number of clerical assistants. The student assistants were adequate in number but they are not trained to do technical clerical work.

Lessons in the use of the library were taught in all of the schools. In the majority of instances these lessons

were taught by both librarian and teachers. It was noted that there were very few tests on library usage before high school entrance.

The schedules were studied and it was evident that even though the libraries were open the entire day and before and after school, the majority of the pupils went to the library with classes at scheduled times.

Only a small number of school systems had centralized cataloging and processing. However, all of them had a card catalog and the books and materials were classified.

The records and reports were varied in type and in the number kept. The annual report was the only one that all librarians made.

All of the librarians felt the need for an increase in the library budget.

The audio-visual program in the junior high school appeared to have a definite place although the service was on a small scale.

The data concerning the periodicals and non-book materials showed a large number of magazines in each school.

The investigation regarding books was revealing from the standpoint of numbers. The combination elementary-junior high school had the largest per cent of books per child. The junior-senior high combination had the next largest number. The schools classified as junior high schools had an average

of a little more than three books per child.

The findings regarding the book collection in junior high schools would substantiate the suggestions made by the supervisors regarding books. They suggested that more books be selected with special interests and appeal for junior high school boys and girls.

Suggestions were made for better professional relations and understanding of the junior high school library program.

These findings indicate two definite objectives for an organized library program in the junior high schools of North Carolina: first, to meet the curriculum requirements in the educational pattern of the state; second, to meet the needs and reading interests of the children.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem. Because of the need by junior high school libraries in North Carolina for a program of library service adequate for the curriculum in this area of the twelve year public school program this investigation was undertaken with the following proposals in mind: (1) to ascertain what schools are considered junior high schools in North Carolina, and the type of curriculum they offer, (2) to investigate the library facilities and the program of library service now being offered in the junior high schools, (3) to learn what has been done in the field of junior high school library service and in other areas of school libraries that might provide criteria and standards for junior high school libraries in North Carolina, and (4) to make recommendations for standards for junior high school libraries in North Carolina.

Junior high schools were established in North Carolina as a specific unit in the twelve year program of public education in 1953. Prior to that time they had no specifics as to grades, type of curriculum, nor standards for evaluation of the various departments and services. The changing philosophy concerning junior high schools, the broadened scope of the curriculum at this age level, and the new concepts of library practice and procedures in the school program presented a need for study in this field.

Numerous school systems in North Carolina have set up a junior high school unit in their educational program. In order to make this investigation valid a list of junior high schools was obtained from the State Department of Public Instruction in Raleigh. The investigation was made by questionnaires sent to the thirty-four schools which they listed.

The schools selected were in three groups: elementary-junior high schools, junior high schools, and junior-senior high schools combined.

There were several limitations to the investigation. Some of the questions were not answered, and some of the answers were not entirely clear. This was due probably to the lack of clarity in stating those questions. The questionnaire failed to include some of the pertinent items which would have made the report more meaningful.

The need for standards for the various departments of the junior high school was pointed out by the administrators at the organizational meeting. This meeting, which was made up of members of the North Carolina Department of Public Instruction and principals of junior high schools in the state, was attended by the investigator. A conference with the State School Library Advisor aided in the decision to make this investigation and the procedures to follow. Instructors in the Library Science Department of Appalachian State Teachers College and fellow class members helped with the formulation of the questionnaire and other procedures.

Correspondence with library supervisors of states that are members of the Southern Association of Colleges and Secondary Schools revealed that no specific standards were available for junior high school libraries in those states. However, tentative standards for junior high school libraries were available from California. Literature in the field of junior high school libraries was surveyed carefully. The material was limited in this area of library service. In an attempt to get an over-all picture of school library service extensive reading was done in the fields of elementary and high school libraries also.

Review of literature. The review of literature revealed that the library is recognized as an integral part of the school. Every school should have a well equipped, functional library with a trained librarian to work with faculty and pupils.

The major factors for consideration in the school library program were: the quarters and equipment, the librarian, the program of service, and the material.

The quarters need certain basic specifications which should be adapted to the needs of the individual school. These plans and adaptations should be made by the administrators and the librarian working in co-operation with a well qualified architect. The lighting, heating and ventilation should be given careful consideration. The floor covering should be of good quality tile. Sound resistant ceilings

were recommended. The furniture should be functional and certain pieces should conform to prescribed specifications - such as the card catalog cabinet and the charging desk.

Supervision on both city and county levels was recommended. Centralized cataloging and processing appeared to be the accepted solution to some of the time consuming duties in the new, broad, non-textbook curriculum. This would leave more time for the librarian to help pupils and teachers to integrate the library with the school program. Trained clerical help and student assistants were considered essential to the library program.

The librarian in today's schools should have adequate professional training, have a knowledge of the curriculum, a concept of the school philosophy, and sympathetic understanding of the needs of youth.

Scheduled and voluntary attendance were recommended. Teachers should accompany classes to the library to assist the librarian with pre-planned units of work.

All students should have formal or informal instruction in the use of library materials.

The budget should be adequate to meet the needs of the library in the individual schools.

The literature concerning the use and value of audio-visual material and equipment revealed that this is a most valuable area of library service. The library that coordinates and administers the audio-visual program should

have its materials well organized and classified.

Every library needs an information file to supplement classroom teaching.

Periodicals have become an essential part of school library material. These should be selected with care and the majority of them should be indexed in the Abridged Readers' Guide to Periodical Literature.

Library books should be adequate in content and in number to meet the needs of the curriculum. There needs to be a well organized, up-to-date collection of fact and fiction. The interest appeal should be one of the important factors in book selection for boys and girls at the junior high school age level.

Analysis and interpretation of data. Libraries were established in all of the junior high schools in North Carolina and administered by trained librarians. The majority of cities had supervisors but there were very few county library supervisors. The trained assistants were employed in only a few schools and the need for clerical help was evident. Student assistants were used in all of the schools and followed a routine of similar scheduled duties.

