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A STUDY OF A SCHOOL LIBRARY CHARGING SYSTEM

WITH A RESULTANT INDIVIDUAL

READING RECORD

———

A Thesis

Presented to

the Faculty of the School of Education

Indiana State Teachers College

———

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

———

by

Georgia Robinson Burton

May 1960

THESIS APPROVAL SHEET

The thesis of ____Georgia R. Burton____, Contribution of the Graduate Division, Indiana State Teachers College, Series I, Number _803_, under the title -- _A Study of_ _a School Library Charging System With a Resultant Indi-_ _vidual Reading Record_ is hereby approved as counting toward the completion of the Master of Science Degree in the amount of __6__ semester hours' credit.

Approval of Thesis Committee:

Elizabeth Walker

Chas H Jamison

Nell McCalla , Chairman

Approval of Associate Dean of Instruction for Graduate Studies:

Elmer J. Clark _June 6, 1960_
(Date)

36852

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The importance of the filing system to the library
is quite obvious. The task of keeping an orderly record
of the lending of the books would be quite impossible
without some system. This lending system and its records
are known as the charging system in library usage and will
be so called in this thesis and the particular charging
system described will be called a school charging system.
This school charging system has been particularly adapted
to schools and while it would retain some of its advantages
in any library situation, the writer of this thesis has
been particularly interested in developing a school charging
system that would give easy access to a record of each
pupil's reading.

I. THE PROBLEM

Statement of the problem. The purpose of the re-
search in this study was (1) to devise a single-unit
charging system; (2) to establish a charging system that
would of itself become a reading record for the pupil;
(3) to show the need of a school library charging system,
and (4) to determine the strengths and weaknesses of this
new lending system.

Importance of the study. Any library by its very
nature is an important reading tool. It is the library
that furnishes the first requisite of either profitable or
enjoyable reading for the public. The school library is a
particularly vulnerable tool because it is being used by
the faculty to teach reading and by the student body to
learn reading and it is hoped that it is used to enjoy
reading. The extent of the success of library usage in
the school forecasts the success of the public library in
a given area. It is then important that the school library
cooperate fully with the faculty to establish good reading
habits. This cooperation requires that the library pro-
fession examine each function of the library, even one so
seemingly routine as a charging system, to aid both teacher
and student in their search for reading success.

The importance of the single file system for the
book cards suggested in this thesis is that of simplification.
It has long been felt by the profession that there were too
many places to look for a missing card. This school library
charging system would eliminate this problem. The book
cards would all be filed alphabetically by author with no
regard being taken as to the date due.

The importance of finding a simple, reliable and
automatic way of having a reading record for each child is
obvious. This accumulative record over a given term of

months or years would be even more valuable.

II.   PROCEDURE USED IN THE STUDY

Establishment of the value of a reading record.
This study was based upon the sincere belief of the re-
searcher that a pupil's reading record which could be accumu-
lative and easily available would be of great value in the
functioning of a reading program. This belief was confirmed
by the study of several writings on the different phases of
the reading problem.

Devising the school charging system. Since this is
an almost completely original work, the writer, through
trial and error, set up a system to give the two things
most desired in the project (1) a single file for book cards,
and (2) an individual reading record maintained on the stu-
dent cards.

Designing the student cards and their holders. The
designing of the student cards and their holders was also
original work. This, too, was a system of trial and error
and was continued until the best card and holder possible
were devised.

Testing the practicability of the school charging
system by use. A charging system to be of use must be

practical. The charging system was tested with one class
in the Central Junior High School of Mattoon, Illinois.
The test was conducted for the purpose of establishing some
basis for judgment of the value of the individual reading
record and the feasibility of using a single file for li-
brary book cards. No attempt was made to establish the
value of these individual reading records as an educational
tool.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter II of this thesis presents a review of reading
problems and relates them to the use of an individual reading
record. Chapter III describes the school library charging
system, relating it to the school library and the need of
cooperation with the classroom teacher. The test is also
described which the researcher used to establish the
practical use of the system. The advantages and disadvan-
tages are discussed in Chapter IV. Chapter V includes the
Summary and Conclusions.

subject is so basic in frequency, other
have shown that about 25% of all eighth
high school students have difficulty

Guy Wagner, "Toward Better Reading in our
Schools," Education, LXXVI (May, 1957),

CHAPTER II

REVIEW OF READING PROBLEMS

Surely at no time in the brief history of our country has there been more emphasis on quality education than there is today. One has the feeling that most people - parents, educators, industry, and the profession - looking to educators are actually on the verge of panic. Teachers, from kindergarten to college, are urged to do something, anything--only _do_ something. It would seem to this writer that each teacher could best serve education by concentrating on one's own area; and by gathering up any loose ends in one's own field. There will not be any dynamic program that will suddenly educate our youth overnight nor even instill in them a huge desire for education for education's sake. Teaching children must still be a steady, meticulous job with the speed varying with the child. It must still be a classroom teacher's job.

