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## **A study of libraries in the small high schools with special reference to Indiana and Illinois**

Cliff O. Waldrip  
*Indiana State University*

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A STUDY OF LIBRARIES IN THE SMALL HIGH SCHOOLS WITH SPECIAL  
REFERENCE TO INDIANA AND ILLINOIS

by  
Cliff O. Waldrip

Contributions of the Graduate School  
Indiana State Teachers College  
Number 25

Submitted in Partial Fulfillment  
of the Requirements for the  
Master of Arts Degree  
in Education

1930

INDIANA STATE  
NORMAL LIBRARY

### ACKNOWLEDGMENTS

Few people possess resources that are sufficient to enable them to conduct a very extensive investigation unaided. Acknowledgments are due in this study both to individuals and to groups. The writer is greatly indebted to Dr. J. R. Shannon of the Graduate Committee of the Indiana State Teachers College for the great assistance and the wise guidance he has given in the process of developing this study. He is grateful to the State Departments of Public Instruction of Indiana and Illinois, to the high school principals of Indiana and Illinois, and to the various librarians of the Indiana State Teachers College who have so kindly assisted him, and have made the collection of the data possible.

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## CHAPTER I. INTRODUCTION

### A. THE PROBLEM

The most outstanding educational event of the last twenty-five years in the United States is the growth in high-school attendance. There is no mistaking the fact that this phenomenal enrollment in the upper grades has brought new and difficult problems to the boards of education, and to the administrative officers. Since the school is for the pupil, and since its very existence can be justified on no other basis, it is very important to learn the value of all agencies that may contribute to the welfare of the pupils of the upper grades. This study attempts to add a little ray of light to the educational field of high-school work by presenting "A Study of Libraries in the Small High Schools with Special Reference to Indiana and Illinois."

### B. SCOPE OF STUDY

The study has collected data on the libraries of small high schools in seventeen counties in western Indiana, and in eighteen counties in eastern Illinois which adjoin. The high schools studied have full four-year courses, and their enrollments vary from about 30 to 120. More than 35 per cent of the schools in the surveyed territory responded with very helpful data.

INDIANA STATE LIBRARY

### C. METHOD OF STUDY

The method of study was really three-fold in character. First, the writer carefully prepared a questionnaire that was intended to cover all the points on which information was sought. This questionnaire was then submitted to the writer's faculty adviser, to a well-known assistant in a large library, and was finally tried out on some high-school teachers. It was at once revised where needed and forwarded to all those from whom information was desired.

The second method was a little more primary in its nature. The writer made personal visits to some of the schools surveyed, and not only obtained some of the library lists himself, but also verified some of the answers given by the principals to the questionnaire.

A third and final method was used when the writer spent several weeks in reading and studying eminent writers who had given the library of the high school much consideration. Part of the results of this reading has been woven into this study.

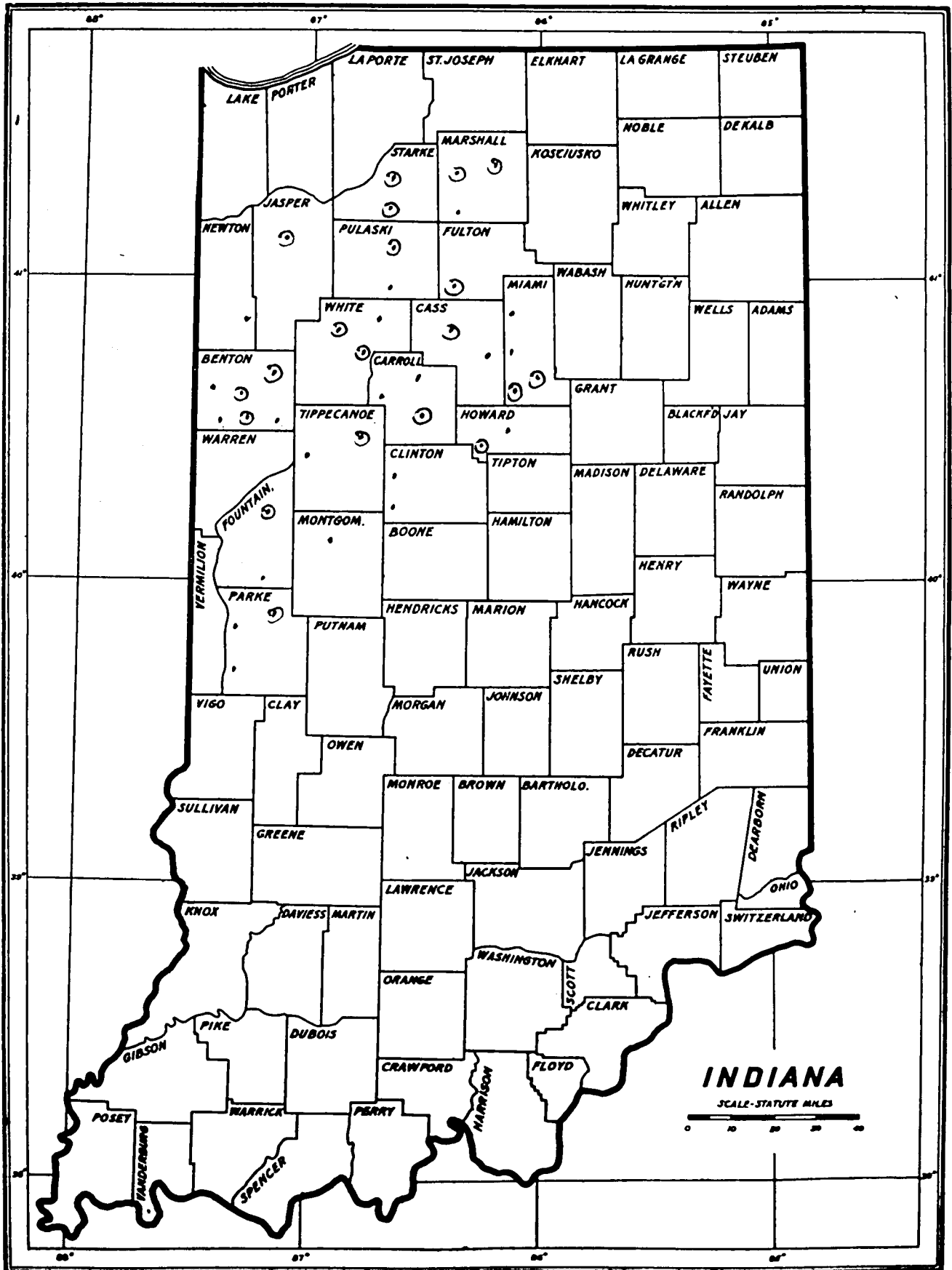
### D. DISTRIBUTION OF DATA AND QUESTIONNAIRE

Indiana reports data from forty-one schools,--Boswell, Earl Park, Fowler, Freeland Park, Gilboa Township, Otterbein, Pine Township, Deer Creek, Wheeling, Lincoln, Young America, Grovertown, Hamlet, Buck Creek, Wabash Township, Idaville, Monon, Wolcott, Amboy, Butler Township, Clay Township, Bunker Hill, Deedsville, La Paz, Tippecanoe, Tyner, Colfax,

Michigantown, Mulberry, Demotte, Goodland, Medaryville, Monterey, Howard Township, New London, Russiaville, Hillsboro, Newtown, Bower, Florida Township, Rosedale, Tangier, Raccoon Township, and Leiter's Ford.

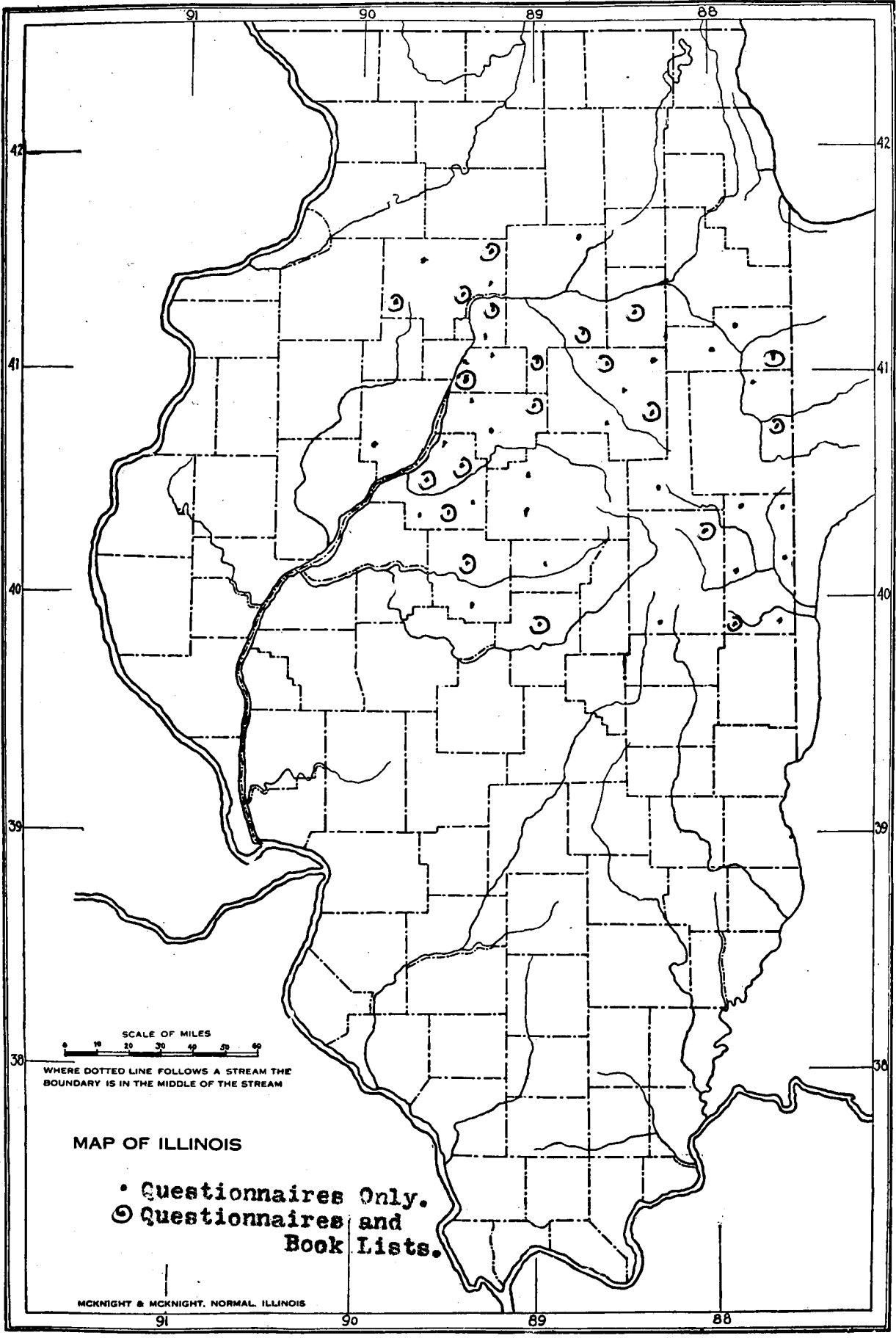
Illinois reports data from forty-nine schools,--Trivoli, Dana, Rutland, Earlville, Mahomet, Ogden, Dupue, Malden, Ohio, Tiskilwa, Wyanet, Cissna Park, La Rose, Lacon, Varna, Magnolia, Granville, Alvin, Bismarck, Catlin, Indianala, Potomac, Rankin, Armington, Hopedale, Mackinaw, Tremont, Delavan, Minier, Colfax, Carlock, Macon, Chatsworth, Cornell, Cullom, Odell, Long Point, Beason, Latham, Waynesville, Mazon, Herscher, Reddick, St. Ann, Metamora, Minonk, and Washburn, *Roberts and Stockland.*

Chart I. Dotted Counties Represent Surveyed Areas of Indiana.



- Schools Who Sent Questionnaires Only.
- ⊙ Schools Who Sent Questionnaires and Book Lists.

Chart II. Dotted Counties Represent Surveyed Areas of Illinois. 5 6



SCALE OF MILES  
0 10 20 30 40 50 60

WHERE DOTTED LINE FOLLOWS A STREAM THE  
BOUNDARY IS IN THE MIDDLE OF THE STREAM

MAP OF ILLINOIS

• Questionnaires Only.  
⊙ Questionnaires and  
Book Lists.

MCKNIGHT & MCKNIGHT, NORMAL, ILLINOIS

.)

!?

No.

## A Questionnaire for Research

on

"A Study of the Libraries in the Small High Schools  
with Special Reference to Indiana and Illinois."

1. Name of school \_\_\_\_\_.
2. Name of principal or superintendent \_\_\_\_\_.
3. Kind of school--township, town, city or community. (Underline.)
4. Enrollment of the school \_\_\_\_\_.
5. Number of volumes in the library \_\_\_\_\_.
6. Is the library on the same floor as the study hall? Yes. No.  
(Underline yes or no.)
7. Is the library in a separate room, or in the study hall?  
(Underline the name of the room.)
8. How many pupils does the library seat?
9. Is there a book charging system? Yes. No. (Underline yes or no.)
10. Are the book stacks open or closed? Yes. No. (Underline.)
11. Do the pupils have free access to the stacks? Yes. No.
12. Does the person in charge have any training in library work?  
Yes. No. (Underline.)
13. Give the amount and nature of the training of the one in charge?
14. Is the library available for use at all times during the day?  
Yes. No. (Underline.)
15. Who manages the charging system--a student, a teacher, or the  
principal? (Underline the name of the one who does.)
16. Do the students have any share in the management of the library  
other than suggested in question 15? Yes. No.
17. Is there any instruction given in the use of the library? Yes. No.  
By whom is it given--the librarian, the English teacher or the  
principal? (Underline the name of the one who does.)



18. Do the teachers giving library references aid the students? Yes. No. (Underline yes or no.)
19. Does each class room have a shelf of books that have special significance for the subjects taught there? Yes. No.
20. What per cent of the pupils seem to be able to use the library intelligently? \_\_\_\_\_.
21. Is your library used as a laboratory? Yes. No. (Underline.)
22. Does your library seem to have been chosen with reference to the capacities and interests of adolescent students? Yes. No.
23. When books are selected for the library are the lists of books that are compiled especially for secondary school libraries consulted? Yes. No. (Underline yes or no.)
24. Does the principal, faculty, or school board select the books? (Underline the word which fits your case.)
25. Does your library have a goodly number of the volumes of the writers of today? Yes. No. (Underline yes or no.)
26. Does your library have copies of the latest bulletins and pamphlets on economic, civic, general social and occupational questions? (Underline the kinds that you have.)
27. Does your library have one, two, or no daily newspapers? (Underline the word or words that fit your case.)
28. How many current magazines does your library have? \_\_\_\_\_.
29. Do you have a Library Day to encourage contributions to the library? Yes. No. (Underline yes or no.)
30. Do you have a public library in your community? Yes. No.
31. Does the public library cooperate with the school in the use of books? Yes. No. (Underline yes or no.)
32. Is your library classified? Yes. No. (Underline yes or no.)
33. Is your library cataloged? Yes. No. (Underline yes or no.)
34. If classified, what system is used? \_\_\_\_\_.
35. Is your school library used as a community one? Yes. No.
36. If it is used by the community, does the community share in the cost other than by the general tax? Yes. No. (Underline.)

37. If it is used by the community, does the community share in the management? Yes. No. (Underline yes or no.)
38. Is there a provision made for a continuity in the upkeep and administration of your library? Yes. No. (Underline.)
39. Is any of your library "dead" material? Yes. No. (Underline.)
40. If any is "dead", what per cent is? \_\_\_\_\_.
41. Is your library well-supplied with mural pictures? Yes. No.
42. Are books or periodicals, especially designed for the use of teachers in advancing themselves professionally, provided? Yes. No. (Underline yes or no.)
43. Name five fiction books that are most often called for?
44. Name five non-fiction books that are most often called for?
45. Annual expenditure or appropriation for the library for the fiscal year of 1926-27 \_\_\_\_\_; 1927-28 \_\_\_\_\_; 1928-29 \_\_\_\_\_.
46. Would you as the executive of your school express in a short paragraph your idea of the cause of the present condition of the libraries and suggest a remedy to better their condition?

## CHAPTER II. THE HISTORY OF THE HIGH-SCHOOL LIBRARY

### A. EARLY GENERAL INTEREST

This present-day interest in libraries, high school or otherwise, is not a new one. It is reported that in 1740 Benjamin Franklin included a library in his plan for an academy.<sup>1</sup> In 1812, Governor Daniel D. Tompkins, in his annual message to the New York legislature called attention to the importance of a judicious selection of books for use in the schools.<sup>2</sup> Governor DeWitt Clinton in 1827 suggested to the New York legislature that it would be wise to provide for a small collection of books in each school district.<sup>2</sup> In 1835 the legislature of New York passed a law permitting each school district to provide a library.<sup>2</sup>

The Michigan State Constitution of 1835 contained a provision that permitted the legislature to establish a library in each township.<sup>3</sup> The Michigan legislature of 1836 made it a duty

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<sup>1</sup> Greenman, "High-School Libraries" Library Journal 38: 1913.

<sup>2</sup> "School Libraries, Their History, Development, Present Purpose and Function in Our Educational System"---  
University of the State of New York, State Department of Education, p.1.

<sup>3</sup> Miller, L. M., Libraries in the State of Michigan, 1835 to 1901.

of the state superintendent to propose to them a system for the organization and establishment of common schools. In his plans, the superintendent, John D. Pierce, recommended that a library should be established in every school district.<sup>3</sup> He stated: "No means next to the establishment of schools can be more adequately adapted to the intellectual and moral culture, the improvement and progress of the people in knowledge than the founding of well-selected libraries. Its books will fill the vacant hours, especially of the rising generation, that would be spent in no useful or honorable employment."<sup>3</sup>

The Michigan legislature of 1837 approved the school plan and adopted the school district library plan of Superintendent Pierce. The New York and Michigan library ideas spread over the country with some rapidity. Connecticut<sup>4</sup> passed a library law in 1838, Rhode Island<sup>5</sup> and Iowa<sup>4</sup> in 1840, Indiana<sup>5</sup> in 1841, Massachusetts<sup>4</sup> in 1842, Maine<sup>4</sup> in 1844, New Hampshire<sup>6</sup> in 1845, Ohio<sup>5</sup> in 1847, Wisconsin<sup>5</sup> in 1848, Missouri<sup>5</sup> in 1853, Oregon<sup>4</sup> in 1854, and Illinois<sup>5</sup> in 1855.

Within a period of twenty years fourteen states had passed

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<sup>4</sup> Emery, J. N., The Library, the School, and the Child,  
Chap. VI. p. 96-117.

<sup>5</sup> Harrison, Joseph Leroy, "The Public Library Movement in the  
United States." New England Magazine, 10: 711, 1894.

<sup>6</sup> New Hampshire, Public Laws of New Hampshire, 1925,  
Chap. 120, p. 401.

laws making it possible for school districts to establish libraries. Ten years later a new group of states started to establish such laws. By the end of the nineteenth century we find twenty-six states having similar laws.

Even though the library laws were placed upon the statute books, there was no assurance that the schools would have libraries, and that this wave of enthusiasm would last. There was much complaint about the types of books selected where libraries were established. In 1843 we find the superintendent of schools in Delaware County, New York, complained that over thirty novels were found in one school.<sup>7</sup> Then one superintendent, J. Randall, suggested that the state compile a list of books to select from, since the trustees of the school districts, although generally men of good sense, had no acquaintance with books.<sup>8</sup>

From the time of Superintendent Randall to the present, there has been a constant appeal for state supervision of school libraries.<sup>9</sup> It would then seem that if libraries are an essential factor in education, and a part of the necessary

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<sup>7</sup> Ibid., Reference 2.

