

7-2-1951

A survey of the school libraries in Clay County

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A SURVEY OF THE SCHOOL LIBRARIES
IN CLAY COUNTY

A Thesis
Presented to
the Faculty of the Department of Education
Indiana State Teachers College

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

INDIANA STATE
COLLEGE LIBRARY

by
Evelyn Lucas
July, 1951

The thesis of Evelyn Lucas,
Contribution of the Graduate School, Indiana State
Teachers College, Number 726 under the title
A SURVEY OF THE SCHOOL LIBRARIES IN CLAY
COUNTY

is hereby approved as counting toward the completion of
the Master's degree in the amount of 8 hours'
credit.

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Date of Acceptance July 11, 1951

As you grow ready for it, somewhere or other you will
find what is needful for you in a book.

-- Anonymous

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CHAPTER I

THE PROBLEM AND THE IMPORTANCE OF THE STUDY

The library has come into its own. It is an institution having for its object, service. It can adapt itself to situations and agencies, especially for school. The school program of today has been broadened and socialized so that dependence on one book is an impossibility.¹ To fulfill its functions properly, the library must have an adequate and appropriate collection of books, periodicals, newspapers, pamphlets, and other printed materials. It must be administered by a trained librarian, preferably a teacher-librarian. To know books is important, to know children is more important, but to know the right book for the right child at the right time is the most important duty of the librarian. The library must have the financial support necessary to carry on its functions successfully. In general, the function of library service in the modern school is to provide materials for the enrichment of classroom procedures and the educational experiences of the child:

1. The library provides an enriched program so that effective attitudes and habits of reading for pleasure, for information, and for study may be developed.

¹ Lucile F. Fargo, The Library in the School (Chicago: The American Library Association, 1933), p. 11.

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2. The library stimulates a desire for the use of books through various kinds of good literature.

3. The library develops skill and resourcefulness in the use of books and libraries as tools of intellectual growth.

4. The library helps the child to discover the unity of knowledge and to learn many important things not contained in regular school courses.²

I. THE PROBLEM

Statement of the problem. This study is limited strictly to the schools in Clay County, Indiana, excluding those schools in and under the jurisdiction of the city of Brazil. No attempt has been made to evaluate the laws governing the nineteen schools in the survey or to excuse their shortcomings.

It is the purpose of this survey to give an unbiased statement of facts concerning the conditions as they exist in these schools and to evaluate them according to the standards set up by the American Library Association and the State Department of Education, thus showing how close to or how far from these standards the nineteen schools of Clay County are today.

Importance of the study. County unit plans have been

² Henry L. Cecil and Willard A. Heaps, School Library Service in the United States. (New York: The H. W. Wilson Company, 1940), pp. 23-24.

discussed and are being discussed in all parts of the state, of Indiana. Surveys have been made to show existing conditions in other phases of school life, and since access to libraries is essential in the development of children into mature, well-rounded individuals, it is doubly important that a survey of the school libraries be made.

Books are not plentiful in the homes of many children. The price of books, due to the increased cost of publishing, tends to discourage the ownership of good books. Therefore, the responsibility of providing a well-selected collection of books for recreational and informational reading has become the responsibility of the school library. This study is an attempt to show whether or not the school libraries in Clay County are meeting their responsibilities.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written on the administration of library service in the schools of today, the architecture of the library, and the type of librarian best suited to administer these services. Surveys have been made of the libraries in the United States by the American Library Association and of the libraries in Indiana by the State Department of Education and various committees, but a survey of the libraries of the schools in Clay County, Indiana, has not been made.

Certain standards have been set up as a result of these surveys and many problems revealed. A brief summary of the major problems closely related to the study conducted by the writer will be given.

School libraries for today and tomorrow. The school library may be considered a twentieth-century development, but libraries since their inception have been associated with schools in one way or another.³ An adequate educational program requires for every child of school age ready access to library materials and services.

The provision of equal educational opportunities for every child which such a program implies necessitates recogni-

³ American Library Association, School Libraries for Today and Tomorrow. (Chicago: A. L. A., 1945), p. 4.

tion of the following concepts:⁴

1. A school library should be an integral part of the school, and library service is an essential in the modern educational program.

2. The board of education as the governing agency of the school is responsible for providing library service in the school system.

3. School library service is important to children of all ages and of all races.

4. The school library program should be carried out by personnel trained and experienced in both school and library work and developed with the cooperation of other teachers and of students.

5. A central library within the school under the direction of a trained librarian should provide the most desirable library opportunity on both the elementary and secondary school levels.