It is impossible to think of education, schools, or teaching without immediately thinking of reading. No other subject is so basic in developing an individual. Studies have shown that about 90% of all study activities in regular high school subjects involve reading.[1] In any field, a 90%

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[1] Guy Wagner, "Toward Better Reading in our High Schools," _Education_, LXXVII (May, 1957), 557.

usage of a given tool would suggest that that particular
tool was of invaluable importance to the field. Schools
are of course training students to enter all fields of en-
deavor. It is easily seen then that as our schools encour-
age and develop a vigorous and consistent reading program,
they are endowing their students with a major tool of
living.[2]

One of the first and most necessary things for a
teacher to recognize, is that every child is a separate per-
son in his own right. He is not a "pea in a pod". His
desires, his needs, his interests and his abilities are his
own and he must be treated on that basis. It has been
customary of late years to bemoan the child who cannot read.
Few of our students cannot read, but many of them are not
reading up to their capacity. This difference in reading
accomplishment is as important as the difference in reading
ability. This lack of accomplishment can be checked by
knowing (1) his potential reading ability, and (2) his
present reading habits. It is essential that the teacher
know each child's ability, interests, and range of accom-
plishment. This could be quickly checked if a reading
record of each child were readily available.

The child's environment makes an important difference

(Washington)
    [2]_Ibid._, p. 556.

in the help and encouragement he needs. While the economic
status of the home is important, it is not always conclusive.
The most important aspect of environment is the "reading
climate" which surroundsthe child. Does he have easy access
to books, magazines and newspapers? Is he encouraged to
read? Does he have time to read? Is he too tired - (after
a full day of school and an extra two or three hours of
football) - is he too tired to read? Has he been encour-
aged to buy books - even paper backed books - instead of
comic books or cokes? Is the child exposed to good conver-
sation? Douglas Armour Thom says, "a boy growing up with
adults and spending much time in wide reading and adult
conversation, may reach sixteen with an intellectual maturity
far beyond that of the average adult while physically and
emotionally he is still a child."[3]

A teacher or a teacher-librarian must be constantly
aware of the basic needs of all children and then be able
to relate those needs to the given child. There is a dif-
ference in the intensity of these needs within each child;
and there is a difference in the amount of satisfaction of
a basic need within each child. Some children, even as
some adults, are more able to satisfy a basic need from

satisfaction the

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[3]Douglas Armour Thom, Guiding the Adolescent
(Washington: Government Printing Office, 1933), p. 2.

within himself.   Others will feel a lack of satisfaction
of a need but will hide this lack of satisfaction from
prying eyes.

In the introduction to her anthology "Time for True
Tales and Almost True", May Hill Arbuthnot lists some of
the most basic needs of children which books might fulfill
completely or at least augment.   (1) The need of security
- physical, material, emotional, spiritual and intellectual
becomes more pressing in this atomic age.   Fairy tales and
biographies each minister to this need in their own way. An
even more pressing need than that of security is (2) the
need to achieve - to do something or to be something exciting
and fulfilling.   Stories like Peter Rabbit, Treasure Island,
The Good Master, and Johnny Tremain help to satisfy vi-
cariously this need to achieve.   (3) The need to belong
or to be accepted as a member of a definite group - social,
family, school or gang - is part of the child's maturing
process.   Life is not and should not always be real and
earnest for the child and, because it is not, the child has
another need, that of (4) change.   The inimitable Tom Sawyer
and Pecos Bill are good examples of books that satisfy this
need.   Finally, the child has (5) the need of aesthetic
satisfaction - the arresting, the beautiful, the rich and

rewarding experience.[4]

It is easy to understand how the accomplished reader can satisfy his needs through books. It is well to remember that "the basic needs of the non-reading pupil, as a person, are the same as those of any other pupil of his age and maturity."[5] The adolescent or child is not so adept at covering up his inadequacies as the adult. Often the observant teacher can spot these needs, and the lack of satisfaction of them, by checking the student's reading record. While it is certainly not advisable for the classroom teacher to attempt to be a child psychiatrist, it is advisable for her to be perceptive of a child's problems. Certainly it is advisable for the teacher to realize that "children like warmth, sincerity, emotion, personal experience, sympathy, security, kindliness, humor and the triumph of right over wrong."[6] A perceptive teacher will check as often as possible to see that each child is getting a balanced diet of bookfare, bookfare balanced to suit the individual needs of the child and give some measure of basic need fulfillment.

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[4]May Hill Arbuthnot, Time for True Tales and Almost True (Chicago: Scott, Foresman and Company, 1953), viii-ix.

[5]Harrison Bullock, Helping the Non-Reading Pupil in the Secondary School (New York: Bureau of Publications, Teachers College, Columbia University, 1956), 55.

[6]Phyllis Fenner, Something Shared: Children and Books (New York: John Day Company, 1959), p. 64.