<sup>8</sup> Randall, H. S., "Common School Libraries" Printed in  
Randall, S. S., Mental and Moral Culture and Popular  
Education, p. 233, 1844.

<sup>9</sup> Koos, F. H., State Participation in Public School Library  
Service, p. 6.

equipment of the school, that the state should supervise and control them as other school activities are.

#### B. LATER GENERAL INTEREST

"School libraries have developed rapidly during the past few years, partly as a result of the improvement in the Science of Education which demands a greater variety of activity for the individual child. The two things for which the library stands are clearly set forth in various papers. Its first task is to aid instruction, to enrich every subject of the school curriculum, and to vitalize the work of the teacher. Its second task--perhaps the greater of the two--is to open to the unfolding life of the child that wealth of interests, and information, and inspiration that can not be compressed into any formal curriculum."<sup>10</sup>

The growth of the library in secondary schools is of comparatively recent development.<sup>11</sup> A branch of the public library was put into the Central High School in Cleveland as early as 1895, but it was only an experiment. The methods of teaching at that time did not demand a great deal of library service.<sup>12</sup> Since about 1910 the secondary schools have formulated real objectives in education.<sup>13</sup> The study of these objectives has resulted in gradual changes on the part of secondary-school

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<sup>10</sup>

"The Library Awakening," The Journal of the National Educational Association, Vol. XII, 1923, p. 232.

<sup>11</sup> Logasa, Hannah, The High-School Library, p. 16.

<sup>12</sup> Ibid., p. 16.

<sup>13</sup> Ibid., p. 16.

educators toward the use of books in education.<sup>14</sup> As the methods of secondary-school instruction changed there was a greater stress laid on supplementary reading which demanded more adequate library service.<sup>15</sup> When the demand for an ever increasing number of books arise, and when no one teacher could care for all of them, libraries became an outstanding feature of modern secondary education.<sup>16</sup>

Public consciousness of the value of books has not fully developed. The public school pupil, and not even the teachers are very responsive to the appeal for the wide and economic use of library facilities.<sup>17</sup> Modern high-school education is not a test of memorization administered in small doses. Its method, content, and purpose have broken over the former academic bounds. It is responding to the new twentieth century demands.<sup>18</sup> These demands are sweeping aside the high-minded schoolmen who still believe in the laboratory method and have no idea of the equipment, and training needed by a librarian to make the library, not merely a collection of books, but a well-organized and efficient form of service. These demands of the twentieth

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14

Ibid., p. 16.

15

Ibid., p. 17.

16

Ibid., p. 17.

17

Johnston, Chas. H., "The High-School Library" in Junior and Senior High-School Administration, p. 284-89.

18

Ibid., p. 286.

century imply an adequate, efficient library organization and equipment.<sup>19</sup> The present times demand that the school library must in every respect take its place with the school laboratory, the school shop, the school gymnasium, and playground. The neglect of the library is a fundamental lack of our elaborate school plants of today.<sup>20</sup>

The new library consciousness that is awakening must and can make it educationally bad form and bad business to allow our up-to-date educational plants to house an array of dirty, useless, and out-of-date text and reference books.<sup>21</sup> The library must not house the "gifts of friends" who wish to get their names in the local papers as donors to the library.

Dr. Johnson seems to sum up the modern trend of interest in school libraries:-

"More than anything else we need to think the library into our every-day school consciousness. We need to feel that a school library, moreover, is vastly more than a mere collection of even choice books. The modern school has spread into an institution with a function reaching far beyond that of merely intellectualizing the child. It cares for all that pertain to the complete flowering of the pupil's individuality, hygienic, intellectual, aesthetic, vocational, moral and religious. So the modern adequate school library must be, to an institution for the distribution and display, and for the demonstration of all

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19

Ibid., p. 287.

20

Ibid., p. 297.

21

Ibid., p. 298.



legitimate modern educational tools."<sup>22</sup>

C. C. Certain makes this statement: "Modern demands upon the public school presupposes adequate library service. Significant changes in methods of teaching require that the school library supplement the single text-book course of instruction, and provide for the enrichment of the school curriculum."<sup>23</sup>

### C. EARLY MOVEMENTS IN INDIANA AND ILLINOIS

The early movements in library work in Indiana and Illinois may be said to stretch from 1841 to the end of the nineteenth century. As early as 1841<sup>23</sup> Indiana and in 1855<sup>24</sup> Illinois by statute made possible the establishment of libraries. Even though these laws were placed upon the statute books, there was no assurance that schools would have libraries and that the enthusiasm of the states for such would last. The laws were optional, not mandatory.

The spirit of organization in the last quarter of the nineteenth century founded the American Library Association in 1876. This spirit gradually spread over the United States, and in the

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<sup>22</sup>

Certain, C. C., Report of Joint Committee on Elementary School Library Standards. A. L. A. - Chicago, 1925.

<sup>23</sup>

Harrison, Joseph Leroy, "The Public Library Movement in United States," New England Magazine, 10: 711, 1894.

<sup>24</sup>

Ibid., p. 35.

early nineties a new organization appeared among the many state boards and commissions which had prescribed for its powers and duties to provide library service for the various communities of the state. In Indiana<sup>25</sup> in 1899, and in Illinois<sup>26</sup> in 1909 the state library commissions were established and began to function.

#### D. LATER MOVEMENTS IN INDIANA AND ILLINOIS

The last fifteen years has seen a radical change in the situation of secondary education. One feature of this education is now getting more and more of the attention of the school administrators--the high-school library. Most of the problems of secondary education in Indiana center around the small high school of less than one hundred pupils, located in rural, or semi-rural districts.<sup>27</sup>

The legal code of Indiana in 1914 provides for the establishment of public libraries in townships and cities.<sup>28</sup>

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<sup>25</sup>

Wynkoop, Asa, "Commission, State Aid and State Agencies"

American Library Association, 1913, p. 4-6.

<sup>26</sup>

Ibid., p. 35.

<sup>27</sup>

Indiana State Survey, 1923, p. 99.

<sup>28</sup>

Indiana, Burn's Annotated Indiana Statutes--1914 Revision  
Secs. 6642-47.

The same year saw a law in Indiana that provided if there was no library room in the high school, such room could be rented in the public library and a contract drawn up for such services.<sup>28</sup>

The demands of a modern school curriculum and modern methods of teaching make a school library an essential part of school equipment.<sup>29</sup> The intermittent interest in school library provision, the lack of provision for the school library in a large number of schools, and the unsuitableness to the school library of many of the books selected indicated the desirability of a well-equipped state agency to promote adequate and continued interest in their support and to supervise their activities.<sup>29</sup> With these ideas in mind Indiana in 1925 merged all the library activities of the state under one head called The Indiana Library and Historical Department whose policy is determined largely by the State Superintendent of Public Instruction.<sup>30</sup>

The chart which follows on page 18 endeavors to show the Indiana Plan of State School and Library Organization.

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<sup>29</sup>

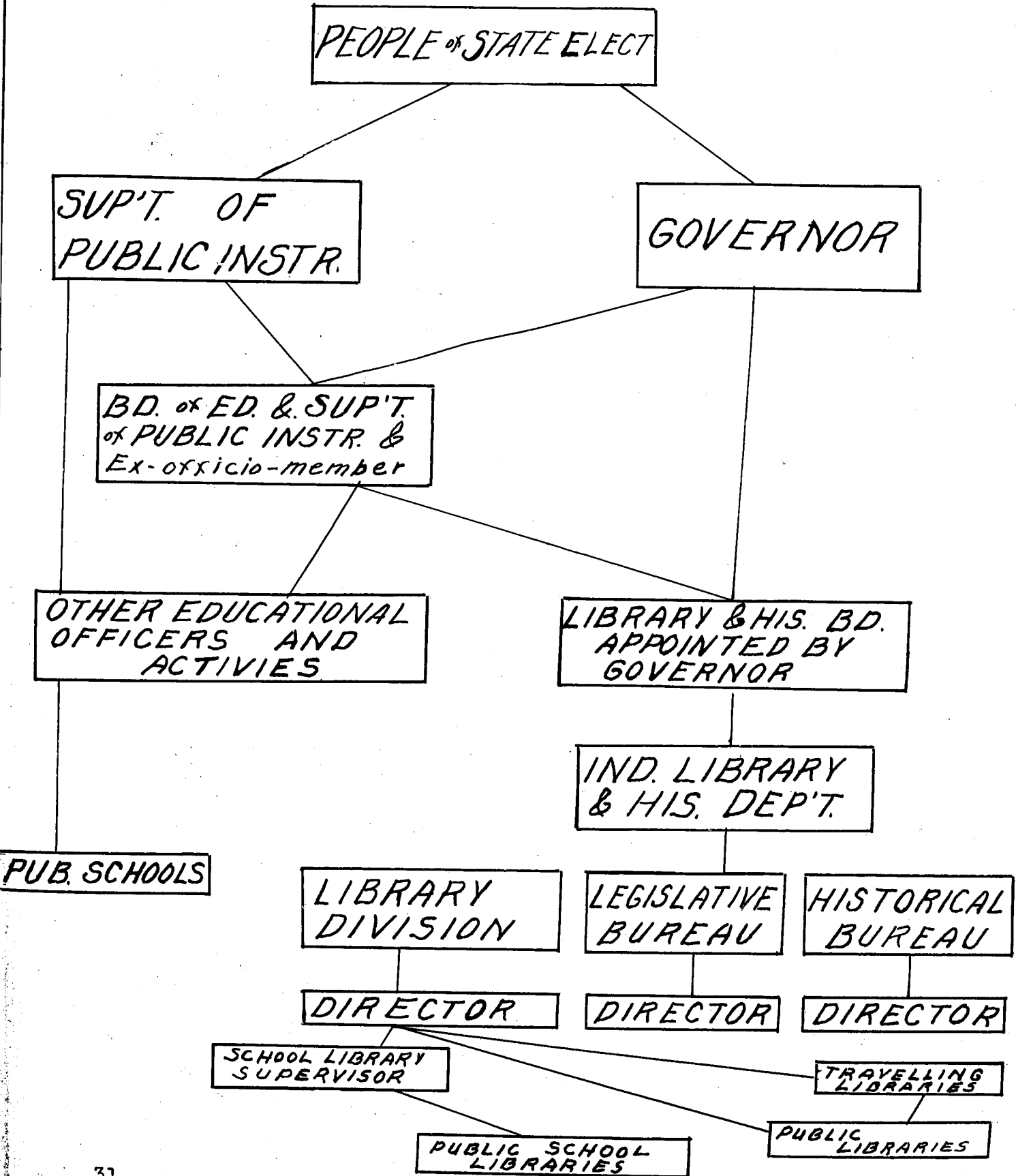
Koos, F. H., State Participation in Public School Library Service, Teachers College--Columbia

University--Contributions to Education, No. 265, p. 8.

<sup>30</sup>

Indiana, Laws of Indiana, 1925, Chap. 58: p. 191-2.

Chart III. Indiana Plan of State School and Library Organization.



Some states employ state supervisors to inspect public school libraries. The Indiana supervisor is employed by the library commission.<sup>32</sup> The supervisor reports to the educational department the condition of the libraries in order that the state school officials may know whether or not to approve the schools. The supervisor also compiles booklists and aids in the selection of books for public school libraries.

The last twenty-five years would seem to indicate an attempt to find which department of the state shall conduct the program of school library encouragement. The major portion by far of the states have placed such activities either under the state library or the State Department of Education.<sup>33</sup> In Illinois the commission was absorbed by the state library in 1921.<sup>34</sup> The legal code of Illinois permits the local city, county, or district to establish public school libraries.<sup>35</sup> In Illinois the law also permits the local authorities when necessary to contract with existing acceptable public libraries for school library service.<sup>35</sup>

Chart IV which follows on page 20 will show the Illinois plan of state school and library organization.

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<sup>32</sup>

Koos, F. H., State Participation in Public School Library Service, p. 76.

<sup>33</sup>

Ibid., p. 22-3.

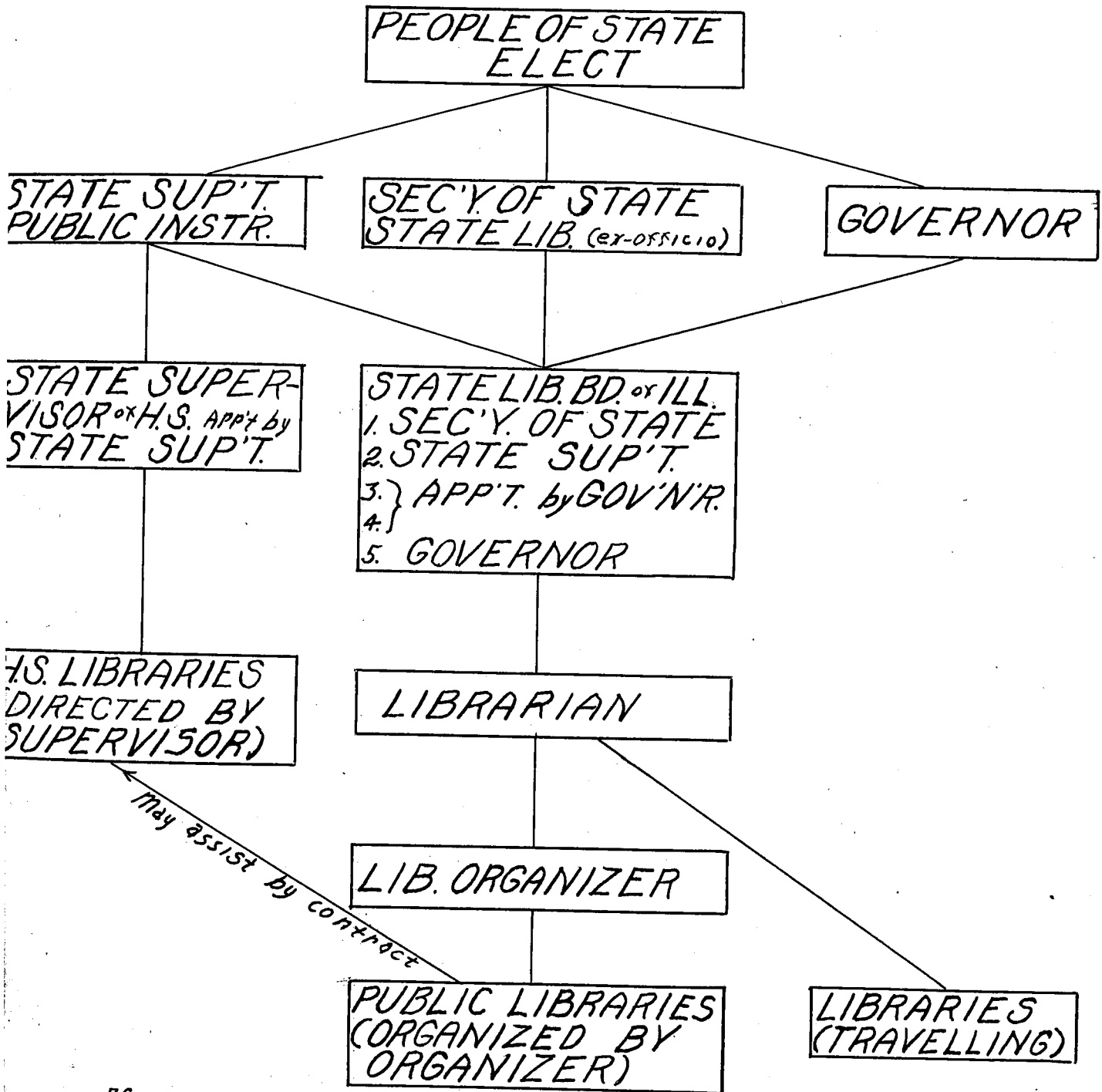
<sup>34</sup>

Illinois, Illinois Revised Statutes, 1923, p. 3250-1.

<sup>35</sup>

Illinois, Illinois Revised Statutes, 1925, Chap. CXXII, p. 2171.

Chart IV. Illinois Plan of State School and Library Organization.



## E. HIGH-SCHOOL LIBRARY STANDARDS

### 1. Set up by Certain Report

The library has rich stores of literature and illustrative material at its disposal. The school and library need each other. Neither can fully perform its function without the other. To help the library to understand clearly the needs of the school, and the school to learn the resources of the libraries require standards.

In 1916, a committee of the North Central Association, and of the American Library Association under the chairmanship of Mr. C. C. Certain began working on the standardization of high-school libraries.<sup>36</sup> It was found that the conditions under which a library had to function varied so widely in various schools that all the committee could hope to do was to formulate minimum essentials for schools of varying sizes. The report of this committee is issued under the title of "Standard Library Organization and Equipment for Secondary Schools of Different Sizes." This is also very often called the Certain Report. This report has to do with the appropriate housing, training of librarians, scientific care and selection of books, instruction in the use of books, and annual appropriations.

It is interesting, in the light of the modern tendency toward uniformity, to note that though greatly interested in the

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<sup>36</sup>

Logasa, Hannah, The High School Library, p. 25-6.

standardization of school libraries, the chairman of the committee held that library organization must be plastic enough to adapt itself to the needs of the school of which it is to be a part.

The Certain Report gives the following standards for high schools with an enrollment below 200, the class this study is dealing with:-

"High Schools with Enrollment Below 200."

1. Housing and Equipment--"The library should have a separate room when possible.

If a separate room is not available, a classroom should be fitted with bookcases and reading tables to give a library atmosphere even if the room is used for classes.

The room should be easily accessible from the study hall, and be open whenever the librarian is in. Good heat and ventilation is necessary. Where in a small school there is one main study hall with individual desks, part of it may be fitted as a library.

Tables and chairs should be in the reading room. There should be an adequate desk and charging outfit for the librarian. All books should be classified and cataloged. Ample files should be provided.

2. The Librarian--A full time librarian with the professional training of a one-year course in an accredited school for librarians is the ideal. In the larger school this ideal can be reached, but in the schools surveyed in this study it may be necessary to provide a teacher-librarian. This term 'teacher-librarian' means a teacher who teaches only part time and has had at least a six weeks' course of training in a summer library school approved by the library committee of the National Educational Association. A college education plus the library training, then, should be the

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Certain, C. C., Standard Library Organization and Equipment for Secondary Schools of Different Sizes, American Library Association, 1920, p. 27-30.



qualification of the teacher-librarian. Students may be trained to assist such a librarian, so that the library may be kept open all the day.

3. Scientific Care and Selection of Books--Greater care is needed in selecting books for a small library than for a larger one. It is really difficult to select a few books out of a multitude of really good books. Every book purchased should be a useful one, and one that will be in constant use. Standard lists of books for high schools such as those published by the United States Bureau of Education and the various state departments should be used in building up a small library.

An accredited high school with an enrollment of 100 or fewer should have a library of at least 1000 volumes. This means practically 10 volumes per student. Cooperation of the high-school libraries with the public ones will increase the efficiency of the school library.

4. Instruction in the Use of Books and Libraries--At least twelve lessons per year--three in each high-school subject taken should be given. Lessons given on 'The Use of Books for Educational Guidance, The Use of Books as Tools, The Use of Books as Means of Recreation, Amusement and Inspiration, Esprit de Corps in Handling Books as Public Property, and Relation of High-School and Public Libraries' would be very helpful.