The library quarters were conveniently located but in many cases the space was inadequate. All of the libraries had adjacent work rooms and conference rooms, but a large number did not have running water.

Library lessons were taught to the students by both librarian and teachers. These lessons were both formal and informal.

The attendance was scheduled by classes in the majority of schools and the classes were accompanied by the teachers, who assisted the librarian with reference and in some cases helped with discipline.

The budgets for junior high school libraries seemed to be adequate in some cases, but the majority of the librarians recommended an increase in the general budget. A few of the libraries had sources for supplementing their budget.

The records and reports that were kept presented a varied picture. All of the librarians kept a circulation record. Annual reports were made by all of the librarians but very few made monthly reports. The reports that were made were statistical in form. A small number made narrative reports.

The audio-visual program administered through the school libraries was small. The organization was varied and only a few of the librarians made a report of this service to the audio-visual supervisors.

An information file was available in all of the libraries reporting. However, in the majority of cases where the information was indexed and cataloged the cards were not filed in the main catalog.

All of the junior high schools received numerous periodicals, but only a small per cent of them were indexed in

the Abridged Readers' Guide to Periodical Literature.

Fewer books per pupil were reported in the group listed as junior high schools, specifically, than in the two combination junior high school groups. The books were classified according to the Dewey Decimal Classification System and card catalogs were reported in all schools.

Suggestions were made by the supervisors and librarians concerning specific needs and objectives for a functional junior high school library program.

Conclusions

1. There are no specific standards for junior high schools in North Carolina.

2. There is a definite need for junior high school library standards in North Carolina in order to unify the basic library program. Some of the schools are using the standards recommended for elementary schools, some of them are using standards for high school libraries, and still others are using parts of both standards.

3. The librarian should be trained in an accredited college in which emphasis is placed on school library service. The librarian should meet certification requirements set up by the Certification Department of North Carolina.

4. School libraries are open every period each day and before and after school. The librarian should be relieved of other duties in order to give adequate service to the school.

5. There is a need for greater understanding and co-operation among administrators, principals, teachers and librarians regarding the junior high school library program.

6. There should be a closer correlation between classroom teaching and library usage. The librarian needs to work with classes both in the classroom and in the library.

7. Library lessons need to be less formal with more emphasis on practical application.

8. Junior high school libraries should be built with room for expansion. The large enrollments indicate that library facilities are inadequate.

9. More supervisors are needed and wherever it is expedient centralized cataloging and processing should be done.

10. Clerical help is needed in the majority of junior high school libraries. This would release librarians from technical duties to work with children and teachers.

11. A junior high school library budget needs to be established. The rise in the price of books since the elementary and high school library budgets were set up needs to be considered when the budget is prepared.

12. Audio-visual administration through the library is both practical and economical. Certain standards should be set up to co-ordinate the audio-visual program with library materials. It has been found desirable to catalog audio-visual materials and file the cards in the main catalog.

13. Reports have been kept in junior high school libraries according to individual systems. Narrative reports have been used and found valuable as a supplement to statistical reports.

14. Periodicals have a definite place in the school library. They are more valuable when indexed.

15. An information file is a valuable aid in library service. The information file should be indexed and the

cards filed in the card catalog.

16. Every library should subscribe to a daily paper.

17. The book collection should meet the needs of the curriculum and appeal to the interests of the children of junior high school age. The average number of books per child is small in the junior high schools of North Carolina in comparison with the elementary-junior high schools and the junior-senior high schools.

18. The distribution of books as shown on the tables for elementary and high school levels do not meet the needs of junior high schools, as they are now specified.

Recommendations

In view of the findings from the questionnaires, the review of literature, and the conclusions drawn from these, the following recommendations are offered for consideration by the Library Division of the North Carolina Department of Public Instruction:

1. That junior high school libraries be recognized in the North Carolina Public School System with a status comparable to the high school libraries in the state.

2. That a full-time librarian be employed for every junior high school library. The librarian should be trained in a standard college that places emphasis on school library training. She would hold a college degree and she should also hold a class A Library Certificate as specified by the

North Carolina Department of Certification and be paid on the rating of her certificate.

3. That the librarian should have a trained full-time clerical assistant with an enrollment of 301-500, when the librarian is responsible for cataloging and processing books. A part-time clerical assistant is recommended if the cataloging is done in a central department:

a. For an enrollment of 501-1000 a full-time clerical assistant.

b. For an enrollment over 1000 a full-time trained library assistant and a full-time trained clerical assistant.

4. That the librarian should work a full school day and keep the library open one-half hour before school, and one-half hour after school. The librarian should be relieved of all school duties other than library service.

5. That the librarian should have faculty status, attend faculty meetings, and serve on the curriculum committee and on the guidance committee.

6. That the librarian should be employed one week before school opens and one week after school closes to prepare material and work with teachers before school opens and to take the inventory after school closes in the spring. She should be paid for this time on the basis of her regular salary.

7. That where a supervisor is employed, centralized

cataloging, ordering and processing should be done in the central office, based on selections made by the librarian and recommendations made by the faculty.