Interests and their importance. While it is not
difficult to see that many of the basic needs of children
could be met by books, one still has the problem of getting
the child and the book together. To do a satisfactory job
of this, one must arouse the child's interest. In Good
Reading for Poor Readers, George D. Spache says that the
most important single influence upon children's attitudes
towards reading is their interests. Of course, these in-
terests are a reflection of such matters as age, sex, back-
ground and psychological maturity.[7] This psychological
maturity is very important and closely related to the
interests of the student. Strang, in speaking of interests
says "psychologically, interest is a motivating force . . . ,
the closer the interest is to the center of the individual's
concerns, the more intense it becomes."[8]

But how can one ascertain the interests of a troubled
child? The child who is untroubled usually converses easily.
Many bewildered teachers have wondered how to get to know
these interests. The books that a student reads are a good
indication of his present interests. When asked "What makes

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[7]George D. Spache, Good Reading for Poor Readers
(Champaign, Illinois: The Garrard Press, 1958), p. 1.

[8]R. M. Strang, "Interest as a Dynamic Force in the
Improvement of Reading," Elementary English, XXXIV (March,
1957), 170.

a book easy to read?" a large proportion of them will say, "If it's interesting."[9] Teachers and parents alike might well ask, "Interesting in what way?" Does he have an interest in horses and so read Walter Farley's books? Does he read nothing but science stories? Does he crave companionship, even of a dog, and so read Kjelgaard's wonderful dog stories?

Relating interests to books. Students' interests seem to follow a fairly definite pattern. Third, fourth, fifth and sixth grades like to live in a make-believe world, thus they find folk and fairy tales appealing. The Sleeping Beauty and Cinderella appeal to girls because of their yearning for beauty and romance. Sinbad, Aladdin and the wonderful tales of Hans Christian Anderson interest the boys.[10]

Teen-agers are a special concern of the high school teacher and librarian. In the book field, this one class of literature, so important and so needed, is the most truly neglected. "For adolescents in that no-man's land between childhood and adulthood, a new kind of teen-age literature is needed. They need books which will interpret teen-age

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[9]Ibid., p. 173.

[10]Bess Porter Adams, "A-V Activities Help to Insure Better Reading," Instructor, LXVII (January, 1958), 66.

experiences realistically and lead out beyond the teen
years."[11]   However, these young citizens need true realism
not the satistic trivia of many modern authors. It will not
suffice to add a postscript of morality to an otherwise
vicious book. Teen-agers still live in a world of people
who are basically good and kind and honest. They need to
know this, too, and not take the ugly, the unkind and the
dishonest as being true reality.

But no one interest should take complete control of
a child. The initial interest of a student can be modified,
new interests can be built. Much of this modification
depends on the opportunity for developing the new interest.
Neither an old nor a new interest can completely compensate
for a lack of reading skill.[12]

Edward Dolch makes the statement that there are three
kinds of interest which children manifest, "thing-minded-
ness because that child is interested in objects, materials
and pets; others are people-minded because they are inter-
ested in and need people; still others are verbal-minded
and show an early interest in books and other printed matter.
Too often our plans for the teaching of reading are based

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[11]William S. Gray and Nancy Larrick (ed.), "Better
Readers for Our Time," International Reading Association
Conference Proceedings (New York: Scholastic Magazines,
1956, p. 85.

[12]Strang, op. cit., p. 170.

on the verbal-minded child.[13] If a student does not read
freely, perhaps finding his interest and placing a book in
his hands will start him on his way. "In practice we try
to transfer interest to reading from other activities far
more interesting. Some of these are games, activities and
experiences, interesting objects, pictures, and hearing and
telling stories."[14] Knowing whether a child likes things
or people or just books can help in understanding him.

Knowing a child's interests is not enough. The prob-
lem is still one of teaching the child to read - to read
more fully, to read more accurately, to read more enjoyably.
These reading interests may be augmented by new interests,
or they may be patiently steered into new paths but interests
are always to be used - used for the teaching of better
reading habits and skills.

Value of a reading record. The accumulative reading
record that this writer has devised will be one more aid in
establishing the interests and abilities of the student.
It must be emphasized here that acceleration in reading is
not confined to the student with low potential reading power.

[13]Edward Wm. Dolch, Psychology and Teaching of
Reading (Champaign, Illinois: The Garrard Press, 1951),
pp. 79-80.

[14]Ibid., p. 81.

E. H. Witzling makes this point, "English teachers have
erred in planning remedial reading programs primarily for
retarded readers of average or low I. Q. We take it for
granted that if a student is in a 'regular' English class,
his reading ability is up to par . . . ."[15] Actually, it is
with the already reading student that a reading record has
such obvious value. It is his record that can be checked
for a clue to unsatisfied basic needs, interests and his
reading accomplishment. The student who is not reading
has an obvious problem, that of learning to read. The student
who is reading but on an unvaried line needs guidance to
broaden his outlook. Likewise the student who is reading
far below his ability to read and comprehend needs guidance
that his interest and curiosity should be aroused. How
better can one obtain this information than through an
impersonal but individual reading record on a card? Ques-
tioning might antagonize; a careful look at a card cannot
antagonize the student.