5. Appropriations--There should be definite annual appropriations, even if small, for books, magazines, equipment and supplies. For books alone a minimum of 50 cents per student each term and not less than \$40 per year for magazines even in small schools, in addition replacement and repairs must be met.

6. State Supervision--A trained librarian should be employed by the state department of education, or by the state department in cooperation with the state library commission to act as a supervisor of all public-school libraries."

This report also makes suggestions for state high-school inspectors whose tenor is as follows:<sup>38</sup>

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Ibid., p. 8-9.

First, a committee should be organized in each state to make a survey of the library conditions in high schools. To begin the work of standardizing libraries these points should be noted: (1) appropriate housing and equipment; (2) professionally trained librarians; (3) scientific service in the selection and care of books; (4) instruction in the proper use and care of books; (5) adequate annual appropriations for salaries, books, supplies and general upkeep; (6) a trained librarian as a state supervisor of all school libraries.

The state departments and state library commissions should work together. A statement of the library conditions should be made in each annual report by the state department of education. A five year period is sufficient for this standardization.

It is rather a matter of significance that the first legal enactment for the establishment of libraries provided that they be conducted in connection with schools.<sup>39</sup> The current opinion seemed to be that libraries are educational activities, a part of the school systems, and as such, should be under the control of the state departments of education.

The adoption of the standards of the Certain Report by the National Education Association and the American Library Association in 1921 at Des Moines led them to adopt the following standards.<sup>40</sup>

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Koos, F. H., A State Participation in Public School

Library Service, p. 16.

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Certain, C. C., Standard Library Organization and Equipment for Secondary Schools of Different Sizes.

Libraries in Education<sup>41</sup>

- (1) "All pupils both of elementary and secondary schools should have ready access to the end that they may be trained--
- a. to love to read that which is worth while.
  - b. to supplement their school studies with books other than text-books.
  - c. to use reference books easily and effectively.
- (2) Every secondary school should have a trained librarian and every elementary school should have library service.
- (3) Trained librarians should have the same status as teachers or heads of departments of equal training and experience.
- (4) Every school that provides training for teachers should require a course in the use of books and libraries, and a course on the best literature for children.
- (5) Every state should provide for the supervision of school libraries and the certification of school librarians.
- (6) The public library should be recognized as a necessary part of public instruction, and should be as liberally supported by tax as are the public schools and for the same reasons.
- (7) The school system that does not make liberal provisions for the training in the use of libraries, fails to do its full duty in the way of revealing to all its future citizens the opportunities to know and to use the resources of the public library as a means of education."

2. Set up by Indiana

The library being an essential for carrying out the modern educational program, it must of necessity be a part of the state

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Report of the N. E. A. Library Division in 1921 at  
Des Moines.

educational scheme.<sup>42</sup> The majority of states have for years carried laws regarding the school library. New standards are evidenced by the rules for high schools promulgated by state boards. These rules have come about largely through the adoption of the Certain Report by the National Education Association and the American Library Association and other associations.<sup>43</sup>

Indiana sets up the following standards:<sup>44</sup>

(1) Rooms--"The library should be located near the study hall and academic classrooms. The reading room should accommodate from 15 per cent to 35 per cent of the enrollment....All books belonging to the school library should be shelved in the school library room in order that they may be quickly available for teacher or pupil. The pupils should have direct access to the shelves at all times."

a. Furnishings--

- (1) "Plain, wooden, adjustable book shelves should line all available wall space.
- (2) Reading tables and comfortable chairs.
- (3) Charging desk, tray and files.
- (4) Magazine and newspaper racks and bulletin boards.
- (5) Card catalogue cases.
- (6) Linoleum or cork carpet for floor.

b. Supplies--Cards, book pockets, date stamps, lettering inks, pastes and brushes.

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Wilson, Martha, School Library Management, p. 2.

43

Ibid., p. 2.

44

Library Manual for Secondary Schools, p. 4-7. State of Indiana 1929--Dept. of Public Instruction--Bulletin No. 100 I.

(2) Organization and Control--

- a. A trained librarian should be in charge.
- b. The library should serve every part of the school.
- c. A committee of teachers under direction of the librarian should determine the development policy, the regulation, the budget and selection of books.

(3) The librarian is the most important single factor.

- a. A good school librarian.
  - (1) Stimulates in boys and girls a desire to read and possess good books.
  - (2) Develops reading tastes and gives systematic instruction in use of books and libraries.
  - (3) Makes the library the center of school activities and uses other available library sources in the state.
- b. Training of the Librarian.
  - (1) Professional preparation equivalent to a 4 year college course.
  - (2) Library training should consist of one year of work in an accredited library school, or from 8 to 30 hours of library work in an accredited school.
- c. Salary of the librarian should be comparable to that paid for expert service in other departments of the school faculty.
- d. Amount of service of the librarian.
  - (1)
  - (2)
  - (3)
  - (4) A part time librarian who teaches not more than 4 classes should be provided for 100 to 300 students.
  - (5) A part time librarian who teaches not more than 5 classes should be provided for less than 100

students. A part time librarian may divide her time between the school library and public library. Students may serve as assistants under the direction of the librarian. Schools without public library service should give library service to grades 1 to 12.

(4) Book collection should provide--

- a. Books for ready reference.
- b. Books supplementing all classroom assignments.
- c. Books for general reading.
- d. Magazines--
  - (1) At least 10 periodicals for 100-500 students.
- e. Clippings, bulletins, pictures, posters, etc. Books should be kept in good condition and a simplified decimal classification used.

(5) Library Instruction--Thorough and systematic instruction in the use of books and libraries should be given by the librarian to regularly scheduled classes. Not less than six lessons with accompanying practice are necessary basis for the proper use of the library.

(6) Maintenance--

- a. The annual appropriation for books, periodicals, and supplies should be--
  - (1) In schools with public library service:
    - (a) \$1 per pupil in grades 9-12 until the collection is approximately 6 volumes per pupil, 75 cents per pupil.
  - (2) In schools without public library service:
    - (a) \$1.75 per pupil until the collection approximates 8 volumes per pupil, and then \$1.25 per pupil.
- b. Not more than 25 per cent of the total annual appropriation to be spent for general reading books.
- c. Extra appropriations should be made for--
  - (1) Sets of encyclopedias and unabridged dictionaries.

- (2) Sets of supplementary readers.
- (3) Books not included in recommended lists for school libraries.

### 3. Set up by Illinois

The standards of Illinois for high-school libraries do not follow the standards set up by Certain as rigidly as Indiana although most of the substance is there. The latest standards for the high-school libraries of Illinois are found in Circular 239, prepared by the Supervisor of High Schools, John C. Hanna, and issued by Francis G. Blair, Superintendent of Public Instruction, in November 1929.

The standards are approximately as follows:<sup>45</sup>

#### (1) "The Function of a High-School Library--

The chief purpose of a high-school library is for use in reference by the pupils under the guidance of their teachers, so that a broader view of the subject pursued may be gained. It should be a laboratory for students in connection with their daily work.

Cooperation with city or village libraries, where such exist, is highly desirable.

The library should be a place for the 'bright' pupil to work out special projects. It should serve for a 'browsing' field where the liking for reading may be stimulated and cultivated among the pupils.

#### (2) Poor Libraries--

Schools suffer from having a meager, or even inadequate

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<sup>45</sup>

Books and Maps in Recognized High Schools, Circular 239, p. 5-10. Issued by Francis G. Blair, Supt. of Public Instruction, 1929.

supply of useful books. All 'dead timber' or 'dead stuff' should be kept out by the administrator.

(3) Librarians--

In larger schools a full-time trained librarian should be employed. In smaller schools the care of the library may be trusted to intelligent and interested teachers. Often trustworthy students may be used.

(4) Library Book Lists--

The lists should not be exhaustive, but they should indicate the minimum list under each head with which any recognized high school should be supplied, and they should indicate a larger list to the school who can do more.

(5) The books should be classified and cataloged according to some standard plan.

(6) Cost--

A recognized Four Year High School with the prescribed course should have a library of the value of \$1000.00 as a minimum.

(7) Location and Size of Quarters--

Where a full-time librarian is employed, a room sufficient in size for shelving, reading tables and storage should be provided. In smaller schools an alcove off of the study hall may be used. At least 10 per cent of the school should be accommodated at the reading tables where a separate room is provided.

(8) Size of Library--

It is difficult to fix an arbitrary standard but the American Library Association for schools less than 250 pupil may be used--10 volumes per pupil.

(9) Growth of Library--

A library must grow or fall behind in the educational march. Annual appropriations should be made by the board for carefully selected books to the value of at least \$1.00 per pupil.

(10) Periodicals--

Every high school however small ought to invest at least \$10.00 a year in periodicals. Many can invest more and find it profitable.



## F. RELATION TO PUBLIC LIBRARY

As early as 1895 community libraries were established in the high schools.<sup>46</sup> At this time the public library considered such an establishment as a branch of it. It was not until the school reached the stage in its development in which the library became an essential part of the teaching procedure that a misfit was found in its relation to the public library.<sup>47</sup>

Joint control of such a library by the school and library boards became bad for (1) the allegiance of the librarian was divided; (2) library policies can not change as school policies do; (3) there is a shifting of responsibilities.<sup>48</sup> Of course a public library can establish a school library very quickly because of its complete organization.

In Cleveland the public library has taken over the care of the high-school library, and it has worked successfully. But generally speaking each school needs a library of its own.<sup>49</sup> A school to enlarge its opportunities for service must visualize

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<sup>46</sup>

Logasa, Hannah, The High School Library, p. 18.

<sup>47</sup>

Ibid., p. 19.

<sup>48</sup>

Ibid., p. 23.

<sup>49</sup>

Johnson, Franklin W., The Administration and Supervision of the High Schools, "The High-School Library"

Chapter XVI.

clearly the definite ends of its work, or the province of others will be invaded with the result that the efforts of the school will be wasted. This will apply to the high-school library when it attempts to duplicate the service of the public library whose task is largely the education of the adult after school.

The public library may supplement the resources of the school and such cooperation is found in many cities.<sup>50</sup> Public libraries may and often do purchase books that are needed by the school, also other books are placed on the reserve at the request of the teachers. In the city where the author of this study works, such cooperation with the public library is very helpful.

More and more, state accrediting agencies are requiring standard or approved high schools to have collections of books equal to or greater than those required by accrediting agencies.<sup>51</sup> As library standards become higher the small high schools must depend more and more upon the help of the public libraries.<sup>51</sup> Through the cooperation of public libraries and schools, the small high school will be enabled to have a sufficient number of books on hands during the term to meet the required standards, and also the desires of the pupils.<sup>51</sup>

#### G. INFLUENCE OF STATE DEPARTMENTS

"The school documents of thirty-nine states make requirements for the libraries of their high schools. Those

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<sup>50</sup>

Ibid., Chapter XVI.

<sup>51</sup>

Lathrop, Edith, "The Library in the Small High School",

The Indiana Teacher, Dec. 1929, p. 26-7.

requirements are for standard, approved, accredited, and state aided high schools. The terms are merely general statements in a great many cases. They are quite detailed in a few cases. The great majority of descriptions of high-school library standards seem to indicate that there is a lack of knowledge of the school-library literature which has appeared in the last decade."<sup>52</sup>

Thirty-nine state educational departments consider high-school libraries of enough importance to prescribe for their establishment in their standards for high-school approval, standardization, or accreditation, or as a requirement to be fulfilled in order to receive state financial aid.<sup>53</sup> Fourteen say that there must be a suitable library provided in schools which must meet the approval of the state board of education.<sup>53</sup> Sixteen states express a part of their standards for high-school libraries in such terms as annual appropriations, initial cost, and costs per pupil.<sup>53</sup> Seventeen states require their approved high-school libraries to have a minimal number of books.<sup>53</sup> The recommended cost of high-school libraries in but three states approach in amount the costs recommended by the reports of the National Education Association and the American Library Association.

"A study of the state requirements for high-school libraries will indicate that it is possible for state educational departments to prescribe for standard, approved, accredited, or state-aided schools in some detail: (a) the annual amount of money to be expended for all library purposes including books, periodicals, illustrative material, equipment and librarian's salary; (b) the monetary value of the library; (c) the numbers, kinds and selections of its

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<sup>52</sup>

Koos, F. H., State Participation in Public School Library Service, p. 94-5.

<sup>53</sup>

Ibid., p. 100-1.

books and periodicals; (d) the type of the library housing and equipment; (e) the qualifications of the librarians; (f) the kind and quality of the service to be rendered by the library; and (g) the kind and amount of instruction to be given in the use of books and the library."<sup>54</sup>

The local school authorities that use local appropriations or state-aid money for such school-library establishment must purchase their library books from the state library book list.<sup>55</sup> The laws empower state departments of education and state libraries to publish book lists for school libraries.<sup>55</sup> Forty-two states have library book lists.<sup>55</sup>

Indiana<sup>56</sup> and Illinois<sup>57</sup> publish their high-school library book lists in separate pamphlets. Directions for the selection and purchase of library books are found in the library lists of Indiana<sup>56</sup> and Illinois.<sup>57</sup>

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<sup>54</sup>

Ibid., p. 103-4.

<sup>55</sup>

Ibid., p. 104.

<sup>56</sup>

Indiana, Clark, Helen M.--Library Manual for Secondary Schools, State Supt. of Public Instruction, No. 100 I, 1929.

<sup>57</sup>

Illinois, Hanna, John C.--Books and Maps in Recognized High Schools, State Supt. of Public Instruction, Circular 239, 1929.

## CHAPTER III. LOCATION AND CONSTRUCTION OF HIGH-SCHOOL LIBRARY ROOMS

### A. LOCATION AND ACCESSIBILITY AS TO FLOOR AND CONTIGUITY OF STUDY HALLS

"In the erection of new modern high schools the planning and equipment of shops and laboratories have been standardized. The result is excellent shops and laboratories.

The library is the laboratory of social sciences, English, language, art, and indeed, practically every other subject taught in the secondary school. It will be impossible to socialize adequately methods of instruction, and to cultivate fully the initiative and originality of pupils in their subjects without an adequate library properly administered.

Outside of a few of the new and larger high schools, there are few well-balanced libraries. We have no definite standards of plans and equipment."<sup>1</sup>

Mr. Newlon's opinion was put into the proceedings of 1918 before the Certain Report was adopted by the National Education Association and the American Library Association, and published in 1920.<sup>2</sup> This report provides the long-needed standards and says:-

"The library should have a separate room when possible. If a separate room is not available, a classroom fitted up with bookcases and a reading table, and the library atmosphere should be created even if recitations have to be held in the room.

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<sup>1</sup> Newlon, Jesse H., "High-School Library Standardization Aims from the Point of View of the School Administrator."

<sup>2</sup> N. E. A. Proceedings of 1918, p. 460.

<sup>2</sup> Certain, C. C., Standard Library Organization and Equipment for Secondary Schools of Different Sizes, p. 27-30-A. L. A. 1920.

The room should be easily accessible from the study hall, and should be open to students only when the librarian or her assistant is in the room.

In larger schools a central location on the second floor near the study hall is usually found to be most satisfactory."<sup>3</sup>

"For library purposes it will probably be found best in large high schools to have a central library room with full cataloging facilities, and bookshelves distributed through the various classrooms or study rooms where such books as are needed for reference in particular departments may be sent out properly recorded from the central library room."<sup>4</sup>

The library department of the National Education Association sent out 260 questionnaires on the library which covered states in the East, West, Middle West, Rockies and the South.<sup>5</sup> All report reading room of library near, but separate from the assembly; 81 in separate room on same floor; 42 connected with assembly by alcove; 20 in study hall or assembly. Others were found from basement to garret.

"Who can measure the influence of accessibility to a great collection of books? This generation of students are finding and enjoying new writers. If the high-school library can do this, they are happy. Give the high school a chance to use books, access to a suitable collection, if not a great one, of live, well-distributed volumes bearing

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<sup>3</sup>

(1) Ibid., p. 12.

(2) Johnson, F. W., "The High School Library" Chapter XVI, Administration and Supervision of High Schools.

<sup>4</sup>

Hollister, H. A., High School Administration, p. 75.

<sup>5</sup>

Walker, Irma, "The Present Status of the High-School Library in the United States." N. E. A. Proceedings of 1920, Vol. LVIII, p. 387-90.

specifically on the subjects taught. Help him enjoy books. Then the library will become a genuine center of the intellectual life of the school. Then a parent, anybody can measure the high school by its library."<sup>6</sup>

#### B. PLAN AND SIZE OF ROOMS

"Until very recent years, any collection of books was referred to as a library. The mere spacing of walls so as to contain shelving to hold books was deemed sufficient architectural planning to designate such a spot--the library."<sup>7</sup>

The library should be centrally located unless it is to be used by the public too, but its size is to be determined largely by the number of pupils in school, and by the number of pupils that will be using it at any one period.<sup>7</sup> The type of service that it is expected to render also helps to determine the size of the library.<sup>7</sup>

The ideal plan suggested for a high-school library is a "suite of rooms," including a main reading room, a conference room, a workroom, and a classroom.<sup>8</sup>

The reading room should provide at least twenty-five square feet of floor space per reader, or should accommodate from 5 to 10 per cent of the enrollment at any one period.<sup>8</sup>

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<sup>6</sup> Robertson, David A., "The College Library"--The Educational Record, Jan. 1929, p. 27.

<sup>7</sup> Bruce, W. C., High School Building, Vol. II, "The High School Library" by Irene Warren, p. 27-9.

Conference and workrooms should join the reading-room.<sup>8</sup>

Their size would depend on the size of the school system.

A library classroom should adjoin the reading-room and should have chairs and other equipment to supply as many students as the reading-room accommodates readers.

In the smaller high schools the minimum seating capacity of the library should be that of an average classroom.<sup>8</sup>

In smaller high schools where the enrollment is less than one hundred students, a portion of the assembly room may be fitted with shelving and the students do the reading and studying at their desks.<sup>8</sup>

### C. LIGHTING, HEATING, AND VENTILATION

The lighting of the room should be such as to bring the light from one side of the room only whenever possible, preferably over the left shoulder. Again the second floor is the best exposure to admit plenty of light and sunshine.<sup>8</sup> A north or west side for admission of light is considered best. Certain advocates the indirect or semi-direct types of artificial light.<sup>8</sup> Not much data is available on heating and ventilation. Certain<sup>9</sup> says that the library should be well-heated and ventilated.

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<sup>8</sup>

Certain, C. C., Standard Library Organization and Equipment for Secondary Schools of Different Sizes, p. 12, 15.

<sup>9</sup>

Ibid., p. 28.



#### D. SURVEY DATA ON LOCATION AND SEATING CAPACITY OF LIBRARIES

The two tables, Table I and Table II, which follow, try to illustrate the results of the data found in the answers to questions 6, 7, and 8 in the questionnaire. The author hopes to show whether or not the surveyed schools are above, equal to, or below the standards set by Certain.<sup>10</sup>

TABLE I

#### LOCATION OF LIBRARIES WITH REFERENCE TO FLOOR AND STUDY HALL

	Study Hall and Library on Same Floor		Study Hall and Library not on Same Floor		Library in Study Hall		Library in Separate Room	
	F	P	F	P	F	P	F	P
Indiana	40	97.5	1	2.3	25	60.9	16	39.0
Illinois	46	93.8	3	6.1	25	51.0	24	48.9

Forty-six Indiana schools sent data, but 2 schools failed to answer on the point of location, while 3 others had no school library, but used the books of three adjacent Carnegie Libraries. In one Indiana school we found the library scattered throughout the various grade and high-school classrooms.