8. That the quarters should be adequate to meet the needs of the school. The library should be centrally located and easily accessible to the majority of the pupils and teachers:

a. That the librarian should serve on the planning committee with the administrators and a qualified architect when remodeling or when a new library is being planned.

b. That the library should be large enough to accommodate 15 per cent of the first 500 students enrolled and 10 per cent of the next 500 enrolled.

c. That the library should have floor space sufficient for 25 square feet per pupil.

d. That the room shall be at least 25 feet wide and 70 feet long.

e. That the lighting should be 20-foot candles or more. Fluorescent lighting is desirable. Windows should be arranged so that a minimum of shelving space is used for this purpose.

f. That the ceiling should be sound resistant.

g. That the floors should be of resilient material, preferably rubber or cork tile.

h. That the walls should be light in color.

i. That the furniture and shelving should be in harmonizing colors and should be of a standard make.

j. That the shelving should be standard sectional adjustable shelving and that it be used in every available space. The following dimensions are recommended for junior high school libraries:

Length of shelf	- 3 feet (longer will sag)
Depth of shelf	- 8 inches
For the majority of books	- 10 inches
For bound periodicals	- 12 inches
Thickness of shelves	- 7/8 inch
Space between shelves in the clear	- 10 inches
Base	- 5-6 inches
Cornice	- 2-3 inches
Total height for junior high school	- 6 feet 10 inches

See Appendix F.

k. That the radiation should be recessed or above the shelving or in the floor.

l. That the bulletin boards should be 6 feet long and they should be recessed in two sections of shelving. More than one bulletin board is desirable if there is space.

m. That the magazine rack and the newspaper rack should be built into the shelving. The magazine shelving should be sufficient to shelve 35 magazines.

n. That the tables be 30 inches high (adjustable are desirable) and chairs 18 inches high. It is preferable to have only one height for tables and chairs.

o. That the charging desk should be rectangular or U shaped, of standing height.

p. That a swivel chair or stool should be at the charging desk.

q. That the card catalog should have at least one 15 tray unit, adjustable so that other tray units may be added.

r. That at least one revolving dictionary stand be available.

s. That there should be at least two legal size vertical file cabinets for pamphlets, pictures, and clippings.

t. That a work room at least 12 feet by 15 feet should be adjacent to the library and opening into it. The work room and a conference room of approximately the same size should have glass partition between, separating them from the library. The work room should be finished in the same color scheme used in the library. The floor covering should be the same. The work room should be equipped with kitchen type cabinets with linoleum tops. The shelves should be 10 inch, adjustable shelving for storing magazines.

u. That the work room should have a sink with hot and cold running water. The sink should be 21 inches by 31 inches built into cabinets 31 inches high.

v. That there should be a work cabinet with a linoleum top, and sliding trays, in the work room.

w. That the work room should have a contour chair at the librarian's desk and another chair for a visitor in conference.

x. That the cabinets in the work room should be planned to meet the needs of storage of audio-visual equipment.

y. That the conference room should be equipped with adjustable shelving of the same type used in the main reading room.

z. That the conference room should have a table with six chairs similar to the ones in the reading room.

9. That the windows should have shades, either venetian blinds or divided shades, according to the type of windows used.

10. That the library should have attendance scheduled by the teachers when pre-planning is arranged. It is also desirable for students to attend the library when the need arises in committees or individually by permission of the teacher.

11. That the library should have student assistants, selected by the librarian upon the recommendation of the classroom teacher.

12. That these student assistants have specified duties scheduled by the librarian.

13. That the duties of the student assistants shall be of the following nature:

- a. Processing books
- b. Checking attendance
- c. Shelving books
- d. Reading shelves
- e. Circulation, charging and returning books
- f. Dusting books and shelves
- g. Helping with displays and publicity
- h. Filing
- i. Helping with the inventory
- j. Other duties the librarian may find helpful

14. That a library club be organized to stimulate interest, the membership to consist of library assistants. The club should be organized upon the discretion of the librarian and principal.

15. That student assistants be recognized as honor students just as office assistants, athletes, musicians, and other extra-curricular activities are recognized.

16. That library lessons be taught, both formally and informally as the need arises:

- a. That some of the lessons be taught in the

classroom by the teacher and some of them in the library by the librarian. The librarian should go to the classroom to assist with the instruction if the need arises.

b. That the lessons should be followed up with practical application in the library.

c. That a test in library procedure be given to ninth grade pupils, and the test be followed by instruction when needed.

17. That audio-visual material be housed in the library and administered through the library.

18. That the audio-visual material be cataloged and the cards filed in the main catalog.

19. That the information file material be cataloged and filed in the main catalog.

20. That a daily circulation record be kept.

21. That a daily record of attendance be kept.

22. That statistical and narrative reports be made monthly and annually to the superintendent, the principal, the library supervisor, and the audio-visual director.

(See Appendix E for annual form).

23. That the budget consist of a minimum of \$1.50 per child the first two years a library is established and \$1.00 per child each year thereafter.

24. That junior high school libraries should subscribe to a newspaper of local interest, a newspaper of state-wide interest and the Sunday edition of one nationally recognized

newspaper which carries a good book review section.

25. That junior high school libraries subscribe to a minimum of 30 magazines.

26. That the majority of these magazines be indexed in the Abridged Readers' Guide to Periodical Literature.

27. That the library subscribe to the Abridged Readers' Guide to Periodical Literature.

28. That all magazines be selected from approved lists.

29. That Booklist, Horn Book, Library Journal, and Wilson Library Bulletin be recognized as tools in book selection and that the subscriptions be included in the periodical order.

30. That basic reference books be selected to meet the needs of the schools, the selection being made from the Standard Catalog for High School Libraries.

31. That all books and materials be classified and cataloged, using the Dewey Decimal System.

32. That all catalog cards be filed in the main catalog.

33. That a shelf list file be kept in the librarian's office or work room.

34. That each junior high school have a minimum of 10 books per child.

35. That these books be selected by the librarian, who is trained in this field, by the faculty, and in some cases the pupils.

36. That the books be selected on the basis of the needs of the curriculum and the interests of the boys and girls in the junior high school.

37. That the functional library meet the needs of youth at their level of interest and understanding.

38. That further study be made of the audio-visual program as it applies to junior high schools.

39. That further study be made in the area of book selection for junior high schools with special emphasis on the curriculum and the needs and interests of boys and girls in the junior high school.