The accumulative reading record could be used in
remedial classes. With these students, the record could be
used as an encouragement and spur to the retarded reader
and, of course, as a guide to the student's progress for
the teacher. Witzling conducted a similar class and re-

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[15] Estelle Witzling, "Johnny Can't Read Because He
Doesn't," High Points, XXXVIII (January, 1956), 53.

ports "all term long students delightedly kept reporting on how they were increasing the number of pages per hour which they could read."[16] Their own personal library record could be made a source of great pride and satisfaction, especially to the student who wanted to read but was in the throes of overcoming a frustrating handicap.

If an accurate, permanent individual reading record is kept, it will show that all children learn when taught. The individual records will show that while some children begin late and progress rapidly, others will begin early and progress slowly. In other words, some children catch up while others do not succeed in keeping up.[17] The remedial programs have shown clearly that much can be accomplished for poor readers of all ages, but the problem is more difficult with the older pupils.[18] Therefore, it behooves us to begin early with a reading program.

It is not enough to know the general reading ability of a class. The time has come when a more satisfactory approach is needed, one which will allow for the variations

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[16]Ibid., p. 54.

[17]W. A. Ketcham and R. G. LaFitte, Jr., "How Well Are They Learning?" Educational Leadership, XVI (March, 1959), 337.

[18]Paul Witty, "Reading Success and Emotional Adjustment," Elementary English Journal, XXVII (May, 1950), 293.

in individual status, growth patterns, physical and mental
endowments, past experiences, hopes, desires and all the
other background factors which are in his background.[19]
It is not enough to place a child in a "group". Grouping
has come into partial disfavor with educators feeling that
it was, in many instances, developing psychological prob-
lems including emotional blockages.[20] It is important for
the individual to feel individual - not group - success. He
may feel that he has failed if he does not measure up to
group standards. And, why should he be compared to anyone
else? He is not someone else. The psychological effect of
individual reading guidance is that the slow reader is get-
ting results and the good reader is getting pleasure from
his uninhibited reading pace.[21] The accumulative record
of a child's reading is concrete evidence of what he has
attempted to read, of what he is interested in, and of what
he has accomplished.

Reading does not always just come naturally even to
the gifted. Their reading record should be checked not only
for the amount of reading done but for the depth of their
reading. They are apt to become bored and disinterested if

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[19]Francis Mait, "Individualizing Reading," Elementary
English, XXIX (February, 1952), 84.

[20]Ibid., p. 84.   [21]Ibid., p. 87.

nothing but material which is below their interest level is available.[22]   However, it would be a mistake to assume that the so-called gifted child never needs help in understanding and interpreting difficult material.   In general, adult criticism, whether by a teacher or a parent is not so successful as the acceptance and agreement of the peer group.   The changes desired by the adult world will only come with maturity[23] and that maturity is a very individual problem.

While the emphasis so far in this paper has been on the teacher, the librarian is very actively involved.   If the librarian were only a clerk, she might question the involvement of the library staff in reading records, but school librarians are regarded as a definite part of the instructional staff within the school and, therefore, a part of the school program.   With the rapid widening of our knowledge of the universe and, as a consequence, the rapid increase in the number of books available, teachers must revise their teaching methods to include a wider range of reading.[24]

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[22]Kathryn Clark, "America's School Libraries Provide for the Gifted," _American Library Association Bulletin_, LII (February, 1958), 99.

[23]Gladys Gardner Jenkins, _These Are Your Children_ (Chicago: Scott, Foresman and Company, 1953), p. 299.

[24]Earle W. Wiltse, "Organizing for Secondary Reading Improvement," _High School Journal_, XXXIX (November, 1955), 348.

The librarian can best serve her school and its students by cooperating completely with the teacher to bring about the desired effect. Motivation, whether instilled by the teacher or the librarian, is important. If the student wants to read and the teacher and the librarian are sensitive to his problem, individual progress is sure to result.[25]

Master teachers do not confuse self-selection of books with aimless, unguided and often unfruitful activities. The child must be made to feel free to select his own books, but good teachers know that students need unobtrusive, competent guidance in book selection. The success of guidance in identifying individual needs often lies in the adequacy of systematic use of informal inventories.[26] This informal inventory could easily be the individual reading record suggested in this school charging system. Some schools conduct remedial reading clinics during the summer. These teachers do small group work with students who are reading on or above their grade level. Ruth Cates Baird gives an excellent report of such a class in her article, "Special

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[25]Ibid., p. 350.

[26]Emmett Albert Betts, "Developing Basic Reading Skills through Effective Class Organization," Education, LXXVIII (May, 1958), 566-7.