<sup>10</sup>

Ibid., p. 12-15.

Survey reports come from 52 schools in Illinois. The reports show 1 school having the library on a separate floor and in a separate room; 2 others had libraries scattered through the various grade and high-school rooms.

Since the Certain standards which are also those of the National Education Association and the American Library Association permits high schools of 100 or less in enrollment to put libraries in study halls, Table I shows that many Indiana and Illinois schools are above standard in that respect.<sup>11</sup>

Table II endeavors to show the number of students that the libraries will seat, and also the per cent that number is of the enrollment.

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<sup>11</sup>

Ibid., p. 12-15.

TABLE II

SEATING CAPACITY OF LIBRARIES IN NUMBER AND PER CENT

	Number Seated										Number not Reporting											
	:40 or up					:30 or up					Number not Reporting											
	0---9	10---19	20---29	30---39	40 or up	0---9	10---19	20---29	30 or up	Number not Reporting												
F	P	F	P	F	P	F	P	F	P	F	P	P										
Indiana	5	10.8	7	15.2	8	17.4	3	6.3	4	8.7	19	41.3	3	6.3	7	15.2	3	6.3	11	23.9	22	47.8
Illinois	8	15.3	11	21.1	3	5.7			5	9.6	25	48.0	4	7.7	8	15.3	6	11.5	6	11.5	28	53.8

All who do not report have the library in the study halls, and practically all who report a seating capacity of 20 or more, and the per cent of enrollment 20 or more, also use a portion of the study hall as a library.

Six schools reporting under this table have separate rooms, but no seats in them, compelling the students to return to the study hall to use the books obtained. Libraries probably were not considered when these schools were built.

It would seem that the data in this table would not be so reliable for two reasons: (1) the number of schools reporting is less than in Table I; (2) also, less care seemed to have been taken in answering the point in the questionnaire.

The Certain Report requires the seating capacity of the library to be 5 per cent to 10 per cent of the enrollment.<sup>12</sup> Of the 22 schools reporting the seating capacity in per cent (not exceeding 20 per cent) of the enrollment only 1 fell below the minimum 5 per cent, and that was an Illinois school reporting only 4.6 per cent.

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Ibid., p. 12-15.

### Summary of Chapter III

Practically all the surveyed schools meet the requirement of location on the same floor as study hall.

About 33 per cent of the surveyed Indiana schools, and 48 per cent of the Illinois schools more than meet the standard in regard to a separate room.

Since only one school of those reporting on the per cent the seating capacity is of the enrollment, falls below the minimum of 5 per cent, the schools of both states are up to standard.

Six schools report separate rooms but no seating capacity for readers. This might indicate that the buildings are either old ones, or that they were planned poorly.

## CHAPTER IV. THE HIGH-SCHOOL LIBRARY EQUIPMENT

### A. GENERAL REQUIREMENTS

#### 1. Shelving

"The reader should have free access to the shelves. Richest experiences come in that way. Exposure to books is a great thing. The librarian and the teacher should unite to make this exposure as great as possible. The reader and the lover of the book is a safe and valuable citizen. Our duty is to see that our scholars have every opportunity to know books, to be expert in using them, and to come under their charm and influence."<sup>1</sup>

Certain's Report calls shelving indispensable equipment. This report wants low, open wall shelving to accommodate about eight volumes to the running foot.<sup>2</sup> The shelving should be placed against the wall spaces of the room.<sup>2</sup> The cases should be made with adjustable shelves except the bottom one, should not be over seven feet high, and should accommodate six or seven shelves. The shelves should be 3 feet long and 8 inches wide. The bottom shelves should be wider to provide for atlases and bound magazines. There should be enough shelving to provide for the present collection of books, and for probable for the next five years. If the wall spaces are not sufficient for the necessary shelving, free standing stacks should be installed.

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<sup>1</sup> Aley, Robt. J., "The High School Student and the Book"

N. E. A. Proceedings 1918, p. 456-7.

<sup>2</sup> Certain, C. C., Standard Library Organization and Equipment for Secondary Schools of Different Sizes, p. 13.

"Library equipment has become standardized, so many details are not necessary. All shelving should be on the walls. Most--not all--the windows should be high enough to permit shelving beneath them. Windows should be screened in parts of the country where it is necessary."<sup>3</sup>

## 2. Chairs and Tables

Many librarians prefer single seats for the pupils using the library, but the lack of floor space prevents their use.<sup>4</sup> Most school libraries use 3 x 5 tables, seating from four to six pupils. The chairs should be chosen that will tend to create the desired sitting posture.

The Certain Report advises that the sizes of the tables should depend on the size of the room.<sup>5</sup> Tables 3 x 5 make convenient study tables. Comfortable chairs should be provided.

## 3. Other Equipment

A librarian's desk with drawers on one side and a swivel chair are necessary.<sup>5</sup>

A regular charging table and outfit and a standard catalog case are indispensable.<sup>5</sup> The catalog case should be such that

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<sup>3</sup>

Bostwick, Arthur, "Combining the School Library and the Public Library," The American School and University, 1929-30.

<sup>4</sup>

Logasa, Hannah, The High School Library, p. 48.

<sup>5</sup>

Certain, C. C., Standard Library Organization and Equipment for Secondary Schools of Different Sizes, p. 28.

additions could be made easily.

The floor should be covered with linoleum or cork carpet to deaden the sound.

#### B. SHELVING USED IN SURVEYED AREAS

The authorities on library equipment, such as Certain, make a point of requiring open shelving and stacks.<sup>5</sup> The author keeping this point in mind, put one question in the questionnaire on the stacks or shelving, and one on freedom of access by the student. Table III which follows gives the data.

TABLE III

#### CONDITION OF STACKS OR SHELVING AND THEIR ACCESSIBILITY

	Open Stacks or Shelving		Closed Stacks or Shelving		Free Access		No Free Access		Available Always			
	F	P	F	P	F	P	F	P	F	P	F	P
Indiana	32	78.0	9	21.9	34	82.9	7	17.0	35	85.3	6	14.6
Illinois	36	69.2	16	30.7	43	86.0	7	14.0	43	86.0	7	14.0

Indiana has 41 reporting in this table, 32 with open shelving and 9 with closed shelving while Illinois has 52 reporting, 36 with open and 16 with closed shelving. This would make less than 25 per cent in Indiana closed while Illinois would have had 44 per cent closed. The conclusion would seem to be that neither are



near enough to the standard, but Illinois is much less up-to-date in this equipment.

In regard to accessibility 41 in Indiana report and 50 in Illinois. Both states report 7 which have no free access. This gives Indiana more than 20 per cent and Illinois about 17 per cent of the reporting schools that have restricted access. Both states have too great a violation of the accessibility standards.

Some libraries had closed shelving, but free access to both reference and fiction books. Again some had closed shelving and no free access. It would seem that the kind of books in some libraries determined the accessibility, but in other cases the custom of the school decided it.

Ninety-one schools in all reported on the availability of the library. Eight were not available at all times. Some of these were available for reference work but not for the use of fiction.

#### Summary of Table III

Both states have too much closed shelving which would indicate equipment that was too old.

Both states again violate the standard of accessibility. This would indicate either ignorance of their respective state requirements, or an indifference to the same.

The lack of accessibility might indicate on the part of the faculty a lack of appreciation of the true place of the library in a school.

It would seem that in both states that the availability of the libraries was great. This would indicate that they were giving the students the chance to use them at all times.

CHAPTER V. CLASSIFYING, CATALOGING, AND LIBRARY SERVICE

A. IN GENERAL

The Certain Report makes this positive statement: "All books should be classified, shelf-listed, cataloged, and kept in good repair and in fit condition for ready use."<sup>1</sup>

"A full-time librarian with the professional training of a one-year course in an accredited school for librarians is the ideal. In larger schools this ideal should be realized, but in the smaller it may be necessary to provide 'teacher-librarians'. This term teacher-librarian means a high-school teacher who is relieved of a part of her teaching duties and placed in charge of the school library. To qualify for this work she should have at least a six week's course of training in an approved summer library school."<sup>2</sup>

Finney in speaking of the books says--

"They should be classified and cataloged according to the Dewey System even in a small school. If it is impossible to employ a librarian, it is well to select a member of the upper classes to act as librarian, teaching him the fundamentals of library practice and perhaps allowing credit for the time taken and the work accomplished."<sup>3</sup>

"The library of less than one thousand volumes is generally poorly arranged. A library can only reach its maximum service when arranged. Proper cataloging and shelf arrangement according to some system is more necessary than a card catalog, because with brief instruction a student can go to the shelves and find what he wants."<sup>4</sup>

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<sup>1</sup> Certain, C. C., Standard Library Organization and Equipment for Secondary Schools of Different Sizes, p. 21.

<sup>2</sup> Ibid., p. 29.

<sup>3</sup> Finney and Schafer, The Administration of Village and Consolidated Schools, p. 177-8.

<sup>4</sup> Cook, Wm. A., High School Administration, p. 103-4.

"No library cares for itself nor can it be cared for by an irresponsible or untrained individual as an incidental duty. This does not mean that an assistant must be present, or the library looked after all the time. Every book must be charged when taken out. No book must be recharged unless brought back. General reference books should be straightened daily; rest of books weekly. Twice a month shelf lists checked and missing books asked for."<sup>4</sup>

Smaller libraries should be classified and cataloged. This will make its resources more easily available, prevent confusion, and waste of labor which is sure to be present when a systematic treatment of books is not provided for.<sup>5</sup>

To classify books is to place them in groups, each group including as nearly as may be, all the books treating of a given subject.<sup>5</sup> Books may be classified, yet stand without order on the shelves. Each book therefore should bear a mark that tells where it belongs. The Dewey and Cutter are two systems that are well-known. Library classification is for the purpose of bringing books that are on the same subject together on the shelves.<sup>6</sup>

A school library should be classified by a standard system because one classified by an original system can be used only with any advantage by the originator.<sup>6</sup> If a standard system is used in a school library, the library is brought into harmony with the rest of the library work, and any one who is familiar with it can use a public library satisfactorily.<sup>6</sup>

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<sup>5</sup> Dana, John C., A Library Primer, p. 840.

<sup>6</sup> Wilson, Martha, School Library Management, p. 50.

The Dewey System is commonly used in public and school libraries.

The library is not fully equipped until a catalog is provided which lists all available material.<sup>7</sup> A good catalog will answer the following questions: What books by a certain author are in the library? Has the library a book of a certain title? What material does the library contain, whether a whole or part of a book?

Printed catalogs are out of date as soon as made.<sup>7</sup> A card catalog is the only one that can be kept up to date. A dictionary arrangement is used.

A well-made catalog is of infinite value in a school library. If a small library is well-cataloged, it will render much more service than a larger one which is not. A fuller cataloging is needed when the library is smaller.

The library is a necessity in a smaller school no less than in a larger, and trained library service is essential.<sup>9</sup> A trained librarian is best; a teacher-librarian is really only a makeshift at best.

The library serves as a unifying agency. The library and the school administration are two agencies that do not specialize. They have an equal opportunity of knowing pupils as teachers do not; they come in contact with all school life; they have the best

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<sup>7</sup>

Ibid., p. 81.

<sup>8</sup>

Ibid., p. 83.

<sup>9</sup>

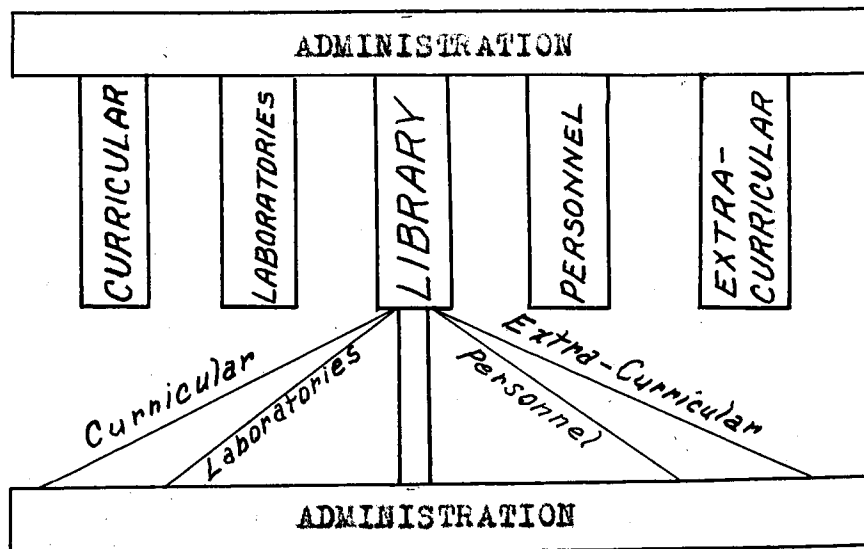
Ibid., p. 145.

opportunities to do personnel work; both come in contact with all teachers and teaching activities.

Chart V is an endeavor to illustrate graphically the services which the library performs in the school as a unifying influence.

CHART V

UNIFYING INFLUENCE OF THE LIBRARY IN SCHOOL



Curricular activities, modern laboratory cares, library activities, personnel work, and extra-curricular activities make up most of the work of the administration. The four activities or influences as shown springing from the library have been unified by its influence and handed back to the administration as a unit. An adequate library with an efficient librarian will aid greatly in the unification of any school system.

## B. IN INDIANA

"The collection should be classified by a simplified decimal classification, and should be organized with an accession shelf-list, and an adequate charging system. It should be properly shelved and cataloged."<sup>10</sup>

"A trained librarian should be in charge of the library. A part time teacher-librarian should be provided in the smaller schools."<sup>10</sup>

"A full time librarian should be provided for 700 pupils. A part time librarian for 200 or less pupils who teaches no more than 4 classes. Students may be employed as assistants, but not as librarians."<sup>11</sup>

## C. IN ILLINOIS

"Proper provision should be made for a card catalog case and a filing cabinet. Only in the case of the larger schools is it necessary to have a full time librarian in charge. Student help at times may be desirable in the supervision of the library. In most of the smaller high schools the library can well be supervised by the teacher in charge of the study hall."<sup>12</sup>

"We wish to emphasize again the view that the library of a high school should be made up, organized and administered, so as to serve to the fullest extent possible the chief purpose of a high-school library. Cooperation with village or city libraries, where such exist, is highly desirable and may be made of value, but the school itself should maintain, within its own quarters, a library which can be utilized constantly at any hour of the school day by the

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Administrative Handbook for Indiana High Schools, p. 11.

State Department of Public Instruction, Bulletin 100, 1928

11

Library Manual for Secondary Schools, p. 5. State of

Indiana, Dept. of Public Instruction, Bulletin 100-1, 1929

12

Standards, Courses and Suggestions for Recognized High

Schools In Illinois, p. 20. Circular No. 240 issued by

Francis G. Blair, State Supt. of Public Instruction, 1929.

teachers and pupils for reference work."<sup>13</sup>

". . . . Carelessness or negligence in storing, arranging, classifying, indexing, or handling of the books, or an indifferent or unintelligent use of the library-- have weight in determining the status of the school as to recognition and accrediting."<sup>14</sup>

"In the larger schools, and where funds are adequate, a full time librarian who is trained should be employed."<sup>15</sup>

"In smaller schools, and where large funds are not available, the care of the library may be entrusted to a teacher or teachers qualified to do this work intelligently, and interested enough to do it intelligently. Often times the assistance of trustworthy students may be utilized."<sup>15</sup>

#### D. IN SURVEYED AREAS

TABLE IV

#### CLASSIFIED AND CATALOGED LIBRARIES

	Cataloged		Classified				System of Classification									
	Yes		No		Yes		No		Dewey		Cutter		Other		None	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P
Indiana	33	84.6	6	15.3	26	66.6	13	33.3	22	62.8			4	11.4	9	25.7
Illinois	30	78.9	8	21.0	15	39.4	23	60.5	13	40.6			2	6.2	17	53.1

Not all the schools which returned the questionnaires gave answers to the questions about classification and cataloging.

<sup>13</sup>

Books and Maps in Recognized High Schools, p. 5. State of Illinois, Office of Supt. of Public Instruction, Circular No. 239, 1929.

<sup>14</sup>

Ibid., p. 6.

<sup>15</sup>

Ibid., p. 7.



The column marked "other" under the system of classification was put in because of the answers in the questionnaires which were marked that way.

Under the column "none" were placed all those who had special systems, nothing standard. Special classifications were named as follows: "own system," "local," "author and title," "special," "chronological numbering," "letter," and "numbered."

#### Summary of Table IV

The libraries of Indiana are better cataloged than those of Illinois since 39 out of 41 were reported as cataloged while only 38 out of 52 in Illinois were reported as cataloged.

The same number in each state were classified as was cataloged, but 17 of the 32 reported in Illinois as classified were not standard classification, so were reported as no classification. Illinois seems very lax.

The Dewey decimal system is the prevailing one.

Indiana has 66.6 per cent of standard classified libraries while Illinois has only 39.4 per cent with such classification. Illinois again drops behind in standard classification.

Indiana high-school libraries surpass those of Illinois in cataloging and classification, but in neither state do the high-school libraries comply with the requirements set down by the State Departments of Public Instruction.

It would seem also that either the state inspection of high schools is lax, or the enforcement of the standards is lax.

TABLE V

## LIBRARY SERVICE RENDERED BY THE SURVEYED SCHOOLS

	Charging System				Manager of System						Student Management Otherwise			
	Yes		No		Student		Teacher		Prin.		Yes		No	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P
	Indiana	33	80.4	8	19.5	13	39.3	19	57.5	1	3.3	18	43.9	23
Illinois	47	95.9	2	4.0	11	26.1	28	66.6	3	7.1	19	38.0	31	62.0

More schools answered the questionnaire about library service than did about the classification and cataloging.

In both states some schools had a dual system of charging--teachers and pupils. Three schools in Indiana and five in Illinois were not reported in Table V.

The columns about "student management other than charging" had in mind the care of the books and the library.

## Summary of Table V

The fact that so many schools have a charging system of some sort would indicate that a real attempt was being made not only to insure the school's possession of the books, but to try to make them of real service, and to check on the activities of the students.

The table also shows that teacher-librarians are used, and that no trained librarians are employed.

Too few schools are availing themselves of student help.

Student help other than charging of books is used in more than 40 per cent of the schools.

## CHAPTER VI. LIBRARY TRAINING FOR THE STUDENT

### A. GENERAL IDEAS AND RECOMMENDATIONS

Thorough and systematic instruction of all pupils in the use of the library is essential.<sup>1</sup> The aim should be to teach the pupils not only to find books and materials, but also to make the best use of them.<sup>1</sup> Regular classes, starting early in high school, are the best.<sup>1</sup> Not less than six lessons, including the mechanical makeup and printed parts of books; the arrangement in the library; the use of the books of reference, such as dictionaries and encyclopedias; the making of bibliographies; and the taking of notes, should be given.<sup>1</sup>

In Allen County in Indiana, they aim to give the country pupil of the country high school an equal chance with those in Fort Wayne. A magazine, School Life, says:

"Library instruction is given each year to the small high schools in towns where there are branches of the county library. The county branches are used as the laboratories for instruction. Freshmen study 'The Parts of the Book,' and the use of the Catalog and the Library while Sophomores have 'The Use of the Dictionary, Atlases and other Reference Books.'<sup>2</sup>

The students if properly trained, will have frequent occasion

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<sup>1</sup> Johnson, Franklin W., The Administration and Supervision of the High School, "The High School Library"--Chap. XVI.