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APPENDIX A

A LIST OF JUNIOR HIGH SCHOOLS IN NORTH CAROLINA SUPPLIED
BY THE STATE DEPARTMENT OF PUBLIC INSTRUCTION
AS A BASIS FOR THIS INVESTIGATION

A LIST OF JUNIOR HIGH SCHOOLS IN NORTH CAROLINA SUPPLIED
BY THE STATE DEPARTMENT OF PUBLIC INSTRUCTION
AS A BASIS FOR THIS INVESTIGATION

City	School
Asheville	David Millard
Asheville	Hall Fletcher
Charlotte	Alexander Graham
Charlotte	Charlotte Tech
Charlotte	H. P. Harding
Charlotte	Myers Park
Charlotte	Piedmont
Durham	Carr Junior
Durham	East Durham
Durham	E. K. Powe Junior High
Gastonia	Arlington Junior High
Gastonia	Joe S. Wray Junior High
Greensboro	Aycock
Greensboro	Central Junior High
Greensboro	Curry
Greensboro	Gillespie Park
Greensboro	J. C. Price Junior High
Greensboro	Lincoln
Greensboro	Lindley Junior High
Greensboro	Proximity
Hickory	Hickory Junior High
High Point	High Point Junior High

<u>City</u>	<u>School</u>
Leaksville	Leaksville Junior High
Raleigh	Ligon
Raleigh	Washington
Roanoke Rapids	Roanoke Rapids Junior High
Sanford	Sanford Junior High
Statesville	Matt D. Thompson Junior High
Waynesville	Waynesville
Wilmington	Chestnut Street Junior High
Wilmington	Lake Forest Junior High
Wilmington	Sunset Park
Wilmington	Tileston Junior High
Wilmington	Williston Ind.

APPENDIX B

A LIST OF CITY AND COUNTY UNITS SUPPLIED BY THE STATE
DEPARTMENT OF PUBLIC INSTRUCTION FOR THE PURPOSE
OF SENDING QUESTIONNAIRES TO BE USED
IN THIS INVESTIGATION

A LIST OF CITY AND COUNTY UNITS SUPPLIED BY THE STATE
DEPARTMENT OF PUBLIC INSTRUCTION FOR THE PURPOSE
OF SENDING QUESTIONNAIRES TO BE USED
IN THIS INVESTIGATION

Catawba County Schools
Newton, North Carolina

Charlotte City Schools
Charlotte, North Carolina

Durham City Schools
Durham, North Carolina

Gastonia City Schools
Gastonia, North Carolina

Greensboro City Schools
Greensboro, North Carolina

Guilford County Schools
Greensboro, North Carolina

Haywood County Schools
Waynesville, North Carolina

Hickory City Schools
Hickory, North Carolina

High Point City Schools
High Point, North Carolina

Iredell County Schools
Statesville, North Carolina

Mecklenburg County Schools
Charlotte, North Carolina

New Hanover County Schools
Wilmington, North Carolina

Raleigh City Schools
Raleigh, North Carolina

Union County Schools
Monroe, North Carolina

Wayne County Schools
Goldsboro, North Carolina

Wilson City Schools
Wilson, North Carolina

APPENDIX C

QUESTIONNAIRE CONCERNING LIBRARIES IN
JUNIOR HIGH SCHOOLS IN NORTH CAROLINA
(SENT TO LIBRARIANS AND SUPERVISORS)

QUESTIONNAIRE CONCERNING LIBRARIES IN
JUNIOR HIGH SCHOOLS IN NORTH CAROLINA
(SENT TO LIBRARIANS AND SUPERVISORS)

GENERAL

1. Name of school_____. Post office_____
2. Type of school (check one only) Elementary____ Junior High____ Senior High____ Junior-Senior combined____.
3. Number enrolled_____.
4. Number of teachers_____.
5. What type of program does the school have? Departmental____ Core-Curriculum____ Straight grade_____.

LIBRARIAN

6. Librarian - full time_____ part time_____ teacher librarian_____.
7. Training (semester hours of Library Science)_____.
8. Number of periods daily in the library_____.
9. Professional status of librarian_____ member of faculty_____ head of department_____ other____.

LIBRARY SERVICE

10. How many periods per day is the library open for pupil use?_____
11. Is the library open before and after school?_____ If so, for how long?_____
12. How do pupils attend the library?
 - a. Scheduled attendance: by classes_____ grades_____ How often?_____
 - b. From study-hall_____ with admit slips_____ scheduled from study-hall_____.
 - c. Voluntary attendance_____ if so, on what basis?_____ In groups?_____

13. Do teachers go to the library with pupils _____ entire class _____ groups _____ committees _____?
14. Do the teachers assist the librarian with pupils while in the library? yes _____ no _____ with reference _____ discipline _____.
15. Do teachers notify the librarian ahead of time when they are planning library work on a specific subject? yes _____ no _____.

STUDENT ASSISTANTS

16. Do you have student assistants? yes _____ no _____.
17. If so, how many? _____
18. On what basis are your student assistants selected?
Honor roll _____ by recommendation of teacher or principal _____ by your personal choice _____.
19. Does the job of library assistant have the same status that other honors in school have, such as, member of student council _____ office assistant _____ student patrol _____ athletics _____ etc. yes _____ no _____.
20. What are the duties of your student assistants? (Please check)
- a. Processing books _____
 - b. Typing book cards and pockets _____
 - c. Checking attendance _____
 - d. Shelving books _____
 - e. Reading shelves _____
 - f. Circulation, charging and returning books _____
 - g. Dusting books, shelves, etc. _____
 - h. Helping with displays and publicity _____
 - i. Filing _____
 - j. Helping with inventory _____
 - k. Other duties _____
21. Do you have a Library Club? _____
22. If so, who may belong? _____

LIBRARY LESSONS

23. Are lessons on the use of the library taught? yes _____
no _____.
24. How many lessons are taught? _____
25. Do teachers and librarian plan cooperatively lessons to be taught on the use of the library? _____
26. By whom are the library lessons taught? Librarian _____
teachers _____ both _____.
27. In what subject areas are the lessons taught?
English _____ science _____ social science _____
other _____.
28. Are library lessons formal _____, informal _____?
29. Do you give achievement test which includes library information? yes _____ no _____.
30. Do you give a test on library usage before students go to senior high school? yes _____ no _____.
31. If so, what type of test do you give? Peabody _____ make your own _____ other _____.