Reading Classes in the Oak Ridge High School."[27] In another report on summer session reading classes, it is recommended that a report with detailed suggestions be sent to schools and parents at the close of the session.[28] Included in such a report as suggested above, a book list could be of value.

There are books which are to be read to change attitudes toward other races and causes, to change feelings about one's own family or friends, to correct self-pity and other wrong attitudes.[29] Some important objectives to keep always in mind when teaching remedial reading are (1) to help the child improve his reading ability as to speed and comprehension; (2) to help him explore the world of fantasy; (3) to interest the student in social problems; (4) to develop new reading interests; (5) to help the child accept reading for information with pleasure and (6) to aid the child in enjoying his reading.[30] This last, enjoying his reading is of the greatest importance.

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[27] Ruth Cates Baird, "Special Reading Classes in the Oak Ridge High School," High School Journal, XXXIX (January, 1956), 245.

[28] H. Alan Robinson and Richard M. Udail, High School Journal, XXXIX (November, 1955), 94-95.

[29] Edward W. Dolch, "What Next in the Teaching of Reading," Education, LXXXVIII (May, 1958), 528.

[30] Eloise Rue, "Techniques and Devices for Reading Guidance in the Elementary School Library," School Libraries, VII (May, 1956), 9-10.

CHAPTER III

SCHOOL CHARGING SYSTEM

A thoughtful teacher or librarian would readily agree
that a reading record for each pupil would be of great value.
In very small classes or libraries attempts have been made
to keep such a record, but this task, added to the other
multitude of duties, is one easily forgotten or put aside
for another day. Such a record becomes an important by-
product of a new type filing system devised by this writer.
The system has been devised with the needs of the school
librarian in mind since the needs of the school library are
not quite the same as the needs of the public library.

Time is of first importance in school libraries.
While many theories can be advanced on the librarian's
first duty being to the faculty and student body, theory
crashes headlong into the facts--time does not always allow
the teacher or librarian to do the things she would like to
do. This, unhappily, has proved more than true in other
school departments, and so the saving of time in one area,
allows the librarian to do that which truly is her most
important duty, that of serving her library patrons.

While it has been estimated that the circulating of

a book takes only 2.6 minutes,[31] nowhere does Miss Crooksten seem to take into consideration the amount of time lost in searching for a lost book or card. Any practicing librarian knows that cards just disappear. One of the main reasons for this is the multiplicity of places for the librarian or her helpers to file cards. This is especially true in most school libraries that use amateur, but appreciated and valuable, helpers in the library. Hence, if a card is lost, relocating it takes much more time than just stamping out a book. And so, since this school charging system has a single file for all book cards, the chance of misplacing a card is practically nil.

This school charging system has another advantage for school librarians in that it prevents the bothersome practice of having a student have entirely too many books out at one time and keeping them out for an unreasonably long period. This thoughtless student may have one or two books out but not six or eight. The librarian is very definitely in control of the situation because the student's card must be pulled before a book is checked out. If the student card is not in its place, there is only one answer, that student already has at least one book out. It is not

book card

[31]Mary Evalyn Crooksten, "Unit Costs in a Selected Group of High-School Libraries," Bulletin, XI (1941), 12.

to be assumed that the multiple checking-out of books is to be summarily discontinued; however, the checking out of more than one or two books does merit rather close scrutiny. This is particularly important in the school library when a class assignment may call for class use of only a few available books.

This new charging system uses only one extra piece of material other than that which is required for the usual school practice of charging books. This extra piece of material is a student card such as that shown in Figure 1. In this case, a card of the same width, but of slightly more length, as a book card has been recommended. The top of the card needs four horizontal lines across it. On these lines should be (1) student's identification number and class number; (2) student's name (typed); (3) student's home room or section, and (4) student's signature. The remainder of the card should be lined vertically and divided into three columns. The first column, needing only a small amount of space, would be for the date due stamp; the second for the author of the book, and the third and largest space being for the title of the book. The card should be reversible with an identical reversed side. This of course allows maximum use of a card as does the book card.

Equipment used. This charging system uses three files (1) a book card file in which all book cards are filed

alphabetically without regard to the date the book is due;
(2) an inactive file of students' cards which are not being
used, and (3) an active file of students' cards, or the
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number of unperceived loop-holes through which this smooth
performance can slip away. In view of this, the writer has
attempted to outline the steps necessary in the

FIGURE 1

RECOMMENDED STUDENT CARDS AND PLASTIC HOLDER

alphabetically without regard to the date the book is due; (2) an inactive file of students' cards which are not being used, and (3) an active file of students' cards, or the ones being used which would be filed behind the "date due" cards. Figures 2, 3 and 4, respectively, illustrate these supplies. If the librarian wished to mark book cards as being reserved, etc., she could fasten the designating slips to either the book card or the students' card. It should be carefully noted here that while this system uses three files, so far as the book cards are concerned, one uses only one file. It is to be hoped that the other two files of students' cards will be regarded as a teaching device.