<sup>2</sup> Weston, Bertine, "Equal Library Privileges Provided for the Farm and the City," School Life, Jan. 1929, p. 84-87.

to consult the library in connection with their lessons.<sup>3</sup> The purpose of school is to fit for life, or should be that.<sup>3</sup> One of the principal things any person or agency can do for a child is to train him so he will have higher ideals, finer tastes, and better habits than he would have had without such training. The right kind of reading contributes much to those purposes, and especially to the creation of ideals.<sup>3</sup> The right use of the school library during the whole of the school life will be of more consequence than all the rest the school can do for the child.<sup>3</sup> Right training in the use of books will enable the student to really use the school library.

The objectives of a movement determine largely the character of that movement. So with library instruction, the objectives will largely determine the character of the service.

Uhl says the special objectives in pupil training are:

1. "Acquisition of valuable knowledge
  - a. To enrich subject matter taught
  - b. Makes for accuracy of thought and expression through knowledge of fact.
  - c. To teach use of books and libraries.
2. Development of a liking for clean, wholesome pleasure
  - a. Makes reading for pleasure a habit.
  - b. Makes outlet for intelligent interest, as hobbies.
  - c. Fosters interests aroused in class.

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<sup>3</sup>

Williams, Sherman, N. E. A. Proceedings of 1919, p. 453-4.

"The High School Library and the High School Librarian."

3. Acquisition of habits of industry.
  - a. Develops effective habits of study.
  - b. Teaches to budget time and effort.
  - c. Teaches pupils to recognize purposefulness of school life."<sup>4</sup>

The direct educational responsibility of the library is to teach the pupils to use the books effectively.<sup>5</sup> Such knowledge is now practically indispensable for pupils in recent years. The time has passed when one can read a few books and call himself educated. The student must use not only the home library, but also that of the school and the public one to get what he needs. Training is needed to get such knowledge.<sup>5</sup> Educators now favor certain definite training in the use of the library.<sup>5</sup> Such questions arise as--Who should teach it? When should it be taught? How much should be taught? Should credit be given for it? Probably each school should work out the course to fit its needs. These courses will be the contribution of the librarian to organized education.

The Certain Report recommends two plans which are as follows:-

1. "A minimum of three recitation periods per year should be given in each English course to graded instruction in the use of books and libraries. The credit given should be given as a grade in Library Instruction not in English.
2. To establish Instruction in the Use of Books and Libraries as a unit course, a minimum of twelve lessons a year should be given to this work. In view of the fact that efficiency of instruction in any department depends upon

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<sup>4</sup>

Uhl, Willis L., The Supervision of Secondary Subjects, p. 628-9

<sup>5</sup>

Logasa, Hannah, The High School Library, p. 171-2.

an intelligent use of the library the following schedule would be practicable:

In English three lessons per year, in Spanish or French one lesson, and in science and manual training together four lessons.

Training in library use should include:

- a. The use of books for educational guidance.
- b. The use of books as tools.
- c. The use of books as the means of recreation, amusement, and inspiration.
- d. "Esprit de corps" in handling books as public property.
- e. Relation of high-school and public libraries."<sup>6</sup>

## B. REQUIREMENTS

### 1. In Indiana

"Thorough and systematic instruction in the use of books and libraries should be given by the librarian to regularly scheduled classes. Not less than six lessons with accompanying practice are necessary basis for proper use of library. Such classes should not be undertaken unless the librarian has had proper training."<sup>7</sup>

### 2. In Illinois

"A collection of books however extensive and well-chosen is of no value if it rests in its case. Here is the place for the teacher in relation to the library to stimulate the pupils to frequent and intelligent use of the

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<sup>6</sup> Certain, C. C., Standard Library Organization and Equipment for Secondary Schools of Different Sizes, p. 22-3.

<sup>7</sup> Administration Handbook for Indiana High Schools, p. 89.

library and to guide them daily in making the most of it. The reference given to the class should be exact and specific, and in many cases should constitute a plain assignment either to a class or to an individual."<sup>8</sup>

### C. CONDITIONS IN SURVEYED AREAS

We must not only theorize, but also realize the conditions as they actually are. In Table VI the writer has gone to the surveyed areas and gathered data about the instruction and aid in the use of the library, and tabulated it.

TABLE VI

#### INSTRUCTION AND AID IN THE USE OF THE LIBRARY

	Instruction				Instruction by Whom						Teachers aid with References			
	Yes		No		Librarian		English Teacher		Prin.		Yes		No	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P
Indiana	37	90.2	4	9.7	14	34.1	19	46.3	8	19.5	38	92.6	3	7.3
Illinois	36	73.4	13	26.5	19	38.7	19	38.7	11	22.5	44	84.6	8	15.3

The Indiana survey shows that 91 per cent of the schools or 37 out of 41 reporting have definite library instruction. Illinois does not rate so highly since only 73.4 per cent or 36 out of 49

<sup>8</sup>

Books and Maps in Recognized High Schools, p. 7. State of Illinois, Office of Supt. of Public Instruction, Circular No. 239, 1929.

reporting have definite instruction. In two Indiana schools there is no instruction and no aid of any kind given to pupils while Illinois has three such schools.

The survey shows that in some cases the instruction was given by the librarian, the English teacher, and the principal. In 3 such cases in Indiana, and 5 in Illinois, the credit was given to the librarian. When the English teacher and the principal were reported as giving the instruction, credit was given to the English teacher. We found 10 such cases in Indiana and 8 in Illinois. In Indiana 38 out of 41 teachers or 92.5 per cent aid pupils in reference work while in Illinois 44 out of 52 teachers or 84.6 per cent aid.

#### Summary of Table VI

The data of Table VI would seem to indicate that:

Indiana outstrips Illinois in the number of schools giving instruction in the use of the library. Indeed, Illinois with only 73 per cent of the schools doing such, has fallen below the standard too far.

The English teacher in both states comes first in giving instruction, the librarian second, and the principal last.

It would be well for all English teachers to take a course from 6 to 12 weeks at an accredited library school.

Not enough teachers aid in reference work. Proper aid should be given in every case.



CHAPTER VII. THE LIBRARIAN

## A. THE NEED AND TRAINING

Important as it is to establish favorable physical conditions for the library to work under, the choice of the librarian should demand much more careful attention than adjustment of material details.<sup>1</sup> The library is a reflection of the personality and capacity of the one in charge.<sup>1</sup> It is under the direction of the librarian that the library becomes effective or weak. A skillful director will create an important place in the life of the school no matter what the handicaps are.<sup>1</sup>

"The Librarian is the most important single factor in school library work."<sup>2</sup> She advocates a new idea, and has the responsibility of proving its worth. Her position is a unique one in the school system.<sup>2</sup> She must unite the policy of the school with that of the library. The library is a special department and must have specialized service.<sup>2</sup> Either a trained librarian must be secured, who is a specialist, or in smaller schools a teacher-librarian with library training.<sup>2</sup> A librarian in high school should have the good qualities of both the librarian and the teacher as she must be able to think clearly

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<sup>1</sup>

Logasa, Hannah, The High School Library, p. 67.

<sup>2</sup>

Wilson, Martha, School Library Management, p. 107.

and sympathetically about the needs and interests of high school students.<sup>3</sup> She should have a college or university degree plus the library training.

"How many trained librarians are needed? One to every twenty of the nine hundred thousand teachers in the United States, or forty-five thousand in the schools, and the same number in public libraries. It would need nine thousand per year to take care of the natural decrease, but we are not decrease, but we are not equipped now.

"Can America afford this development? Better ask, can we afford to miss the vitalizing force in our Education? The ten billions of dollars now spent for crime could be lessened by proper education. The demand exceeds the output. The danger is that the inadequately trained librarian will creep in."<sup>4</sup>

#### B. DESIRABLE PERSONAL TRAITS

"Is not our chief task to create in our pupils such a love for books, such an appreciation of libraries and dependence on them, that when school days are over that they will turn instinctively to other libraries at their disposal for all they have come to expect from the libraries of their schools."<sup>5</sup>

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<sup>3</sup>

Ibid., p. 108.

<sup>4</sup>

Morgan, Joy Elmer, "The School Library Movement," p. 109.

The Library Journal, Feb. 1, 1929.

<sup>5</sup>

Ingles, May, "The Place of the High School Library in a National Library Service," School and Society, Aug. 11, 1928.

The love of books, the feeling that a good book is a friend may be given to a student by a librarian who believes in the power of books to bring joy and more effective living through the power of broader knowledge and a better interpretation of life.<sup>6</sup> A real librarian believes in people, and finds the greatest joy in service, and the greatest opportunities in pointing to people to books.<sup>6</sup> He believes that a combination of people and books is a great social force. He is a social force at work for others. He is a collector at heart.

In general a good school librarian should possess the traits of a good teacher: loyalty, tact, a sense of humor, initiative, enthusiasm, sincerity, patience, kindness, ability to discipline, and a spirit of fairness.<sup>7</sup> The librarian must also be orderly, systematic, accurate, a sense of balance or proportion of things, and a broad catholic taste.<sup>7</sup>

If the library is to be an educational asset of any value, the ability of the librarian must make it so.<sup>8</sup> She must have not only the training and experience of a librarian, but a wide knowledge of books, and a wide human interest in students. She

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<sup>6</sup> Pritchard, Martha, "Prevocational Courses for High School," Detroit Journal of Education, Sept. 1921.

<sup>7</sup> Logasa, Hannah, The High School Library, p. 67-8.

<sup>8</sup> Churchill, J. A., "The Relation of the High School Library to Modern Educational Aims," N. E. A. Proceedings 1918, p. 45-8.

must have the ability to inspire interest in good books, but even then she may fail unless she is eager to open the world of books to the searching student, and at the same time she must know that she has given the right book to the right student.<sup>8</sup>

### C. OPPORTUNITY FOR SERVICE

#### 1. Guidance in Reading

Secondary schools are now stressing a wide reading experience for their pupils.<sup>9</sup> Teachers of all subjects are trying to interest the pupils in all books and magazines that pertain to their subjects. The same type of guidance goes on in the school library. The librarian may further the interests aroused in the classroom and even reach more pupils because she can offer them a wider range of choice.<sup>9</sup> Since the library atmosphere is more informal the pupils feel freer to go to the librarian for guidance in reading.<sup>9</sup> She should even resort to devices that make a subjective appeal to the interest and attention of the pupils.

"And what will be the ultimate reward of all the planning and effort of the zealous librarian? The implanting of a reading habit, pleasurable and permanent in the minds of numbers of students, the world's future citizens. Books ought to open new rooms in the student's house of thought, help him to find his field, impart a mental tone, awaken a fine enthusiasm that will come with the discovery that

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<sup>9</sup>

Logasa, Hannah, The High School Library, p. 141.

certain authors appeal to his imagination and to his intellectual curiosity. Most happily for his community the student imbued with the reading habit will be sufficiently interested to go on reading the right kinds of material in his leisure hours after school."<sup>10</sup>

The librarian is in a position to render very valuable aid in vocational guidance.<sup>11</sup> Reference to new books, interesting magazine articles and current newspapers that will arouse him to action, so that he will gain information about the occupation in question, is a decided help.<sup>11</sup> This is very true if the individual thinks what skill have I to go into such an occupation, and it is still further aid if it causes the individual to learn the needs of the occupation.<sup>11</sup> The librarian is in a position to be an interpreter of the reading material.<sup>11</sup>

## 2. Choice of Books

### a. Balance of the Library

The selection of books is of first importance in the library work of any school.<sup>12</sup> It is on the increased use of books and an improvement of the quality of the reading that the success of the library depends.

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<sup>10</sup>

Semmons, Mildred, "The Browsing Library," The Library Journal, Feb. 1929.

<sup>11</sup>

Partch, C. E., "The Function of a Librarian in a Vocational Guidance Program," The Library Journal, June 1, 1929.

<sup>12</sup>

Wilson, Martha, School Library Management, p. 18.

The teachers of the various subjects should be asked to check the purchase list.<sup>13</sup> The superintendent should also approve the list prepared by the librarian.

In the high school only two agencies that have a unifying influence come in contact with all the students.<sup>14</sup> They are the administrative department and the library. History is a continuous process in the life of the race, so education is such a process in the life of the child. This process is kept alive through high-school life and later in adult life through the influence of the library.<sup>14</sup>

More than one element enters into the selection of books. The curriculum in the school, the size of the locality in a lesser degree, the sum that can be expended, and the physical relation of the library to other libraries enter to help determine the number of books to be selected.<sup>15</sup>

It is worse than idle to select books for the library that the pupils will not read except under compulsion; for no one is helped much by being made to do what he does not want to do.<sup>16</sup>

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<sup>13</sup>

Ibid., p. 22.

<sup>14</sup>

Logasa, Hannah, The High School Library, p. 14.

<sup>15</sup>

Ibid., p. 5.

<sup>16</sup>

Williams, Sherman, "The High School Library and the High School Librarian," N. E. A. Proceedings of 1919, p. 454.

This does not mean that the pupil should read just what he fancies, but it does mean that he should be trained to read what he ought to read.<sup>16</sup> This calls for tact and good sense in the selection of books and impressing them on the pupil.<sup>16</sup>

Much of the book fund can be wasted and the library may become overbalanced if the special interest of a teacher, or group of teachers control the policy of book selection.<sup>17</sup> An insistent teacher can easily throw the library out of balance, making it have too many books on one subject and too few on another.<sup>17</sup> In building up a school library the reading ability and comprehension of high-school pupils must be considered carefully.

P. P. Claxton says:

"Work in American high schools is no longer confined to text-books alone. In all subjects there is a demand for supplementary texts and wider reading. Most high schools have libraries to which they add from time to time when funds are available. Others have access to public libraries. Because the funds are small, and to prevent a waste of the time of the teacher and pupils in using inferior books, a need of a well-selected list of such books is felt."<sup>18</sup>

In 1916 there were few books in science for high-school pupils and none for vocational guidance.<sup>19</sup> Now in most modern

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<sup>17</sup>

Logasa, Hannah, The High School Library, p. 5.

<sup>18</sup>

Claxton, P. P., U. S. Bureau of Education Bulletin, No. 35, 1913.

<sup>19</sup>

Uhl, Willis H., The Supervision of Secondary Subjects, p. 616

high-school libraries there is an adequate supply of books for pleasure, ones to satisfy the curiosity, and ones to secure information.<sup>19</sup> The "weeding out" process must go on, or "dead material" will choke the usefulness of the library.<sup>19</sup> The educational responsibility is largely up to the librarian. A wide knowledge of books and adolescence is needed.<sup>19</sup> There is danger of under-duplication, and also over-duplication which produces "dead material." New stress placed on old courses, new methods of teaching, the changing maturity of students, and changing interests in environment make it a very difficult problem for the librarian to keep a well-balanced library.<sup>19</sup>

W. A. Cook, the High School Visitor of Colorado, thinks that many published suggestions for high-school libraries are generally weak either in that the list suggested is formidable on account of cost, or that some aspects of the library are stressed to the neglect of others.<sup>20</sup> That state advocates at least three well-balanced lists of books for small high schools.<sup>20</sup> The smaller list is the minimum, the additional books in the other two lists are recommended. Annual appropriations for the library are recommended.

The three lists were first compiled from bibliographies on the various subjects of high school.<sup>20</sup> This tended to eliminate individual prejudices.<sup>20</sup> These lists were then submitted to

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<sup>20</sup>

University of Colorado Bulletin, Vol. XVIII, No. 11, 1917,

"Suggested Books for High School Libraries."



twenty professors of the university for further criticism in regard to choice of books for their particular fields. It is thought that better-balanced library lists were obtained.

The proportion or balance of a library is important. Local conditions help to determine this, For example, a high school located in an exclusive residential district would want a different balance in the library than the one located in a manufacturing district. Again a high school located in a district, that is really foreign, would need a library with a different balance.

Table VII endeavors to show the balance or proportion proposed by the state of Illinois;<sup>21</sup> the state of Colorado;<sup>22</sup> Reginald Williams, a librarian of Bolton, England;<sup>23</sup> and a general report of Zaida Brown<sup>24</sup> which was compiled from the reports from many high schools and librarians.

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<sup>21</sup>

Recognized High Schools in Illinois, Standards, Courses,  
and Suggestions, Circular No. 240, p. 20.

<sup>22</sup>

University of Colorado Bulletin, Vol. XVIII, No. 11, 1917.

<sup>23</sup>

Williams, Reginald G., A Manual of Book Selections.

<sup>24</sup>

Brown, Zaida, Standard Catalog for High School Libraries,  
in preface.

TABLE VII

PROPORTION OR BALANCE OF LIBRARIES FROM GENERAL  
SOURCES EXPRESSED APPROXIMATELY IN PER CENT

	Illinois Enrollment less than 100	Illinois Enrollment 100-200	Colorado	England	Zaida Brown
General Works Reference, Religion, etc.	15.8	19.2	9.0	14.0	5.0
Social Science	19.8	20.4	19.1	2.0	10.0
History Travels				24.0	25.0
Natural Sci.	9.3	10.3	20.0	9.0	28.0
Mathematics	2.9	3.1	1.0	1.0	
For. Language	3.3	3.4		2.0	*In Gen- eral Works
Vocational Literature or English	5.5 43.5	6.3 36.3	10.0 20.0	9.0 25.0	*In Science 15.0
Fine Arts			2.0	8.0	6.0
Fiction			20.0		11.0
Miscellaneous				5.0	
TOTALS	101.1	99.0	101.1	99.0	100.0

\*In the grouping by Zaida Brown, Foreign Language is found under General Works, and Vocational under Science.

The sources of the data of Table VII are rather widely separated, but no doubt are typical of the sections from which they have come. Illinois and Colorado agree fairly well on the balance or proportion of libraries in the smaller high schools. Zaida Brown's list which is compiled largely from eastern high schools gives 53 per cent of the number of volumes to two groups--Natural Sciences and History, Travel and Biography while England, Colorado and Illinois give the largest per cent to Literature and English which includes fiction. All agree on the divisions--General Works, Social Science, Natural Science, Vocational, Literature or English and Fine Arts and Amusements, as essential in making up a balanced library list.

#### Summary of Table VII

The balance or proportion, according to authorities quoted on the preceding page, should be determined by the needs of the community.

It would seem that if library lists are to give much help to the high schools in forming their libraries, that the different kinds of communities must be recognized--first, whether they are of foreign extraction or native; second, whether they are urban, rural, or industrial.

A library that is balanced in one community might be badly out of balance if placed bodily in another.

#### b. Selection of Books in Surveyed Areas

Table VIII will attempt to point out whether first, the

library was chosen with reference to adolescence; second, with reference to standard library lists; and third, with reference to the chooser of the books.

TABLE VIII

## SELECTION OF BOOKS IN SURVEYED AREAS

	Adolescence in mind		From compiled library lists		Chooser of the books									
	Yes		No		Yes		No		Prin. Faculty				Board	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P
Indiana	34	82.9	7	17.0	34	82.9	7	17.0	10	24.3	29	70.7	2	4.8
Illinois	42	85.7	7	14.2	45	91.8	4	8.1	8	16.3	41	83.6		

In Indiana 41 schools and in Illinois 49 schools answer as to whether adolescence is in mind when the books are chosen. In Indiana 82.9 per cent and in Illinois 85.7 per cent answer in the affirmative.

Forty-one schools in Indiana and 47 in Illinois answer in regard to following book lists in choosing for the library. In Indiana 82.9 per cent follow the lists while in Illinois 91.8 per cent follow.

In Indiana in 10 schools the principal chooses, in 29 the faculty, and in 2 the board. In 3 cases the principal pays no attention to adolescence in choosing books, and in 2 cases no attention to book lists. In both cases the boards pay no attention to either adolescence or book lists. In 1 case the

faculty paid no attention to either adolescence or book lists.