QUARTERS AND EQUIPMENT

32. Where is your library located? First floor _____ central location _____ second floor _____ main building _____.
33. Is it accessible to the majority of the students? yes _____ no _____.
34. Is your library desirably located? yes _____ no _____.
35. If not, why not? _____.
36. What is the seating capacity of your library? number of pupils _____.
37. Is the seating capacity adequate (25 sq.ft. per pupil) for 10% of your enrollment? yes _____ no _____.

38. What is the size of your library? _____.
39. Do you have a separate work room? _____ Conference room
_____.
40. Do you have running water in your work room? yes _____
no _____.

SUPERVISION

41. Do you have a city supervisor of libraries? yes _____
no _____.
42. Do you have a county library supervisor? yes _____
no _____.
43. Do you have centralized cataloging? _____ ordering? _____
processing? _____.
44. Do you have your own cataloging? yes _____ no _____.
45. Do you use printed catalog cards? yes _____ no _____ other
_____.
46. Do you have clerical help? yes _____ no _____ student _____
trained _____.

BUDGET

47. Is your library budget adequate to meet the needs of
your library? _____.
48. What would you suggest as a minimum amount of money per
pupil? _____.
49. Do you have any sources for supplementing your budget?

AUDIO-VISUAL

50. Are you responsible for the audio-visual equipment and
supplies? yes _____ no _____.

51. What type of equipment do you have?
a. Movie projector_____
b. Filmstrip projector_____
c. Record player_____
d. Films____ Filmstrips_____
e. Recordings_____
f. Other_____
52. Is the audio-visual material cataloged? yes_____ no_____.
53. Are the catalog cards for the audio-visual material filed in the main catalog? yes_____ no_____.

PERIODICALS AND OTHER NON-BOOK MATERIAL

54. How many periodicals do you get regularly?_____.
55. How many of your periodicals are indexed in the Abridged Reader's Guide to Periodical Literature?_____.
56. How many newspapers do you get regularly?_____.
57. Do you have an information file? yes_____ no_____.
58. Is your information file indexed? yes_____ no_____.
59. If so, are cards filed in the main catalog? yes_____ no_____.

LIBRARY RECORDS AND REPORTS

60. What type of records do you keep? Circulation_____ attendance_____ financial_____ audio-visual_____.
61. What type of reports do you make? Statistical_____ narrative_____.
62. Do you make these reports monthly_____ annually_____?
63. To whom do you send these reports? Superintendent_____ Principal_____ Supervisor_____ audio-visual director_____ State Supervisor_____.
64. Please make any suggestions concerning Junior High School library service which you think will improve the Junior High School library program in North Carolina.

APPENDIX D

QUESTIONNAIRE CONCERNING LIBRARIES IN
JUNIOR HIGH SCHOOLS IN NORTH CAROLINA
(SENT TO PRINCIPALS)

QUESTIONNAIRE CONCERNING LIBRARIES IN
JUNIOR HIGH SCHOOLS IN NORTH CAROLINA
(SENT TO PRINCIPALS)

GENERAL

1. Name of school _____ Post office _____
2. Type of school (check one only) Elementary _____ Junior High _____ Senior High _____ Junior-Senior combined _____ Elementary-Junior High combined _____
3. If combination, do you think the library service would be more effective if they were separate units? yes _____ no _____
4. What type of program does your school have? Departmental _____ core curriculum _____ straight grade _____ other _____

LIBRARIAN

5. Full time _____ Part time _____ Teacher-librarian _____
6. Professional status of librarian: member of faculty _____ head of department _____ teacher-librarian _____ other _____
7. Additional duties of librarian: home room _____ bus duty _____ club sponsor _____ other _____
8. Is librarian employed 9 _____ 10 _____ 12 months _____?
9. If so, what are the duties for the additional months? _____

LIBRARY SERVICE

10. How many periods per day is the library open for pupil use? _____
11. Is the library open before and after school? yes _____ no _____. If so, for how long? _____

12. How do pupils attend the library?

a. Scheduled attendance: by classes _____ grades _____
How often? _____.

b. From study-hall _____ with admit slip _____ scheduled
from study-hall _____.

c. Voluntary attendance _____ If so, on what basis? In
groups _____ other _____.

13. Do teachers go to the library with pupils _____ entire
class _____ groups _____ committees _____?

14. Do teachers assist the librarian with pupils while in
the library? yes _____ no _____.
With reference? yes _____ no _____ With discipline _____.

15. Do teachers notify the librarian ahead of time when they
are planning library work on a specific subject? yes _____
no _____.

STUDENT ASSISTANTS

16. Do you have student library assistants? yes _____ no _____.

17. On what basis are your student assistants selected?
Honor roll _____ by recommendation of teacher _____
Principal _____ by choice of librarian _____.

18. Does the job of library assistant have the same status
that other honors in the school have, such as: member
of student council _____ office assistant _____ student
patrol _____ athletics _____ other _____. yes _____ no _____.

19. Do you have a Library Club in your school? yes _____ no _____.

20. If so, who may belong? _____.

LIBRARY LESSONS

21. Are lessons on the use of the library taught? yes _____
no _____.

22. How many lessons are taught each year? _____.

23. Do teachers and librarian plan cooperatively lessons to
be taught on the use of the library? yes _____ no _____.

24. By whom are the lessons taught? Librarian_____ teachers
_____ both_____.
25. In what areas are the lessons taught? English_____ science
_____ social science_____ other_____.
26. Do you give an achievement test which includes library
information? yes_____ no_____.
27. Do you give a test on library usage before students go
to senior high school? yes_____ no_____.
28. If so, what type do you give? Peabody_____ other_____.