The cards used would be the students' cards and the book cards. Overdue slips, statistical sheets, reserve cards, would be the same as used in the regular school charging system and would be handled in the manner prevalent in that school.

Charging routines. Any charge out system must of necessity place prime consideration on the routine task of placing the book in the student's possession. The operation must be performed smoothly at the time and have a minimum number of unperceived loop-holes through which this smooth performance can slip away. In view of this, the writer has attempted to outline the steps necessary in the various

JF	7882
Wil	
Williams	
AUTHOR	
No Pattern for Love	
TITLE	

J976	
War	8754
Warren	
AUTHOR	
Remember the Alamo	
TITLE	

JF	
Ver	8436
Verne	
AUTHOR	

J574	8107
Par	
Parker	
AUTHOR	
Golden Treasury of	

J921	
Lin	2706
Daugherty	
AUTHOR	

JF	7345
Cav	
Cavanna	
AUTHOR	
Spring Comes Riding	
TITLE	

DATE DUE	BORROWER'S NAME	ROOM NUMBER
5/27	23	

FIGURE 2

ARRANGEMENT USED TO FILE BOOK CARDS

I.D. No.	Home Sec.
71	6-4
Name	Class
Mary Bowers	1963
Signature	Date Issue

I.D. No.	Home Sec.
43	7-4
Name	Class
Harry Brooks	1962
Signature	Date Issue

I.D.No.	Home Sec.
32	9-4
Name	Class
Sarah Powers	1960
Signature	Date Issue

I.D.No.	Home Sec.
25	7-1
Name	Class
Jack Steele	1962
Signature	Date Issue

I.D.No.	Home Sec.
15	8-5
Name	Class
Patsy Lewis	1961
Signature	Date Issued

FIGURE 3

METHOD USED TO FILE STUDENT CARDS IN INACTIVE FILE

Date Due

I. D. No. 39	Home Sec. 8-3
Name John Jones	Class 1961
Signature	Date Issue

I.D. No. 19	Home Sec. 9-4
Name Sandra Clark	Class 1960
Signature	Date Issue

I.D. No. 7	Home Sec. 7-2
Name Mary Smith	Class 1962
Signature	Date Iss.

I.D. No. 3	Home Sec. 8-5
Name Bonnie Clark	Class 1961
Signature	Date Issue

FIGURE 4

METHOD OF FILING STUDENT CARDS IN ACTIVE FILE

library routines when this new library charging system is used.

1. The book or non-book material to be taken from the library and the student's identification card, if necessary are presented to the person at the circulation desk.

2. The student's card is withdrawn from the inactive file. If the card is not in the inactive file, the borrower already has at least one book out and the librarian should check his card. At this point it is well to emphasize this fact - student cards are at all times numerically filed, whether in the active file, the inactive file or behind date-due cards. When the student's card is at hand, this system is followed: (1) the student would sign the author's name in the column marked "author"; (2) student would write at least the first word or two of the title in the column marked "Title". The librarian would take the student card and the book card; and (3) write the student's identification number (not his name) on the book card. She would then (4) stamp book, book card and student's card with the proper date. Finally, (5) file the author card in the book-card file, and (6) file the student's card behind the date due card. The transaction would be complete.

Discharging routines. When the book is returned to the circulation desk, the attendant should check to see if

it is overdue. If it is, the student card is withdrawn from the date due file, the amount of the fine written down; the book card should then be taken from the alphabetical file and placed in the book. The amount of the fine could be written on the card. This suggestion is offered in the belief that the amount of money spent on fines might be a deterrent to the habitual late-book student. If the book is not overdue, the card is taken from the alphabetical file and placed in the book. The corresponding student card is then taken from the active file and placed in the inactive file or used again at that time if the student so desires. The book is now ready to shelve.

Renewals. When the book to be renewed is brought into the library, the new date can be stamped on the book and on the student's card, and the cards refiled in the proper places. If the book is not brought in, but renewal requested, the new date should be stamped on the two cards. The book card would then be replaced in the alphabetical file and the student card filed under the original date.

Overdues. As books become overdue, the student cards would be withdrawn and these student cards (not the book cards) filed behind the overdue card. The student card is still withdrawn from the file and the librarian is in charge

of the situation. Often a student asks if he has a book
out; this easily accessible student card answers the question.

Reserves. Reserve books are handled in the custom-
ary manner that the library has been using. Clips may be
put on the book card and on the student card as the librarian
sees fit.

There are several innovations which this researcher
would like to suggest to this basic system. The writer
would like to suggest a plastic holder for the student cards.
This plastic holder, being folded over the body of the
holder at each end, would hold an accumulation of cards.
This would allow a reading record for each child to be accumu-
lated easily. This accumulation of cards could be quickly
checked by a new teacher and the question of "What has
Johnny read", answered accurately.