In Illinois in 7 schools the principal chooses, in 41 the faculty, and in no case the board. One of the principals who chooses pays no attention to either adolescence or book lists. In 4 of the cases where the faculty had paid no attention to adolescence the libraries were old ones, and had been chosen long before the present faculties had been employed.

#### Summary of Table VIII

Too many principals alone choose the books--Indiana is the worse offender.

The boards should not choose at all, but hire competent teachers and leave it to them.

The adolescent mind of the child was forgotten too many times in the selection of the books.

State library lists should be followed more closely, especially in Indiana.

Any principal who pays no attention to adolescence or book lists in the choice of books should be dismissed.

Indiana shows up badly in all three of the divisions in the table.

#### D. REQUIREMENTS

##### 1. Of Educational Associations

The Certain Report says--

"A full-time librarian with the professional training of a one-year course in an accredited school for librarians is the ideal. In the larger schools this ideal should be

realized, but in the smaller it may be necessary to provide 'teacher-librarians.' This term 'teacher-librarian' means a high-school teacher who is relieved of a part of her teaching duties and placed in charge of the library. To qualify for this work she should have at least a six week's course of training in an accredited summer library school.

If college training is essential for the high-school teacher, then college and technical library training are essential qualifications for the librarian."<sup>25</sup>

The North Central Association and the Secondary Department of the National Education Association have adopted the standards of the Certain Report.<sup>26</sup>

The Certain Report was approved by the American Library Association since members of that association were on the committee which brought out the report.<sup>26</sup>

## 2. In Indiana

### "Training of the Librarian"--

- a. Professional preparation should include a 4-year college course, or its equivalent.
- b. Library training should consist of one year of work in an accredited library school, or from 8 to 30 hours of library courses in an accredited school.

Librarians coming into service in Indiana since Nov. 1, 1929 shall have a librarian's license."<sup>27</sup>

<sup>25</sup>

Certain, C. C., Standard Library Organization and Equipment for Secondary Schools of Different Sizes, p. 29.

<sup>26</sup>

Ibid., p. 6.

<sup>27</sup>

Library Manual for Secondary Schools, p. 5-7, Bulletin No. 100 I, State of Indiana--Department of Public Instruction, 1929.

## 3. In Illinois

"In the larger schools, and where funds are adequate a full-time trained librarian should be employed.

In smaller schools, and where large funds are not available, the care of the library may be entrusted to a teacher or teachers qualified to do this work intelligently, and interested enough to do it successfully."<sup>28</sup>

## 4. In Surveyed Areas

In Table IX the data gathered in the surveyed areas in regard to the training of the librarians in those schools are given.

TABLE IX

## TRAINING OF LIBRARIANS IN SURVEYED AREAS

	Any Training				Amount of Training							
	Yes		No		None	2 hrs.	4 hrs.	6 hrs.	8 hrs.	9 hrs.	Not Given	Local Sch.
	F	P	F	P								
Indiana	18	46.1	21	53.8	21	8	5	1	1	1	1	1
Illinois	25	53.1	22	46.8	22	11	6	2	1	1		6

28

Books and Maps in Recognized High Schools, p. 7, State of Illinois--Office of the Supt. of Public Instruction, Circular No. 239, 1929.

The data of Table IX shows that in Indiana only 18 out of 39, or 46.1 per cent have librarians with any library training, while in Illinois 25 out of 47 schools, or 53.1 per cent have librarians with any training.

The amount of library training varies from 2 hours to 9 hours. Nineteen have 2 hours and 2 have 9 hours of training.

The column headed "Local School" in Table IX means that the librarians received training at their local school and no doubt were students.

#### Summary of Table IX

Only about one half of the schools in Indiana and Illinois have librarians with any training.

None of the librarians have enough training for a large high school, and in Indiana only 2 have the required minimum of 8 hours for small schools.

Illinois is too lenient with the requirements for the librarian, and Indiana is too lax in enforcing what she has.

The state inspection of the high schools must be either too lax, or it is not enforced.



CHAPTER VIII. THE LIBRARIES IN THE SURVEYED AREAS

## A. READING MATERIAL

## 1. Books

## a. Number

The value of a high-school library depends not so much upon the mere number of books to be found upon its shelves as upon the care taken in selecting them to satisfy the needs of the pupils, and to further the general aims set up by the school.<sup>1</sup>

In Table X, which follows, we will find the number of books thrown into groups or classes, and the number of schools in each class. The gross number of books in the schools reporting will be found in the page following the Table X.

TABLE X

## CLASSIFICATION OF BOOKS AND SCHOOLS INTO GROUPS

	Groups into which Books and Schools are Thrown												
	200 299	300 399	400 499	500 599	600 699	700 799	800 899	900 999	1000 1099	1100 1199	1200 1299	1300 1399	1400 1499
Indiana *	3	3	6	3	6	1	4		2	1	3		
Illinois*			2	7	3	7	8	3	5	4	1		1

\*Number of schools.

<sup>1</sup>

Johnson, Franklin W., "The High School Library"--Chap. XVI.

The Administration and Supervision of the High School.

In Indiana 2 schools report the number of books as 1600 and 2200 respectively. These two are not shown in the table. In Illinois 2 likewise report 3000 and 3500 respectively and are not shown in the table.

In Indiana 34 schools and in Illinois 43 schools report on the total number of volumes. Indiana reports 24249 while Illinois reports 39406. Indiana averages 713 volumes per school while Illinois averages 916. The Indiana numbers range from 200 to 2200; Illinois from 440 to 3500.

#### Summary of Table X

The Indiana schools fall too far below those of Illinois in the average number of volumes, 713 to 916, a difference of 203.

In at least 50 per cent of the schools in each state, the number of volumes are sufficient if the books fit the needs.

It would seem that quantity rather than quality prevails in some of the schools reporting.

#### b. Kind, (balance)

The development of printing has caused the task of selecting books to increase several times in difficulty.<sup>2</sup> Bibliographies increase too rapidly.<sup>2</sup> Too many of the book lists for schools are compiled by specialists in certain fields, and they are too large. Then principals with limited budgets are too prone to lay

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<sup>2</sup>

Cook, Wm. A., High School Administration, 101-2.

aside lists and use their own judgment.<sup>2</sup> The balance is then apt to be lost. Even when the principal and several assistants choose the books, the balance may fall when one department starts a contention about its share. Even a small library should recognize the various demands upon it, and be balanced accordingly.<sup>2</sup> It should be broader than the course of study, stimulating and satisfying the widest possible range of legitimate interests--vocational guidance, morals and religion, sports and amusements, will find some place in it.<sup>2</sup> Even after the best efforts seem to have been made, balance may be lacking, but the principle of balance should be carried to the limit of possibility.<sup>2</sup>

In Indiana and Illinois the state lists of books for high-school libraries aid materially.

#### (1) Dead Material

The "dead material" in a library is one great element that disturbs the "balance." The table which follows is based on the answers of the principals of the surveyed schools on the "dead material" in their libraries.

TABLE XI

#### ESTIMATE OF DEAD MATERIAL IN SURVEYED LIBRARIES

	Dead Material		Per Cent of Dead Material															
	Yes	No	1	2	3	4	5	7	10	12	15	20	25	30	33	40	50	60
Indiana	30	3	1	1	1		6		11		2	5	3	1		1	1	
Illinois	41	8	2	6	1	1	7	1	11	1	1	3	1		1		1	1

In Indiana 1 school reported "dead material" but no per cent was given, while Illinois had 3 such schools.

In Indiana 30 out of 33 schools or 91 per cent have "dead" material while in Illinois 41 out of 49 schools, or 84 per cent have "dead" material.

Indiana reports 8, or about 25 per cent, of her schools having less than 10 per cent of "dead" material while Illinois reports 16 or about 33 per cent of her schools having less than 10 per cent of "dead" material.

Indiana has 13 schools and Illinois has 8 schools which have 15 or more per cent of "dead" material. The large numbers of 50 and 60 per cent of "dead" material is reached in both states.

#### Summary of Table XI

It would seem that too much "dead" material is found in the libraries of the schools of both states.

It would seem that any per cent from 10 and up should be considered a bad condition.

It is a disgraceful condition when a school has 25 per cent or more of "dead" material in its library. (The term, "dead" material, is not a standardized one, but just a relative one.)

Laxity is shown on the part of the high-school inspectors in not checking such libraries. It would seem that the state inspectors do not recognize the importance of the library, and no doubt pay too much attention to other details.

## (2) Balance in Libraries in Surveyed Areas Shown by Grouping of Books

The following chart or "measuring stick" is based upon information gained from Circular No. 240 issued by Francis G. Blair, State Superintendent of Public Instruction in Illinois.<sup>3</sup> The report in that circular is based upon the library lists from about six hundred recognized high schools in Illinois. The books are divided into the following groups:--English, Social Science, Natural Science, Mathematics, Foreign Language, Vocational, and Miscellaneous. The schools reporting were divided into classes according to enrollment. Then the average number of books in each group for each class was found. The writer chose the class enrolling 100 pupils as the class to provide the "measuring stick." It was found that the groups of books in that class of schools contained the following per cents: English, 36.3; Social Science, 20.4; Natural Science, 10.3; Mathematics, 3.2; Foreign Language, 3.4; Vocational, 6.3; Miscellaneous, 19.4. Total 99.3.

The author took this Illinois standard to measure the libraries in both states since no report of like nature was found in any recent Indiana bulletins.

The twenty book lists from each state were then studied, and the books classified into the seven groups just named. The books of each group are expressed in numbers, and also in per cent of the whole number of books. Table XII will attempt to show the balance in the libraries of the schools which sent book lists.

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<sup>3</sup>

Recognized High Schools in Illinois, Standards, Courses and Suggestions, Circular No. 240, p. 20, 1929.

TABLE XII-A-INDIANA  
BALANCE OF SURVEYED LIBRARIES SHOWN BY GROUPS  
EXPRESSED IN NUMBER OF BOOKS AND PER CENT.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.
ENGLISH	92 27	131 32.3	288 74	155 38	223 38	109 35.5	297 55	23 14	24 14.3	261 52	264 53	527 62	70 46	239 40	166 62	301 49	145 49	335 60	427 54.3	769 59.3
SOC. SCI.	75 22	142 35	58 15	134 34	116 19	81 26.2	81 15	44 23	43 22.0	98 20	99 20	170 20	51 33.5	111 19	19 7	126 20	54 18	87 15	180 22.8	181 13.8
NAT. SCI.	36 10.6	24 6	9 2	14 3	50 8.3	16 5.4	19 3.4	17 9	17 9.0	32 8	32 8	58 7	3 2	152 26	9 3.5	66 11	35 11		42 5.3	80 6.1
MATH.	3 .9	1 .3	0 0	2 .5	8 1.7	2 .7	5 .9	0 0	2 1.7	2 .5	0 0	3 .4	5 3.4	32 5.7	2 .8	5 .8	0 0		1 .1	12 1
FOR. LANG.	1 .3	14 3.1	1 .3	2 .5	11 2	0 0	4 .9	0 0	0 0	0 0	0 0	12 1.5	7 4.5	3 .6	0 0	29 4.0	1 .5		5 .6	3 .2
VOC.	12 3.5	3 .8	20 5	19 5	46 8	17 5.4	21 4	7 4	5 2.4	13 2.5	14 3	32 4	4 2.5	7 1	2 .8	19 3	11 4.0		8 1	66 5.1
MISCEL.	121 35.7	90 22.1	17 4	77 19	131 22	81 26	106 20	98 51	97 50.8	81 16	80 15.2	39 4.5	11 7.5	41 7	68 25.5	71 11.3	50 17	135 24	124 15.7	187 14.5
TOTALS	340 99.9	405 99.6	402 100.3	403 99	585 99	306 99.2	533 99.3	189 101	188 99.8	487 99	489 99.2	841 99.4	151 99.4	585 99.3	266 99.6	617 99.1	296 99.5	559 99	787 99.8	1298 100

\* No. Columns stand for the number of books in each group  
\*\* P. Columns stand for the number of books in each group expressed in per cent.

TABLE XII-B-ILLINOIS  
BALANCE OF SURVEYED LIBRARIES SHOWN BY GROUPS  
EXPRESSED IN NUMBER OF BOOKS AND PER CENT.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.	No. P.
ENGLISH	138 56	134 56.4	152 43	150 42	394 56	372 52	213 42	203 40	64 37	457 57	398 51	397 53	335 64	191 92	451 50	227 42.4	604 71	398 53	319 63	282 45
SOC. SCI.	55 23	54 22	78 23	76 21.6	114 16	114 16	92 19	92 19	62 36	163 20	179 23	171 23	92 18	11 5	95 11	120 22.4	163 19	161 21	75 15	123 20
NAT. SCI.	2 .8	3 1.3	47 13	49 14	44 6	50 7	61 12	55 11	2 1	69 8.5	100 13	59 8	12 2	2 1	190 21	78 14	21 2.5	105 13	36 7	86 14
MATH.	17 7	18 8	3 2	3 2	18 3	24 4	19 3	24 4	1 .8	16 2	20 3	39 5	1 .2	0 0	18 2	19 3	4 .5	12 1.5	6 1	2 .3
FOR. LANG.	2 .8	2 .8	3 2	3 2	13 1.8	19 2.6	19 3	29 5	8 4	16 2	26 3	16 2	2 .4	0 0	18 2	7 1.4	0 0	26 3.5	0 0	3 .5
VOC.	0 0	4 1.6	57 13	59 14	53 7.5	53 7.6	32 6	32 6	0 0	2 .3	0 0	27 3	20 4	1 .5	60 6	67 12.4	16 2	20 2	21 4	24 4
MISCEL.	29 12	22 9	14 4	15 14.4	61 8.8	68 9.8	68 14.3	73 15	39 21	79 9.7	49 6	40 5	56 11	3 1.5	70 7	18 3.4	34 4	34 5	46 9	110 16
TOTALS	238 99.6	237 99.1	355 100	355 100	697 99.1	700 99	504 99.3	503 100	176 99.8	802 99.5	772 99	749 99	518 99.6	208 100	902 99	536 99	842 99	756 99	503 99	630 99.8

In Indiana in the English group 5 schools fall below the standard of 36.3 per cent; 5 are near it while the other 10 range from 10 to 38 per cent above it.

In Illinois in the English group no schools fall below the standard of 36.3 per cent; 5 are near it while the other 15 range from 9 to 56 per cent above it.

In the English group only 25 per cent are near the standard;  $12\frac{1}{2}$  per cent are below and  $62\frac{1}{2}$  per cent are from 9 to 56 per cent above it.

In Indiana in the Social Science group 5 are below the standard of 20.4 per cent, ranging from 5 to 13 per cent below; 11 schools are near it while 4 schools range from 5 to 15 per cent above it.

In Illinois in the Social Science group, 5 schools are from 4 to 15 per cent below the standard; 14 schools are near it while only 1 school is 5 or more per cent above it.

In the Social Science group  $62\frac{1}{2}$  per cent of the schools are near the standard; 25 per cent are below;  $12\frac{1}{2}$  per cent are from 6 to 17 per cent above it.

In the Natural Science group in Indiana 11 schools fall too far below the standard of 10.3; 8 are near it while the remaining 1 is 16 per cent above it.

In the Natural Science group in Illinois 9 schools are below the standard, ranging from 3 to 10 per cent below; 7 are near it while 4 schools range from 4 to 7 per cent above it.

In the Natural Science group  $37\frac{1}{2}$  per cent are near the standard; 50 per cent are below it;  $12\frac{1}{2}$  per cent are from 4 to 16

per cent above it.

In the Mathematics group in Indiana 18 schools fall too far below the 3.3 per cent standard; 2 schools are near it while none are too far above it.

In the Mathematics group in Illinois 8 schools fall too far below the standard, ranging from 2 to 3 per cent below; 10 schools are near it while 2 schools are from 4 to  $4\frac{1}{2}$  per cent above it.

In the Mathematics group 30 per cent are near the standard; 65 per cent are below it; and 5 per cent are from 4 to  $4\frac{1}{2}$  per cent above it.

In the Foreign Language group in Indiana 16 schools are far below the standard of 3.4 per cent, 6 of the 16 schools reporting no books of such nature; 4 schools are near the standard; none are too far above it.

In the Foreign Language group in Illinois 8 schools are too far below the standard; 11 are near the standard while 1 is too far above, being at least 33.5 per cent above the standard.

In the Foreign Language group in both states we find 37.5 per cent are near the standard; 60 per cent are below it; and 2.5 per cent, 1 school, are too far above it.

The Vocational group in Indiana shows 10 schools too far below the standard of 6.3 per cent; 9 schools are near it while 1 is too far above.

The Vocational group in Illinois shows 8 schools too far below the standard; 9 schools are near it; 3 too far above it, ranging from 100 to 125 per cent above the standard.

In the Vocational groups in both states we find 45 per cent



are near the standard; 45 per cent are too low; and 10 per cent are too much above it.

The Miscellaneous group in Indiana shows 9 schools too far below the standard of 19.2 per cent; 5 are near it; and 6 are too far above, ranging from 25 to 270 per cent above.

The Miscellaneous group in Illinois shows 19 schools too far below the standard; 1 is near it; and none are above it.

In the Miscellaneous groups in both states we find 6 schools or 15 per cent near the standard; 28 schools or 70 per cent are too far below; 6 schools or 15 per cent are too far above it.

#### Summary of Table XII

Both states are unbalanced in the English group, since 75 per cent are either too far above or below the standard, 36.3 per cent. Indiana has more below, while Illinois has more above.

The Social Science groups of both states are more balanced, since we find 62.5 per cent of the schools are near the standard. Illinois leads in the balance in this group, as it has 3 more schools near the standard.

The Natural Science groups are badly unbalanced, since 50 per cent are too far below. Indiana again has more below the standard than Illinois.

The Mathematics groups are badly unbalanced with 65 per cent below the standard, 3.3 per cent. Indiana again falls behind with more than twice the number of schools being below the standard.

The Foreign Language groups show 60 per cent below the

standard, 3.4 per cent--a bad situation. Indiana again has twice as many schools below the standard as Illinois.

The Vocational groups show only 45 per cent near the standard--still a badly unbalanced situation. Indiana again has more schools below the standard of 6.3 per cent.

In the Miscellaneous groups we find 70 per cent below the standard of 19.2 per cent--a very bad situation. Illinois is very badly unbalanced in this group since 95 per cent of her schools are below the standard of this group. Indiana leads here.

In group balances, Illinois leads in 5; Indiana leads in 1; they are even in 1.

In the 20 schools in each state which report library lists--Illinois has 2 about balanced in the seven groups while Indiana has 1.

The Mathematics, Foreign Language, and Vocational groups are the only ones which have some schools that report no books at all of that nature. About 16.7 per cent of those groups report a 0 per cent.

The situation seems to be rather deplorable.

### (3) Balance of Libraries in Surveyed Areas Shown by Copyright Dates

Table XIII is formed from a tabulation of the copyright dates of the books of the libraries of the surveyed areas. The books are put into the seven groups that have been found in Table XII. The two extreme and <sup>the</sup> median copyright dates of each group are shown in each school. Then a total of each school and each group is shown.

All of the 20 schools in Indiana that sent book lists also sent copyright lists that were practically complete, but of the 20 schools in Illinois that sent book lists only 12, or 60 per cent sent copyright lists. Even with this smaller number of schools, I believe that a clear idea may be gained about the status of the libraries of the Illinois schools.