QUARTERS AND EQUIPMENT

29. Where is your library located? First floor_____ central
location_____ main building_____.
30. Is the library accessible to the majority of students?
yes_____ no_____.
31. Is your library desirably located? yes_____ no_____.
32. If not, why not?_____.
33. What is the seating capacity of your library? (number of
pupils) _____.
34. Is the seating capacity adequate (25 sq.ft. per pupil)
for 10% of your enrollment? yes_____ no_____.
35. What is the size of your library?_____.
36. Is the lighting in your library adequate? yes_____ no_____.
37. Do you have a separate library work-room? yes_____ no_____.
38. If so, what is the size of the work-room?_____.
39. Does your library have a conference room? yes_____ no_____.
40. If so, what is the size of the conference room?_____.
41. Do you have running water in the work-room? yes_____ no_____.

SUPERVISION

42. Do you have a city supervisor of libraries? yes _____ no _____.
43. Do you have a county supervisor of libraries? yes _____
no _____.
44. Do you have centralized cataloging? yes _____ no _____.
45. Do you have centralized ordering (books and supplies)?
yes _____ no _____.
46. Do you have centralized book processing? yes _____ no _____.
47. Does your librarian do her own cataloging and processing?
yes _____ no _____.
48. Does your librarian use printed catalog cards? yes _____
no _____.
49. Does your librarian have clerical help? yes _____ no _____.
Trained _____ Untrained _____.

BUDGET

50. What is the State Appropriation for your library? _____.
51. Is it adequate? yes _____ no _____.
52. If not, what would you recommend as a minimum per pupil?
_____.
53. Does the librarian assist in planning the budget? yes _____
no _____.
54. What materials, supplies and equipment does the budget
cover? _____.
55. Do you have any sources other than the state appropriation
for supplementing your budget? _____.
56. If so, please list source and amount _____.
57. How is this disbursed? _____.

AUDIO-VISUAL

58. Do you have a city or county audio-visual director?
yes _____ no _____.

59. Is your librarian responsible for the audio-visual equipment and supplies in your school? yes _____ no _____.
60. What type of audio-visual equipment do you have?
- a. Movie projector _____
 - b. Filmstrip projector _____
 - c. Record player _____
 - d. Films _____ Filmstrips _____
 - e. Recordings _____
 - f. Recording machine _____ tape _____ wire _____
 - g. Other _____
61. Are materials housed and circulated from the library? yes _____ no _____.
62. Is the space adequate for housing equipment and materials? yes _____ no _____.
63. Is the audio-visual material catalogued? yes _____ no _____.
64. Are the catalog cards for the audio-visual material filed in the card catalog? yes _____ no _____.
65. Do the teachers use them? yes _____ no _____.
66. Do you have a separate budget for audio-visual supplies and equipment? yes _____ no _____.
67. If so, how much? _____.
68. From what source? _____.

LIBRARY RECORDS AND REPORTS

69. What type of records does your librarian keep? Circulation _____ attendance _____ financial _____ audio-visual _____.
70. What type of reports does she make? Statistical _____ narrative _____.
71. Does she make these reports monthly _____ annually _____?
72. To whom does she send these reports: Superintendent _____ Principal _____ Supervisor _____ Audio-Visual director _____ State Supervisor _____ other _____.
73. Do you feel that the statistical report form used for high school libraries for the state report is adequate for junior high? yes _____ no _____.

74. If not, what would you add? _____
What would you delete? _____
75. Please make any suggestions concerning junior high school library service or facilities which you think will improve the junior high school library program in North Carolina.

APPENDIX E

QUESTIONNAIRE CONCERNING LIBRARIES IN
JUNIOR HIGH SCHOOLS IN NORTH CAROLINA
(SENT TO STATE SCHOOL LIBRARY ADVISER)

QUESTIONNAIRE CONCERNING LIBRARIES IN
JUNIOR HIGH SCHOOLS IN NORTH CAROLINA
(SENT TO STATE SCHOOL LIBRARY ADVISER)

City School	Number books last report	Dewey system used	Card loan system	Card shelf list	Diction- ary card catalog
Asheville David Millard					
Asheville Hall Fletcher					
Charlotte Alexander Graham					
Charlotte Charlotte Tech					
Charlotte H. P. Harding					
Charlotte Myers Park					
Charlotte Piedmont					
Durham Carr Junior					
Durham East Durham					
Durham E. K. Powe					
Gastonia Arlington					
Gastonia Joe S. Wray					
Greensboro Aycock					
Greensboro Central					
Greensboro Curry					

City School	Number books last report	Dewey system used	Card loan system	Card shelf list	Diction- ary card catalog
Greensboro Gillespie					
Greensboro J. C. Price					
Greensboro Lincoln					
Greensboro Lindley Junior					
Greensboro Proximity					
Hickory Hickory Junior					
High Point High Point Junior					
Leaksville Leaksville Junior					
Raleigh Ligon					
Raleigh Washington					
Roanoke Rapids Roanoke Rapids					
Sanford Sanford Junior					
Statesville Matt D. Thompson					
Waynesville Waynesville					

City School	Number books last report	Dewey system used	Card loan system	Card shelf list	Diction- ary card catalog
Wilmington Chestnut St. Junior					
Wilmington Lake Forest Junior					
Wilmington Sunset Park					
Wilmington Tileston Junior					
Wilmington Williston Ind.					

STATE DEPARTMENT OF PUBLIC INSTRUCTION

RALEIGH, N. C.