The writer also suggests the use of a different col-
ored cards for the classes. For instance, a student could
be issued a pink card for his Freshman year, a gray one for
his Sophomore year, an orange one for his Junior year and
a peach-colored one for his final year. These could be
accumulated for four years and discarded at his graduation.
Just this difference in color would speed the checking of
the student's reading record. It also allows the student

himself to check his reading record, not only for the quantity of books read but also for the quality of the material read. Since students usually become concerned about college in their junior or senior year of high school, a guidance director could use this accumulated record as a talking point for books which still could be read to accumulate a background of cultural reading and knowledge.

In practice, this charging system would be easily understood and easily put into use. There is nothing complicated about it. It is also an inexpensive system to put into practice. The plastic holders for the student cards would be the largest initial investment, but these could be re-used for years. The pasteboard student-cards should not be expensive to buy. They could be cut from stock material in any print shop or bought from library stocks. The cost would certainly be offset by the advantages to the librarian and to the reading teacher.

Test of Library Charging System. In testing this library charging system, permission was received to conduct the experiment with the use of only one class. There were two reasons for this - (1) the expense of setting up this system for an entire school would be prohibitive for one person, and (2) it was considered inadvisable to disrupt

the entire library procedure. Since testing the library
charging with this one class, this writer would no longer
be adverse to testing it with an entire school but the
problem of expense still remains. Since the plastic cards
are hand made and cannot be bought commercially, the
testing on an adequate basis must wait. It is to be hoped
that the library charging system will warrant a test by
a library supply house. In a small school cards for all
the students could conceivably be made but this writer
believes that the value of the project as a library pro-
cedure lies in the use of the entire system as it has been
planned. It was found that the use of the plastic con-
tributed much to the speed and ease of handling of the
student cards.

The time element of the separate steps of the library
charging system is difficult to estimate and impossible to
measure accurately. The initial step of charging out a
book by this new system, that of signing the student card
and the book card, is, of necessity, a longer operation
since the signing-out process cannot start until the librarian
gives the student his own individual card. This is important
as that is the time for checking the card for books already
signed out or overdue.
with However, the time-saving element of this library

charging system was not considered to be of prime impor-
tance. Two years of thought and experimentation were for
the sole purpose of designing a charging system whereby a
single file for book cards could be used and the librarian
still have a record of when the books were out and who had
them checked out. For those who file cards under fiction
and non-fiction, the writer suggests that a new appraisal
of the time involved be taken. It might be well to consider
the necessity of this dual step. The only way to get a
book back on the shelf or to locate it while it is still
out is to find the card. The simplest way to find that
card is to have only one file for the book cards. If it
is necessary to mark the cards as for "reserve" or for a
"three-day" card, the clips could be put on either the book
cards or the student cards.

As a preliminary test of the value of the single
file for the book cards, all the cards in the writer's
library card file were placed in a single file. They were
alphabetized according to author with no regard to date or
call number. It was wonderful; there was only one place
to look for cards. It is not to be assumed, however, that
a single file does away with the need for careful filing.
There was no apparent way to check the facility
with which the active and inactive student cards could be
shifted from one file to the other. This was easily done

with the twenty-four cards involved in this test but this might be more difficult with five or six hundred cards. These individual student cards provide some needed checks and balances in the average school library. The librarian could tell by checking the student's card just how many books were overdue; the teacher could tell by checking this card if the student was reading up to the limit of his capacity. When the student card is replaced in the inactive file, the librarian knows that his record with the library is cleared. To any but an idealist, this clearing of the record is very important.

This individual reading record was not the original purpose of this study but was rather the by-product of it. It is of primary importance to the classroom teacher; it is she who would compare this reading record to the abilities of each student and then work with the librarian to help the student reach his highest potential achievement. A suggested chart for use with this individual reading record is included in this thesis. The classroom teacher might want other items included for a particular class. The one included was used with the participating class.

Some interesting statistics were compiled from the individual records of this class. Table I presents this record. The time charted was for the month of April. The grade levels for the books read were taken from the

TABLE I

CHART USED TO DETERMINE THE INDIVIDUAL READING RECORD
DURING A TEST PERIOD

Student Number	I. Q.	Reading Average	Number of Books Read (1 month)	Grade Level of Books Read
1	121	12.2	1	7-9
2	113	11.8	2	7-9
3	116	11.7	6	9-12
4	120	12.5	1	7-9
5	122	11.7	0	0
6	116	11.1	2	9-12
7	117	11.8	4	7-9
8	110	12.1	0	0
9	125	12.1	2	7-9
10	121	12.4	4	9-12
11	129	11.7	1	9-12
12	125	11.3	0	0
13	116	10.9	3	7-9
14	119	12.2	2	7-9
15	116	11.6	2	7-9
16	124	11.4	1	7-9
17	122	11.7	0	0
18	113	12.1	1	7-9
19	114	11.8	1	7-9
20	115	11.7	4	9-12
21	126	12.5	1	7-9
22	111	11.3	3	7-9
23	114	11.8	3	7-9
24	125	10.7	3	7-9

Children's Catalog and the High School Catalog published
by H. W. Wilson Company. All scores for the students were
taken from scores recorded from standard tests are included
in the students' accumulative record. This chart shows
that four of these top students did not check even one book
out of the school library; five checked out two books; four
checked out three books; three checked out four books and
one student checked out six books during this test month.
Of the forty-seven books read by the class, thirteen were
biographies, thirteen were non-fiction and twenty-one were
fiction. The grade level of the books read were not up
to their reading ability in nineteen cases. When one
realizes that all of these eighth graders have 10.7 grade
level reading average or better, their reading level seems
low. That point and the number of books read was of great
interest to the reading teacher.