TABLE XIII - A - INDIANA

BALANCE OF SURVEYED LIBRARIES AS SHOWN BY THE TWO EXTREME AND MEDIAN COPYRIGHT DATES IN THE LIBRARY GROUPS

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTALS
ENGLISH	E	1875	1879	1869	1882	1880	1880	1878	1890	1890	1864	1876	1868	1918	1818	1912	1757*	1884	1896	1803	1844	1757
	M	1918	1910	1915	1903	1910	1912	1912	1910	1908	1912	1914	1906	1919	1904	1924	1902	1910	1912	1904	1912	1903
	E	1926	1927	1927	1924	1920	1926	1928	1926	1926	1928	1928	1926	1920	1928	1926	1928	1926	1926	1926	1928	1928
SOC. SCI.	E	1877	1854	1878	1891	1873	1896	1888	1882	1882	1882	1884	1876	1914	1852	1900	1876	1886	1888	1854	1866	1852
	M	1920	1914	1901	1914	1905	1912	1914	1918	1910	1910	1912	1908	1916	1904	1906	1908	1912	1914	1902	1912	1906
	E	1925	1928	1926	1925	1924	1924	1928	1926	1928	1928	1928	1926	1918	1928	1912	1924	1926	1926	1924	1928	1928
NAT. SCI.	E	1899	1882	1894	1899	1896	1906	1896	1898	1892	1892	1896	1894	1916	1876	1908	1860	1888	1842	1888	1892	1842
	M	1926	1892	1912	1903	1903	1910	1900	1912	1910	1910	1914	1912	1916	1902	1916	1908	1920	1884	1912	1914	1906
	E	1926	1927	1917	1926	1920	1916	1928	1924	1924	1924	1924	1924	1916	1926	1924	1926	1926	1922	1924	1926	1928
MATH.	E	1913	1908		1924	1902	1913	1922			1896		1898	1916	1888	1910	1906			1912	1902	1888
	M	1920	1908		1924	1914	1915	1922			1901		1912	1916	1898	1914	1912			1912	1908	1906
	E	1923	1908		1925	1918	1917	1926			1906		1926	1916	1924	1926	1918			1912	1918	1926
FOR. LANG.	E	1918	1891	1891	1915	1900		1904					1904	1916	1882		1886			1916	1918	1882
	M	1918	1918	1891	1915	1910		1905					1910	1916	1904		1904			1918	1922	1912
	E	1918	1918	1891	1915	1916		1918					1912	1916	1906		1920			1920	1926	1926
VOC.	E	1915	1886	1885	1899	1904	1898	1900	1914	1914	1904	1904	1902	1914	1906		1868	1900		1902	1896	1868
	M	1926	1916	1912	1914	1912	1912	1914	1920	1922	1912	1914	1916	1915	1914		1906	1912		1906	1922	1914
	E	1926	1928	1927	1921	1918	1918	1924	1924	1924	1918	1918	1926	1916	1924		1920	1918		1924	1928	1928
MISCEL.	E	1896	1836	1873	1894	1890	1868	1900	1894	1894	1898	1898	1886	1916	1854	1924	1836	1892	1912	1854	1856	1836
	M	1922	1919	1893	1917	1914	1918	1924	1912	1914	1924	1924	1910	1917	1924	1926	1912	1924	1914	1916	1922	1918
	E	1927	1928	1923	1929	1925	1928	1928	1928	1928	1928	1928	1926	1918	1926	1928	1928	1928	1928	1928	1928	1928
TOTALS	E	1875	1836	1869	1882	1873	1868	1878	1882	1882	1864	1876	1868	1914	1818	1900	1757	1884	1842	1803	1844	1757
	M	1915	1906	1900	1910	1908	1900	1910	1913	1914	1912	1914	1900	1916	1907	1922	1906	1916	1906	1902	1914	1908
	E	1927	1928	1927	1929	1925	1928	1928	1928	1928	1928	1928	1926	1920	1928	1928	1928	1928	1928	1928	1928	1928

\* J. Fenimore Cooper who was supposed to be the author of the book was not born until 1789.



In the English groups in Indiana the lowest extreme ranges from 1757 to 1890 while the highest ranges from 1920 to 1928. The median for the 20 groups is 1903. The books average 27 years of age.

In the Social Science groups in Indiana the lowest extreme ranges from 1852 to 1914 while the highest ranges from 1912 to 1928. The median for the 20 schools or groups is 1906. The average age of the books is 24 years.

In the Natural Science groups in Indiana the lowest extreme ranges from 1842 to 1914 while the highest ranges from 1916 to 1927. The median for the 20 schools or groups is 1906. Again the books average 24 years of age.

In the Mathematics groups in Indiana the lowest extreme ranges from 1888 to 1924 while the highest ranges from 1906 to 1926. The median for the 20 schools is 1906. Even in Mathematics books are scarcely modern enough when the average copyright date is 24 years of age.

In Foreign Language the lowest extreme ranges from 1882 to 1918 while the highest ranges from 1891 to 1926. The median for the 20 groups or schools is 1912.

In the Vocational groups the lowest extreme ranges from 1868 to 1915 while the highest ranges from 1916 to 1928. The median for the 20 groups is 1914. This makes 16 years as the average age of the copyright dates.

In the Miscellaneous groups the lowest extreme ranges from 1836 to 1924 while the highest ranges from 1918 to 1928. The median for the 20 groups is 1918.

In Illinois only 12 out of 20 schools reported copyright dates but it is enough to give a glimpse into the library conditions.

In the English groups the lowest extreme ranges from 1805 to 1880 while the highest ranges from 1928 to 1930. The median for the 12 groups is 1906. The average age of the copyright dates is 24 years.

In the Social Science groups the lowest extreme ranges from 1843 to 1888 while the highest ranges from 1926 to 1928. The median of the 12 groups is 1910. This makes the copyright dates average 20 years of age.

In the Natural Science groups the lowest extreme ranges from 1872 to 1920 while the highest ranges from 1924 to 1928. The median for the 12 groups is 1910. It is hard to imagine that 20 years would be the average copyright date for books of this group.

In the Mathematics groups the lowest extreme ranges from 1890 to 1920 while the highest ranges from 1900 to 1928. The median for the 12 groups is 1910, a copyright age of 20 years.

In the Foreign Language groups the lowest extreme ranges from 1880 to 1928 while the highest ranges from 1918 to 1928. The median for the 12 groups is 1910.

In the Vocational groups the lowest extreme ranges from 1896 to 1912 while the highest range from 1914 to 1930. The median is 1920 for the 12 groups.

In the Miscellaneous groups the lowest extreme ranges from 1862 to 1912 while the highest ranges from 1922 to 1928. The

median for the 12 groups is 1916.

#### Summary of Table XIII

Median for English groups in Indiana is 1903 while that of Illinois is 1906. The median for the Social Science groups in Indiana is 1906 while that of Illinois is 1910. The median for the Natural Science groups in Indiana is 1906 while that of Illinois is 1910. The median for the Mathematics groups in Indiana is 1906 while that of Illinois is 1910. The median for the Foreign Language groups in Indiana is 1912 while that of Illinois is 1910. The median for the Vocational groups in Indiana is 1914 while that of Illinois is 1920. The median for the Miscellaneous groups in Indiana is 1918 while that of Illinois is 1916.

In 5 out of the 7 library groups in Illinois we find the median dates of the copyrights were more recent. Indiana has a more recent median in Foreign Language and the Miscellaneous groups. It seems to the writer that only one median, that of the Vocational group in Illinois, approaches in a small degree the date it should. But even that median is too old. It seems that the books of the libraries are too old.

#### c. Popular Books

Some one said that if he could write the songs of a nation that he did not care who wrote the laws. The author is wondering what would be the result if one could have the power to choose the reading of the pupils. Will a study of the books read by the pupils of various schools show the trend of their



minds? When the author asked in the questionnaire for the names of the five fiction and five non-fiction books most called for, he had such a query in his mind.

TABLE XIV

## MOST POPULAR FICTION BOOKS

Indiana		Illinois	
Name of Book	Number of times chosen	Name of Book	Number of times chosen
Call of the Wild	5	Ramona	5
Ben Hur	4	Freckles	4
Seventeen	4	Tom Sawyer	4
Huckleberry Finn	3	Covered Wagon	4
Little Women	2	The Crisis	4

For the data on Indiana 31 questionnaires were examined but only 10 schools gave answers while in Illinois 48 questionnaires were examined where 16 schools gave answers. The data are interesting even if there may be a question of its value on account of such a small number of schools returning answers. Five was the greatest number of times any one book was chosen in either state. The books listed in Table XIV are fiction of clean adventure and most of them could be called classics of the later fiction.

TABLE XV

## MOST POPULAR NON-FICTION BOOKS

Indiana		Illinois	
Name of Book	Number of times chosen	Name of Book	Number of times chosen
We	3	We	3
Up From Slavery	2	Life of Helen Keller	3
20 Years at the Hull House	2	Up From Slavery	4
Life of Helen Keller	2	Boy's Live of Roosevelt	2
Roosevelt's Travels	2	Americanization of Edward Bok	2

Only 5 schools in Indiana reported in part or full on the above table while 14 did in Illinois. Each state list has three of the same books in the first 5, and in each one the same book is first. Again the number of schools answering the questionnaire is small.

## Summary of Table XV

The data may not be enough in amount to determine much of value. The older fiction still seems the most popular as "The Covered Wagon" is the only one of the more recent fiction found in the list.

Johnson, Franklin D., The Administration and Supervision of the High School, Chapter XVI.

## d. Professional Books

The library should contain matter of professional interest to the teachers.<sup>3</sup> An alert professional attitude in a teacher requires food (proper books and magazines), dealing with the professional aspects of their work. A small annual appropriation supplemented by gifts from the teachers will suffice.

TABLE XVI

## PROVISIONS FOR PROFESSIONAL BOOKS

	Provided		Not Provided		Not Answered	
	F	P	F	P	F	P
Indiana	19	46.3	20	48.7	2	4.8
Illinois	29	59.1	20	40.8		

## Summary of Table XVI

Not enough schools in either state provides books or magazines for the professional study of the teachers. Indiana is more lax than Illinois.

## e. Class Room Libraries

The most satisfactory location for a library is a central

<sup>3</sup> Johnson, Franklin W., The Administration and Supervision of the High School, Chapter XVI.

position in the building easily accessible to all.<sup>4</sup> It should be near but not combined with the study hall or class room.

The laboratory method of teaching is only possible in schools when they have an adequate supply of books and visual material.<sup>5</sup> When such methods are used, the school library becomes the central one, with a branch library in each class room. Then there is a tendency to buy for the class room rather than the central library. These libraries necessitate a larger number of books and very many duplications, and are uneconomical. Generally new teachers want additional materials when they enter the faculty, thus cost mounts.<sup>6</sup> Less care is taken of books in a class room library. A general library is needed to supplement the work of the class room library, for all assimilation is not done in the class room.<sup>7</sup> Class room libraries are valuable because they further teaching.<sup>8</sup> They must be regarded as an integral part of the school library. If the class room teacher and the librarian cooperate, there will be no undue loss of material.

4

Wilson, Martha, School Library Management, p. 7.

5

Logasa, Hannah, The High School Library, p. 223.

6

Ibid., p. 224.

7

Ibid., p. 225.

8

Ibid., p. 226.

Logasa, Hannah, The High School Library, p. 223.

TABLE XVII

## CLASS ROOM LIBRARIES IN SURVEYED AREAS

	Libraries		No Libraries	
	F	P	F	P
Indiana	23	54.7	19	45.2
Illinois	33	67.3	16	32.6

In the surveyed areas Indiana has 23 out of 42 schools, or 54.7 per cent, that have class room libraries while Illinois has 33 out of 49 schools or 67.3 per cent with class room libraries.

## Summary of Table XVII

It would seem that the books of a school would be more helpful if put in a central location rather than in class rooms when the schools are as small as those are which were surveyed.

## f. Use of Books and Libraries

One of the direct educational responsibilities of the library is to teach the pupils to use books and libraries.<sup>9</sup> The knowledge to be gained from them is indispensable.<sup>9</sup> The knowledge of a few books is no longer considered an education.<sup>9</sup> To get the most out of books one must learn how to use them. The answers from the schools in the surveyed areas as shown in Table XVIII point out the present conditions.

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<sup>9</sup>

Logasa, Hannah, The High School Library, p. 171.

Teaching methods that are in use now can not be carried on without the use of the library.<sup>10</sup> The problem, the project, and the laboratory methods of training call for the use of the library. Certain parts of the laboratory procedure will take place in the class room, but it will be finished in the library.<sup>10</sup> A laboratory relationship must exist between the library and the other departments of the school.<sup>10</sup> In the use of the library as a laboratory, careful plans must be made or the benefit is small.<sup>10</sup>

TABLE XVIII

## USE OF BOOKS AND LIBRARY

	Per Cent, of Intelligent Users									Used as a laboratory		Not used		Not reporting	
	10 to 19	20 to 29	30 to 39	40 to 49	50 to 59	60 to 69	70 to 79	80 to 89	90 to 99	F	P	F	P	F	P
Indiana	2	2		2	9	3	10	5	6	12	29.2	27	65.8	2	4.8
Illinois	1	3	2		5	3	12	5	9	13	26.5	33	67.3	3	6.1

The surveyed area in Indiana reports from 39 schools while that of Illinois reports from 46 schools on the question, What per cent of the pupils use the library intelligently? Three schools fall rather low in the intelligent use of the library when they run from 10 to 19 per cent.

<sup>10</sup>

Logasa, Hannah, The High School Library, p. 230-1.

on their shelves. Since only 2 of the schools in Indiana which do not have modern volumes of their own have access to a public

## Summary of Table XVIII

Too few schools use the libraries intelligently when in Indiana only 53 per cent of the reporting schools, and in Illinois only 65 per cent report an intelligent use of the libraries by 70 per cent or more of the pupils. The schools need an awakening to the importance of the knowledge of the proper use of the libraries.

Too few schools use the laboratory method of study when only 29.2 per cent of the reporting schools in Indiana and 26.5 per cent in Illinois use it. The text-book method is too much in vogue.

The author wonders if the per cent of intelligent users of the libraries is not placed too high when the laboratory method is used by such a few schools which report data for Table XVIII.

## g. Modern Books

TABLE XIX

## LIBRARIES WITH MODERN VOLUMES

	Having		Not Having		Not Answering		Using Public Lib.	
	F	P	F	P	F	P	F	P
Indiana	21	48.8	19	44.1	1	2.3	2	4.4
Illinois	38	77.5	10	20.4	1	2		

In Indiana 48.8 per cent of the schools and in Illinois 77.5 per cent of the schools have the volumes of the writers of today on their shelves. Since only 2 of the schools in Indiana which do not have modern volumes of their own have access to a public

library, what do the other 46.4 per cent of the schools do which have no volumes of the modern writers? What do the 22.4 per cent in Illinois do which have no modern volumes?

#### Summary of Table XIX

In a sense the situation is deplorable in both states, but in Indiana the situation is twice as bad. It seems that the inspection of the libraries in Indiana must be very lax. The pupils are sent out of the schools with no real idea of what the best literature is. Indiana has a complete book list for high-school libraries in the Library Manual for Secondary Schools, Bulletin No. 100-I. The blame would seem to belong to either the inspection or enforcement, or both.

#### 2. Magazines.

Magazines for general reading should be recreational and to satisfy intellectual curiosity. In schools where technical work is carried on special magazines are needed. Magazines which are of current interest should be bought freely.<sup>11</sup>

TABLE XX

#### NUMBER OF CURRENT MAGAZINES

		Number of Magazines Found in Schools																
		0	1	2	3	4	5	6	7	8	9	10	12	14	16	25	28	30
Indiana		5	2	3	3	2	4	6	1	1	2	8	1	1	1	1		
Illinois		2	2	1	3	6	6	4	3	6	1	6	3	2	2		1	1



Of the 41 schools reporting in Indiana only 5 or about 12½ per cent had no magazines while in Illinois only 2 schools out of 49 or 4.1 per cent had no magazines. The lowest number any school had was 1, the highest 30. The enrollment of the schools range from 35 to 120. The school in Illinois that had 30 magazines had no newspapers or bulletins, while at the other extreme that was in the same state was 5 magazines and 2 daily newspapers.

### Summary of Table XX

The use of magazines seems to be prevalent, but too many schools have too few magazines. A school of a very small enrollment should not have less than 3 or 4 magazines.

### 3. Pamphlets and Bulletins

Pamphlets and clippings are of value when arranged for use, otherwise rubbish.<sup>12</sup> Every library in a rural or village high school should be well-stocked with the latest bulletins and pamphlets on economic, civic, social and occupational questions.<sup>13</sup> These are indispensable in vocational work and helpful in any work.<sup>13</sup> Most of them can be secured at little or no cost from the departments of the national government or state universities.

<sup>11</sup> Wilson, Martha, School Library Management, p. 24.

<sup>12</sup> Johnson, Franklin W., The Administration and Supervision of the High School, Chap. XVI.

<sup>13</sup> Ferriss, E. M., Secondary Education in Country and Village, p. 133.

TABLE XXI

## SCHOOLS WITH LATEST BULLETINS AND PAMPHLETS

	Having		Not Having		No report		Kinds of Each			
	F	P	F	P	F	P	Econ.	Civic	Social	Occupational
Indiana	19	46.3	20	48.7	2	4.8	12	13	13	13
Illinois	28	57.1	18	36.7	3	6.1	18	20	26	26

Only 19 out of 41, or 46.3 per cent, of the Indiana schools avail themselves of the valuable knowledge to be gained from bulletins and pamphlets. In Illinois 28 out of 49 or 57.1 per cent avail themselves of the opportunity. The social and occupational bulletins seem to be chosen more than the others.

## Summary of Table XXI

It seems nearly criminal carelessness for schools to neglect such an opportunity as the availability and usability which the bulletins offer. It would seem that the best solution would be for the state to rigidly require a certain number of each kind to be kept on file in the libraries of the high schools.

## 4. Daily Newspapers

An adequate periodical section is essential in any library if it expects to meet the demands of the modern school.<sup>14</sup> All

<sup>14</sup> Ferriss, E. M., Secondary Education in Country and Village,

p. 133. Record, Jan. 1929, p. 4.

high-schools should have available for its pupils a list of current newspapers, magazines, and journals.<sup>14</sup>

TABLE XXII

## LIBRARIES WITH DAILY NEWSPAPERS

	Papers		No papers		No report		Number of papers	
	F	P	F	P	F	P	1	2
Indiana	19	46.3	21	51.2	1	2.4	15	4
Illinois	21	42.8	28	57.1			19	2

In Indiana one school had 15 magazines and no daily newspaper; in Illinois one had 30 magazines and no papers or bulletins.

## Summary of Table XXII

The pupils must have access at all times to daily newspapers if they are to be able to weigh and decide the value of newspaper articles. The high schools seem to lose the balance necessary in the periodical section of the libraries.

## B. ADDITIONS AND CONTINUITY

## 1. Private Contributions

The number of books in a library may be less significant than their quality.<sup>15</sup> The books must be "live," well-distributed

However they were, they must be available to the pupils.

proper recognition.

Robertson, David A., "The College Library," The Educational

Record, Jan. 1929, p. 4.