130

ANNUAL SCHOOL LIBRARY REPORT 19____-19____

Race.....

Name of School..... Post Office..... County.....

Type of School (check one only) Elementary....., Junior High....., High.....

Use separate report forms for each type of school. Records for elementary and high school books housed in same room should be kept an reported separately.

Enrollment..... A. D. A..... No. Teachers.....

LIBRARIAN:

Name of librarian or teacher librarian.....
 Training (semester hours of Library Science).....
 Length of periods daily in the library.....
 Length of library periods.....
 Librarian free from study hall duty?.....
 Other subjects taught.....
 Extra-curricular duties of librarian.....
 Name of assistant librarian (if employed).....
 Training of assistant librarian.....
 Other assistants employed.....
 Name of student assistants.....

EXPENDITURES:

Amount spent for books..... \$.....
 Amount spent for magazines and newspapers..... \$.....
 Amount spent for supplies and mending..... \$.....
 Amount spent for professional binding..... \$.....
 Amount spent for furniture..... \$.....
 Amount spent for audio-visual..... \$.....
 Other expenditures..... \$.....
 Total amount spent for library from all sources..... \$.....

AUDIO-VISUAL COLLECTION:

Is the school library responsible for audio-visual materials?.....
 Is there a central audio-visual library for the school system?.....
 Audio-visual aids owned:
 Filmstrips.....
 Films.....
 Recordings.....
 Audio-visual aids borrowed from any source:
 Filmstrips.....
 Films.....
 Recordings.....
 Other sources from which material is secured:
 Locally owned.....
 N. C.
 Commercial.....
 Free films.....
 Other.....
 Places of selection of audio-visual materials:
 Educational Film Guide.....
 Filmstrip.....
 N. C.
 Other.....

ORGANIZATION (answer YES or NO):

Up-to-date accession record.....
 Books marked by Dewey decimal system.....
 Card loan system.....
 Card shelf list.....
 Dictionary card catalog.....
 Author cards.....
 Title cards.....
 Subject cards.....
 Is library room designated for library purposes during entire school day?.....
 If not, state its other purposes.....
 Are class groups scheduled for library periods?.....
 Are books circulated for home use?.....
 Is library instruction given?.....
 By whom?.....
 To which grades?.....
 Topics of lessons taught: Care of books.....;
 parts of book.....; classification.....;
 card catalog.....; dictionaries.....
 encyclopedias.....; special reference books.....; atlases.....
 Is library used during summer?.....

ROOM EQUIPMENT (answer YES or NO unless figures requested):

Size of library room.....
 Number of library tables.....
 Number of library chairs.....
 Periodical rack or shelving.....
 Dictionary stand.....
 Pamphlet file case, Legal..... Letter.....
 Number of bulletin boards.....
 Card catalog case (No. of drawers).....
 Charging desk.....
 Librarian's desk.....
 Typewriter.....
 Shelving (No. feet of shelving).....
 Librarian's workroom (size).....
 Floor covering.....
 Slides on library chairs.....
 Shades at windows.....
 Type and number of light fixtures.....

(OVER)

REFERENCE TOOLS IN THE SCHOOL LIBRARY:**Encyclopedias (elementary school library):**

Compton's Pictured Encyclopedia..... copyright
World Book Encyclopedia..... copyright
Britannica Junior Encyclopedia..... copyright

Encyclopedias (high school library):

World Book Encyclopedia..... copyright
Americanna Encyclopedia..... copyright
Collier's Encyclopedia..... copyright
Britannica Encyclopedia..... copyright
Compton's Pictured Encyclopedia..... copyright

Unabridged Dictionaries:

Merriam-Webster's New International Dictionary.....
Funk and Wagnall's New Standard Dictionary.....

Foreign Language Dictionaries:

French.....
Latin.....
Spanish.....

LIBRARIAN'S TOOLS (answer YES for those owned by school):

Children's Catalog, latest ed.....
Standard Catalog for High School Libraries, latest ed.....
Dewey Decimal Classification.....
Douglas. Teacher-Librarian's Handbook.....
Mott & Baisden. Children's Book on How to Use
Books and Libraries.....
North Carolina School Library Handbook.....
Wilson Library Bulletin.....
Readers' Guide to Periodical Literature.....
Handbook for Elementary and Secondary Schools,
latest ed.....

BOOK COLLECTION (Do not include supplementary readers or basal texts):

No. books last report.....
No. books lost..... Discarded..... Total.....
No. books added.....
No. books now in library.....
Total Book Circulation.....

Book distribution by subject (Dewey decimal classification):

(In each group include all books classified by the inclusive number)

Reference Collection (all books with R before
the numbers).....
000—019, 030—099 General Works (except
R books).....
020 Library Economy.....
100—199 Philosophy and Conduct.....
200—299 Religion.....
300—369 Economics, Civics, Government.....
370—379 Education, Guidance.....
380—389 Communication and Transportation.....
390—395 Customs and Holidays.....
398 Fairy Tales.....
400—422, 424—499 Languages.....
423 Unabridged English Dictionary.....
500—599 Science.....
600—609, 620—679, 690—699 Inventions and
Machinery.....
610—619 Health.....
680—689 Industrial Arts, Handicraft.....
700—749, 760—779 Fine Arts.....
750—759 Painting.....
780—789 Music.....
790—799 Recreation, Games, Hobbies.....
800—810, 812—820, 822—899 Literature.....
811—811.8, 821—821.8 Poetry.....
910—919 Geography.....
912 Atlas.....
900—909, 929—999 History, Description and
Travel.....
920—928, B Biography.....
F Fiction.....
E Easy Books.....
SC Short Story Collections.....

Total number of books.....

No. Magazines received regularly.....

No. Newspapers received regularly.....

REMARKS:

What are the best things about your library?

What things need most emphasis or improvement?

What things have been improved most in the past year?

DATE.....