This writer, as a librarian, was interested in
these statistics because of the questions they aroused
concerning the library. The librarian, as well as the
teacher should study these individual reading records rather
critically. In this case, the writer wonders if the junior
high school library contains the material to interest these
students. According to reading tests, these students were
needing material on a high school level. The library seems
the obvious place for these top students to get the accel-

erated material for which they are ready.

This writer believes that even the results of this admittedly inadequate test tend to support the value of the proposed library charging system and the resultant individual reading record.

CHAPTER IV

ADVANTAGES AND DISADVANTAGES

The advantages of the school charging system are
(1) the single file that could be used for book cards.
This would make the location of a book as simple as it
could be, even though the book were not available for
checking the date due; (2) because the student card would
have to be pulled before a book could be checked out, the
librarian has control of the number of books checked out
at one time and the length of time which they may be over-
due; (3) the most important aspect of this research is
the accumulative reading record which would be accrued.

Disadvantages. The main disadvantages found to the
system are (1) that it does take one more card, and (2)
multiple check-outs are not handled with complete satis-
faction. In testing this system, the researcher used a
plain white card with the student's number at the top and
the place where the card could be found. This is not com-
pletely satisfactory and needs refining.

The results of the test were, this researcher thought,
inconclusive. The class using the system was the top 8th
grade class. On this rather inadequate test, the researcher
feels that there would be no appreciable difference in the

charge-out time and that locating book cards would be much more quickly done by this method. It is felt that an entire school would have to use this system for at least a school year for an adequate test to be made. It is to be recalled that this experiment was started with the goal of obtaining a system whereby a single book card file could be evolved. The reading record is a by-product of that goal.

CHAPTER V

SUMMARY AND CONCLUSIONS

As a result of this study, the writer feels that not only are the needs, interests and abilities of a student of primary importance in attempting to understand him, but a record of the books he reads (which would be a negative record of the books he does not read), would be of great value in appraising those needs and interests. While the study has been conducted in the light of needs of the reading teacher, this record would be of value to any teacher working with the student. This writer believes that any small aid in advancing the pleasure of reading is worthwhile. The child with a history of reading good books widens his own meagre experience; he learns manners and morals; he gets an insight into living and so is better able to understand himself and his problems; he learns what Albert Schweitzer calls a "reverence for life"; and finally, he develops a zest for life - a laugh, a smile - beyond his own small life.[32]

While it may be premature, still it is to be hoped

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[32]May Hill Arbuthnot, loc. cit.

this new library charging system would help to bring more
ease in reading to a greater number of the students. This
may not be done in a direct manner but as indirect aids to
the librarian and teacher. The individual reading record
is a result of the use of the student card as a part of
library procedure. This individual reading record will
give the classroom teacher a firm basis for an evaluation
of the student's problems and the progress being made in
correcting these problems. Other records will of necessity
be used but this library record will help to answer the
questions of whether the student is reading and what he is
reading.

Much of this library charging system, however, con-
tributes to the classroom teacher's aid to the student;
the system was designed as a library procedure. As such,
it is felt to be worthy of further experimentation since
the expense of equipping an entire school could not be
borne by the individual researcher. It is assumed that a
more complete testing of this library charging system,
preferably in more than one school would bring about changes
and refinements not anticipated at this time. One of the
problems needing more study is a system of marking by some
method, such as the use of plastic clips of different colors,
the student cards on which books due on different dates

have been recorded.

This problem of the multiple signing out of books can be solved if librarians will stop being slaves to an honored system. The librarian can file the student book cards in the active file in numerical order without any reference to the date-due cards. This would make three files - (1) the book card file arranged in alphabetical order according to author; (2) the active file of student cards that have borrowed books charged to them, and (3) the inactive file of student cards that are not in use at that time. Both the active and the inactive files of student cards would be filed numerically. A periodic check of the active student cards would keep the overdue book problem from getting out of hand. When the student wants to sign out a book, his student card must be pulled from the inactive file. If the card is not there, it means that the student already has a book out. Since each student card file is arranged numerically, his card could be found quickly and the new date recorded. It would make no difference that there were several dates recorded for books that were out. Here again the librarian would be in control and could ask that overdue books be returned before another book was checked out.

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