16

Koss, Leonard V., The American Secondary School, 1929.

and must bear specifically on the subjects taught.<sup>15</sup> The value of donations is often questionable, for who wants to read the discarded volumes of sermons thirty years old which some minister has discarded by donating to the library.<sup>15</sup>

Pupil cooperation properly stimulated may take the form of a "Library Day." Where school libraries are inadequately supplied with books, early in the fall a date is set for the following spring to be observed as a library day.<sup>16</sup> Desirable book lists are planned by the teachers.<sup>16</sup> The pupils as far as possible have some of the listed books ready to donate on that day.<sup>16</sup>

TABLE XXIII

## LIBRARY DAYS IN THE SCHOOL

	Library Days		No Library Days	
	F	P	F	P
Indiana			41	100
Illinois	3	6.1	46	93.8

Only 3 schools of the 90 reporting had anything resembling a library day for donations. Two of these 3 had had programs to raise money to purchase the needed books. The author has visited several of the libraries during his study, and has found many complete sets of books that are never opened or used. However they were stamped with the name of the donor to insure proper recognition.

<sup>17</sup> Ferriss, M. M., Secondary Education in America, p. 100.

<sup>16</sup>

Kobs, Richard V., The American Secondary School, p. 720.

## Summary of Table XXIII

Private donations to school libraries by means of library days are not common. The libraries get their needed books, if they get them, through the usual school channels.

## 2. Continuity

Continuity in the upkeep and administration of a library is essential to its usefulness in a school system. Its needs must be budgeted the same as other departments, and its administration should not be changeable.<sup>17</sup>

TABLE XXIV

## CONTINUITY IN UPKEEP AND ADMINISTRATION

	Continuity		No Continuity	
	F	P	F	P
Indiana	21	51.2	20	48.7
Illinois	41	83.6	8	16.3

In Indiana only 21 out of 41 schools or 51.2 per cent of the schools have continuity in upkeep and administration while in Illinois 83.6 per cent have.

## Summary of Table XXIV

Indiana is too lax in the upkeep and administration of high-  
 reported and 48 or 48.7 per cent had no continuity in

17

Indiana Ferriss, E. M., Secondary Education in Country and Village,

p. 133-4.

school libraries. This laxness may be due, no doubt, either to lack of funds or to carelessness. It would seem to be the latter, for no state aid counties were in the survey. This also seems to be another proof that the school authorities are not awakened to the importance of the library in education.

### 3. Annual Public Expenditures

A check on the continuity of upkeep of libraries may be found in a table of annual public expenditures for such purposes. With this in mind the author gathered data for the fiscal years of 1926-7, 1927-8, and 1928-9. The results may be found in Table XXV.

TABLE XXV

#### ANNUAL EXPENDITURES FOR THE FISCAL YEARS OF 1926-7, 1927-8, AND 1928-9

##### Section A. Expenditures Grouped for the Fiscal Year 1926-7

	Annual Expenditures Grouped						No Expenditures		
	\$ 1-49	50-99	100-149	150-199	200-249	250-299	Over 300	F	P
Indiana*	5	12	1	1			2	19	47.5
Illinois*	11	20	8	2	3	1		3	6.2

\*Indicates number of schools

Forty schools in Indiana report, but only 21 or 52.5 per cent had an annual expenditure while in Illinois 48 schools reported and 45 or 93.7 per cent had an annual expenditure. In Indiana 2 schools spent \$500.00 while Illinois had 1 school

spending \$270.00. For the year Indiana spent \$2340.00 or an average of \$57.07 per school while Illinois spent \$4630.00 or an average of \$95.48 per school.

### Section B. Expenditures Grouped for Fiscal Year 1927-8

	Annual Expenditures Grouped						No Expenditures		
	\$ 1-49	50-99	100-149	150-199	200-249	250-299	Over 300	F	P
Indiana*	6	9	4	1		2	3	15	37.5
Illinois*	7	26	7	5	1	1		2	4.1

\*Indicates number of schools

In Indiana 40 schools report, but only 25 or 62.5 per cent make annual expenditures. In Illinois 48 schools report, only 47 or 97.9 per cent make annual expenditures. The lowest expenditure in each state was \$10.00. Indiana's highest was \$500.00 while that of Illinois was \$279.00. For the year Indiana spent \$3795.00 or an average of \$94.87 per school while Illinois spent \$4954.00 or an average of \$103.20 per school. Illinois reached nearly double the number of schools.

### Section C. Expenditures Grouped for the Fiscal Year 1928-9

	Annual Expenditures Grouped							No Expenditures	
	\$ 1-49	50-99	100-149	150-199	200-249	250-299	Over 300	F	P
Indiana*	7	12	4	3		1	3	11	26.8
Illinois*	5	25	4	5	3	1	3	3	6.1

\*Indicates the number of schools

In Indiana 41 schools report, but only 30 or 73.1 per cent make annual appropriations. In Illinois 49 schools report, but only 46 or 93.8 per cent make annual expenditures. The lowest expenditure in Indiana was \$20.00; in Illinois, \$50.00. The largest expenditure in Indiana was \$500.00; in Illinois, \$750.00. For the year Indiana spent \$3915.00 or an average of \$130.00 per school while Illinois spent \$6720.00 or an average of \$146.00 per school.

Section D. Per Cent which made Annual Expenditures,  
and the Amount Spent

	1926-27		:	1927-28		:	1928-29	
	Per Cent reporting expenditures	Am't spent		Per Cent reporting expenditures	Am't spent		Per Cent reporting expenditures	Am't spent
Indiana	52.5	2340	:	62.5	3795	:	73.1	3915
Illinois	93.7	4630	:	97.9	4954	:	93.8	6720

Summary of Table XXV

The states should set a minimum annual expenditure for such amounts, because \$10.00 and \$20.00 which some schools spent is not more than enough for magazines and papers. Indiana shows good increases both in the per cent of schools getting annual expenditures and in the amounts expended. Illinois started on a higher level and is still on a higher level. The principle of continuity in upkeep is being carried out. If the average annual amounts spent in each year in each state were carried on for some years



to come, it would seem that adequate and efficient libraries would become the usual instead of an unusual condition of affairs.

### C. RELATIONS WITH THE COMMUNITIES

Much of our reading is of a recreational type.<sup>18</sup> One of the greatest services that can be rendered, therefore, is to afford wholesome recreation.<sup>18</sup> A library that is a real center is the gathering place for the community in which it is located.<sup>18</sup> It is a common meeting ground and serves a social purpose as well as an educational one.<sup>18</sup>

The library facilities of small high schools can be materially increased when such high schools make use of efficient public libraries.<sup>19</sup> There should be close cooperation between the school library and the public library.<sup>20</sup>

"Cooperation with village or city libraries where such exist, is highly desirable and may be made of value, but the school itself should maintain, within its own quarters, a library which can be utilized constantly at any hour of the school day by the teachers and pupils for reference and study."<sup>21</sup>

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18

Underwood, Ruth, "A County Library in a State where Rural Libraries are Scarce," School Life, Mar. 1929, p. 121.

19

Lathrop, Edith A., "The Library in the Small High School,"

The Indiana Teacher, Dec. 1929, p. 26.

20

Administrative Handbook for Indiana High Schools, p. 11.

21

Books and Maps in Recognized High Schools in Illinois,

Circular 239, 1929, p. 5.

inadequately equipped.

The author keeping in mind the ideas of the Indiana and Illinois statements about the relationship and cooperation with public libraries puts some of the gathered data on those ideas in Table XXVI.

TABLE XXVI

## COMMUNITIES WITH PUBLIC LIBRARIES AND THEIR SCHOOL RELATIONS

	Public Library in Community		Not in Community		Cooperation with School	
	F	P	F	P	F	P
Indiana	12	29.2	29	70.7	12	100
Illinois	19	38.7	30	61.2	19	100

In Indiana 12 out of 41 schools reporting, or 29.2 per cent, have public libraries in their communities, while in Illinois 19 out of 49 schools, or 38.7 per cent, have such libraries in their communities. The cooperation in both states between the public library and the school is 100 per cent. Three schools use the public library nearly entirely, as they have practically no school library. One of those schools when investigated by the author was found to be 5 or 6 blocks away from the school.

## Summary of Table XXVI

The 100 per cent cooperation seems to show that the schools are alive to the value of a library. The other schools in Indiana and Illinois that are without public library service seem to be inadequately equipped.

The author also wanted to learn the relationship that the school library bore to the community. The data expressed in Table XXVII endeavors to show the relationship.

TABLE XXVII

## RELATIONSHIP BETWEEN THE SCHOOL LIBRARIES AND THEIR COMMUNITIES

	Community Library		Not a Community Library		Community Shares Cost besides tax		Not Share Cost		Share Control		: Not Share	
	F	P	F	P	F	P	F	P	F	P	F	P
Indiana	6	14.6	35	85.3	8	19.5	35	80.4			41	100
Illinois	6	12.2	43	87.7	3	6.0	46	93.8			49	100

In 6 Indiana schools and in 6 Illinois schools the school library was used as a community one. In 8 schools in Indiana and in 3 in Illinois special school library taxes and a county tax were used besides the general tax. In neither state did the community have any share in the management.

## Summary of Table XXVII

A fine spirit of cooperation is shown when the community can use a school library. Not enough communities avail themselves of special taxes that may be levied for libraries. The correct attitude seems to have been taken when 100 per cent of the schools permit no share in the management of the library by the community.

## D. PHYSICAL CONDITIONS

The library room must not only be adapted for its service in

the school, but it also must be beautiful so as to influence the lives of the pupils and create a desire for artistic and harmonious surroundings.<sup>21</sup> The educative value of good pictures and objects of art can not be measured.<sup>21</sup> Since the library is the center of the intellectual interests of the school, it should be made worthy of the pupils.<sup>21</sup> A few good pictures are worth many poor ones.<sup>21</sup> Friezes are of value too. Reproductions of classic statuary make good decorations for the library, as also do the busts of authors and great men.<sup>22</sup>

Table XXVIII is an attempt by the writer to ascertain if any real attempt is being made at mural decorations in the libraries of the surveyed areas.

TABLE XXVIII

## MURAL DECORATIONS IN SURVEYED AREAS

	Mural Decorations		No Decorations	
	F	P	F	P
Indiana	7	17.0	34	82.9
Illinois	6	12.2	43	87.7

Seven schools out of 41 or 17.0 per cent are well-supplied with mural decorations while in Illinois 6 out of 49 or 12.2 per cent are supplied.

22

Logasa, Hannah, The High School Library, p. 44-5.

Summary of Table XXVIII

To make a well-balanced individual the aesthetic as well as the intellectual should be appealed to. The aesthetic side does not seem to be appealed to in a very great degree in the surveyed areas through the mural decorations in the libraries. It would seem the best to have a minimum amount of such decorations set by the state, and require compliance as is done with other school equipment.

It seems that the type of material in some of the survey groups should help determine what conditions there are relative copyright dates for the English language in 1902 in Illinois and 1906 in Illinois, for the Social Science group and 1906 in

## General Summary of Chapter VIII

The number of volumes in about 50 per cent of the schools surveyed seem to be sufficient. The writer wonders if the needs of the schools are met. Quantity rather than quality seems to prevail in some schools. Illinois averages higher than Indiana in the number of volumes per school.

According to the reports from some schools 25 per cent of the libraries is "dead" material. That condition seems disgraceful. The author thinks that the conditions might be due either to the laxity of state inspection, or to the failure to realize the importance of the library in education, or both.

Of the seven, English, Social Science, Natural Science, Mathematics, Foreign Language, Vocational, and Miscellaneous, into which the books of the surveyed libraries were classified, the Social Science groups are more nearly balanced, with 62.5 per cent of the schools near the standard. The other groups range from 45 to 75 per cent badly unbalanced, as Table XII indicates. The situation seems deplorable when really only 2 schools in Illinois and 1 in Indiana approach a balanced condition in all of the seven groups. It seems as if the blame may be to the state, to the school executives, and to the community.

It seems that the age of the books in some of the seven groups should help determine their usefulness. When the median copyright dates for the English groups are 1903 in Indiana and 1906 in Illinois, for the Social Science groups are 1906 in the lack of pamphlets and bulletins when the copyright of

Indiana and 1910 in Illinois, for the Natural Science groups are 1906 in Indiana and 1910 in Illinois, it would seem that the situation is very bad, and that a radical change in the library policy is needed.

The data on the most popular fiction are small in amount, but the trend of it would seem to indicate that the older fiction is still popular.

The data of Table XVI seem to indicate that neither state provides books or magazines for the professional study of the teacher. Indiana is the more lax.

It would seem that the books of the schools of the size of those surveyed would be more helpful when centrally located.

The text-book method of study seems to be used too much, since the laboratory method is used in from only 26.5 to 29.2 per cent of the schools. The laboratory method requires extensive use of the library, hence it would seem that the libraries are not used extensively enough, and that the number of intelligent users of the libraries among the pupils would be too small.

In Indiana 46.4 per cent of the schools surveyed and in Illinois 22.4 per cent have no modern volumes on the shelves of libraries. It would seem that the libraries are not up-to-date in this respect.

The use of magazines seem to be prevalent, but the numbers that are supplied seem to be too small.

The schools seem to be nearly criminal in carelessness in their own work entirely. The lack of pamphlets and bulletins when the enrichment of so

many courses may be obtained at little cost.

Table XXII indicates that in Indiana 51.2 per cent and in Illinois 57.1 per cent of the surveyed schools have no access to a daily newspaper. It would seem to indicate that those schools do not want their pupils to become intelligent and discriminating readers of daily events, or that they depend on the home.

Table XXIV seems to indicate nearly criminal neglect in Indiana when 48.7 per cent of the surveyed libraries have no continuity in upkeep. Illinois is bad enough with 16.3 per cent guilty of neglect.

Some phases of the library situation seem to be on the upward trend. Indiana is increasing annual expenditures for the libraries, and the number of schools in Indiana is growing too. In Illinois the amount spent annually, and the per cent of schools with annual library expenditures is on the increase. Illinois, however, has always been on a higher level in this respect as shown by the data of Table XXV--A, B, C, and D. The annual expenditure, however, are too small in many cases.

Both states have 100 per cent cooperation with the public libraries in their communities as shown by the data of Table XXVI.

The data of Table XXVII would seem to indicate that many communities do not levy a library tax even when it is needed. This table also shows that 100 per cent of the libraries manage their own work entirely.



The aesthetic side of the pupils does not seem to be appealed to very markedly in the libraries of the surveyed areas, since the data in Table XXVIII indicate that 82.9 per cent of the Indiana schools and 87.7 per cent of those in Illinois do not use mural decorations at all.

The libraries of the surveyed areas seem to be over-balanced, to have too large a per cent of old books, to lack enough modern volumes, to take too few magazines and papers, to have a dearth of bulletins and pamphlets, not to be able to obtain a library tax even when it is needed, to lack continuity in upkeep, and not to be used enough by the laboratory method of study.

The really bright spot seems to be shown in the annual expenditures for the fiscal years of 1926-7, 1927-8, and 1928-9, where rather marked increases are shown.

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...
- 6. ...
- 7. Not enough spent on the purchase of books.
- 8. Materials supplied by a nearby library about 10 miles away.
- 9. No library program.
- 10. Our present library is a good one.

CHAPTER IX. OPINIONS OF THE PRINCIPALS OF THE SURVEYED AREAS

The writer in organizing the data in the answers to question 45 in the questionnaire, "Would you as the executive of your school express in a short paragraph your idea of the cause of the present condition of the libraries and suggest a remedy to better their condition?", placed the answers in groups and indicated the number of schools giving such an answer or remedy.

In Indiana

Present conditions found in the reports of 25 out of 41 schools,

1. Lack of systematic annual appropriations.....15 schools.
2. Lack of knowledge by the board or trustee of the meaning of library work..... 7 schools.
3. Lack of the proper organization of the materials on hands..... 7 schools.
4. No trained worker or trained teacher-librarian in the school..... 5 schools.
5. No community interest in library work..... 4 schools.
6. Too much dependence on the town library..... 4 schools.
7. Not enough care in the selection of books..... 3 schools.
8. Materials supplied by a county library which is 10 miles away..... 3 schools.
9. No library program..... 2 schools.
10. Our present library is a good one..... 2 schools.

11.	The principal shirks the duty of educating the board or trustee.....	1 school .
12.	Lack of equipment.....	1 school .
13.	Too much dead material.....	1 school .
14.	Trustees imposed upon in buying.....	1 school .
15.	Not enough reference books.....	1 school .

#### Remedies Suggested

1.	Systematic annual appropriations should be made..	15 schools.
2.	Trained teacher-librarians needed.....	5 schools.
3.	A library tax needed.....	3 schools.
4.	Principals should educate the school officials in regard to the use and value of the libraries..	1 school .

#### In Illinois

Present conditions in 35 out of 49 schools,

1.	Lack of systematic provisions for annual library appropriations by the school board.....	12 schools.
2.	Lack of trained library workers.....	9 schools.
3.	Lack of knowledge by the boards as to what the library really means.....	6 schools.
4.	No community interest.....	6 schools.
5.	Teachers have no real knowledge of library work.	6 schools.
6.	Present library is a good one.....	6 schools.
7.	No library program.....	4 schools.
8.	Lack of equipment.....	3 schools.

9. Lack of organization of the materials on hand.. 2 schools.
10. Library not sold to the students..... 2 schools.
11. Not enough care in the selection of books..... 2 schools.
12. Unstable tenure of administrative officers..... 1 school .
13. Teachers shirk their duty..... 1 school .
14. Too much fiction in the library..... 1 school .
15. Tendency to just meet the minimum requirements. 1 school .

#### Remedies Suggested

1. Systematic provision for annual appropriations by the school board for the library.....12 schools.
2. Principals should educate the boards..... 5 schools.
3. There should be book lists graded according to the amounts a school can spend..... 4 schools.
4. Normals and universities should provide a practical course on libraries in the teachers' training courses..... 3 schools.
5. Teachers should be required to have a course in library work in their training..... 1 school .

CHAPTER X. RECOMMENDATIONS

A revision of the state high-school library book lists should be made into at least three groups according to enrollment and to the kind of the high school. Each group should have definite minimum values to be met when libraries are first established, thereafter definite annual appropriations should be made. The books allotted to each of the above groups should be in the library before the list of the next group is started.

In small schools all teachers who major or minor in English should have at least six or eight hours in library training.

There should be a more rigid enforcement of the minimum of the required training for librarians and teacher-librarians.

The library should be placed on equal footing with the other departments of the school.

A rigid state requirement should be made in regard to the number of bulletins and pamphlets that a school should have.

A minimum amount of mural decorations should be set by the state.

The "dead" material should be ruthlessly weeded out by rigid state inspection.

Both Indiana and Illinois have definite rules and regulations concerning the appropriations, annual and otherwise,

that are to be made for high-school libraries.<sup>1</sup> The rules and regulations should be enforced, and in a few years all schools would have adequate and efficient libraries.

Rules and regulations may be issued by a state department of public instruction, but if an adequate, efficient and annual inspection of high schools is not provided, rules and regulations will avail nothing. It is reported that one high-school inspector of a midwest state scrutinizes only the position of the window shades and the system of ventilation. Will such an inspection provide an adequate library? Good ventilation is needful, but it is only one of the important things to be noted. The inspector should be one that has received special training for the work. He should not secure the position because of politics, but because of his qualifications. The inspection should be done thoroughly and fearlessly, and then the state department should withhold the recognition of the standing of the school until it complies with library or other requirements.

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<sup>1</sup>Library Manual for Secondary Schools, p. 6. State of Indiana Department of Public Instruction, Bulletin No. 100-I.

Books and Maps in Recognized High Schools in Illinois, Circular 239, 1929, p. 5-7.

APPENDIX

A. ANNOTATED BIBLIOGRAPHY

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INDIANA STATE  
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