Principal

DATE.....

Superintendent

County or City

APPENDIX G

A YARDSTICK FOR PLANNING SCHOOL LIBRARIES

Conference room
10' x 11' each as minimum.

Storage
120 square feet as minimum.

Workroom
11' x 12' as minimum

25 square feet per reader.
48 seats as minimum for enrollment up to 300.
10%—15% of student body beyond 300 for high schools.
20 — 30 additional seats for enrollment beyond 500 in elementary schools.

Reading Room

Space

Sound

Acoustically treated ceiling.

Sound reducing flooring of cork, rubber tile, vinyl tile, vinyl asbestos, or asphalt tile. Light colors provide better light and require less care.

Lighting

Good natural light.

Artificial illumination not less than 30 foot candles at table surface. Indirect, semi-direct

fluorescent or incandescent lighting. Inside lights

on separate switch.

Planning the School Library

Sources of Help

Supervisor of School Libraries
State Department of Education

SCHOOL LIBRARY QUARTERS (filmstrip)

American Library Association
50 E. Huron Street
Chicago 11, Illinois. \$15

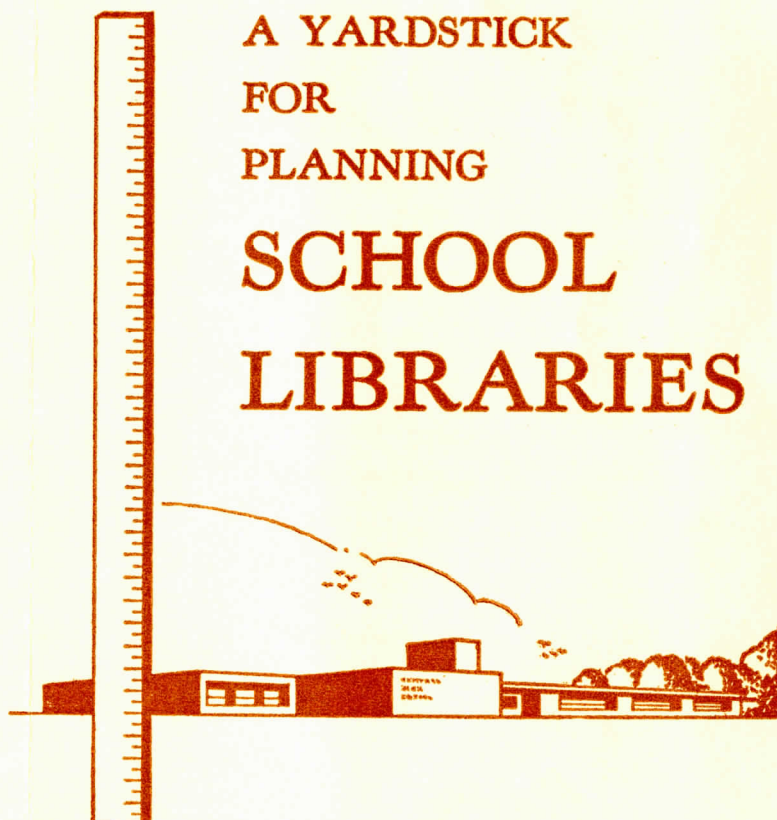
DEAR MR. ARCHITECT. American Library Association, 50c.

PLANNING SCHOOL LIBRARY QUARTERS.
American Library Association. \$1.50.

PLANNING AND EQUIPPING THE SCHOOL LIBRARY. Publication No. 257,
State Department of Public Instruction,
Raleigh, N. C. 25c

COURTESY OF
SOUTHERN DESK CO., HICKORY, N. C.
Manufacturers of
Prestige Library Furniture

A YARDSTICK FOR PLANNING SCHOOL LIBRARIES



Prepared by:
Mary Peacock Douglas
Supervisor Public School Libraries
Raleigh, North Carolina

Decoration

Ceiling with coefficient of reflection near 85%

Walls colorful with coefficient of reflection
50% — 65%

Shelving natural to match furniture. If other than
first-grade lumber used, paint to harmonize with
walls, cover with clear varnish and wax.

Venetian blinds.

Draperies which do not obscure light.

Furniture, light finish.

Floor marbleized design harmonizing with walls.

Shelving

Length of shelves between
uprights 3 feet

Depth of shelves:
Standard 8 inches
For oversized and picture
books 10-12 inches
For magazines 10-12 inches

Thickness of shelves and
uprights 7/8 or 13/16 inch.
Base 4-6 inches
Cornice 2 inches

Over-all height for:
Elementary school 5-6 feet
Junior high school 6 feet
Senior high school 7 feet

Space in the clear between
shelves 10 inches

This is an average. Adjustable feature cares
for variations.

Capacity Estimates

Number of books per shelf-foot
average 8
Primary books average 12
Reference books average 6

Number of magazines flat per
3-foot shelf 4

Number of picture books flat
on 3-foot slanting shelf 3

Total book capacity need for school, based
on anticipated maximum building enrollment:

Minimum 5 books per pupil
Average 10 books per pupil
Exceptional 20 books per pupil

Recommend book capacity at 10 books per pupil.

Tables and Chairs

Rectangular tables 3 ft. x 5 ft. for rooms up
to 25 ft. wide to seat 4-6 pupils. (Longer tables
will not allow adequate aisle space)

Round tables 4 ft. in diameter

Table heights:
Elementary school 26 & 28 inches
Junior high school 28 & 30 inches
Senior high school 30 inches

Chair heights:
Elementary school 15 & 17 inches
Junior and senior high
schools 17 inches

Aisle space between tables &
shelves 3 1/2 feet

Aisle space between tables with chairs
back to back 5 feet

Furniture

Tables and chairs as above

Circulation desk

Dictionary and Atlas Stands

Card catalog case and stand

Legal size filing cases

Newspaper rack

Book truck