6. Adequate school library service includes provision for trained library personnel and clerical assistants; organized collections of sufficient and appropriate books, other printed materials, and audio-visual aids; adequate library rooms properly equipped; a regular library budget; a library program which encourages and assists on the use of materials;

⁴ Ibid., pp. 37-8.

and a continuing evaluation of the effectiveness of the library services in the school.

7. Professional school library supervisory service by the state and city or educational agencies is essential for extension and equalization of school library opportunities.

School library personnel and standards in Indiana.

Rufsvold⁵ in her survey of Indiana schools says the library should be easily accessible to pupils, adequate in size, and attractive in appearance.

Adequate provisions for the school library should include the following: (1) a well-educated, efficient librarian; (2) books and periodicals to supply the needs for reference, research, and cultural and inspirational reading; (3) provision for keeping all materials fully cataloged and well organized; (4) a budget which provides adequately for the maintenance and improvement of the library; (5) encouragement of pupils in the development of the habit of reading and enjoying books and periodicals of good quality and real value; (6) continuous and systematic use of the library by teachers.

The library room, or combination library-study hall, should be easily accessible, should accommodate approximately ten per cent of the enrollment, should be attractive in appear-

⁵ Margaret I. Rufsvold, School Library Personnel and Standards in Indiana. (Bloomington, Division of Research and Field Services, Indiana University, 1948), pp. 28-9.

ance, and should contain standard library equipment, such as: reading tables, desks or desk-chairs, chairs, librarian's desk, cabinets for card catalogs, magazine and newspaper racks, dictionary stands, and filing cabinets. In judging library space, consideration should be given to modifying factors in individual schools and to the extent to which library facilities are decentralized.

Indiana School Librarians Association committee reports.

The Indiana School Librarians Association in 1950-1951 made several committee reports. The research Committee was established in 1947.⁶ This committee under the leadership of Herbert Beatty made four extensive studies covering: (1) Library Study Hall Combinations and Time Spent by Librarians in Library, (2) Library Instruction to the Student Body, (3) Library Instruction to Student Assistants, (4) Magazines in Indiana Schools.

The basis of the survey was the annual school library reports sent to the State Department of Public Instruction for the school year 1947-48.

⁶ Indiana School Librarians Association, Committee Reports. (Indianapolis, I. S. L. A., 1950-1951), p. 8.

CHAPTER III

STANDARDS FOR SCHOOL LIBRARIES

To understand fully his own life and environment, the child today must know something of yesterday, of the people who worked, achieved, and passed on, of the slow changes and new ideas which have made the present what it is. Knowledge of science and processes, of short cuts, and of details which are needed in his everyday life and work is essential. In the library, the store house of books, he will find wider visions and higher ideals.⁷

Certain standards must be followed if adequate service is to be given; for a school, if it is to guide those who enter its doors, must be built about the library.⁸

In glancing over the history of reading one finds it has played an important place in the curriculum from the beginning.⁹ It was the first of the traditional three R's, with primary emphasis upon mastery of the mechanics of oral reading. After 1910, silent reading became recognizable with stress on

⁷ Rose B. Knox, School Achievement and Equipment. (Chicago: Houghton Mifflin Co., 1937), p. 199.

⁸ Mary Helen McCrea and others, The Significance of the School Library. (Chicago: American Librarians Association, 1937), p. viii.

⁹ Lucile F. Fargo, The Library in the School. (Chicago: American Librarians Association, 1947), pp. 32-3.

comprehension of what was read instead of the glib pronunciation of words. By 1915, speed and extent of reading were being vigorously emphasized. Then between 1925 and 1930 the poor reader was discovered. Today the individual reader has assumed a hitherto unknown importance. His reading growth and the changes to be produced in him through his reading have become matters of growing consequence. In this growth the library plays its important role, for it houses the many books on various levels that are answers to the needs of the individual readers.

I. GENERAL STANDARDS

Certain facts stand out inescapably in the standards of school libraries, whether high school or intermediate libraries.

Library service. Library service should be given within the school, where the pupils are, and at the time when the learning situations arise. Closely integrated work occurs only when good books and other needed materials are housed within school walls, and when pupils and teachers have access to such materials.

Library quarters. The school library should be informal and homelike. It should be a laboratory, a workshop, and a materials' center where pupils may go at any time for help

from a friendly librarian or to while away some leisure time in a profitable and educational manner.

Public relations. The school library should be in accord with the school program. Library hours or free reading periods should be arranged. The librarian and teachers work as a team. Library service conforms to educational aims and changes, and the librarian should follow these changes through close cooperation with administration and faculty members.

Librarian. The librarian should be capable of a wide range of duties, from finding a book for a backward, slow reader to making a bibliography for the social studies teacher. The librarian must be intimately acquainted with books, have a wide knowledge of sources of information, and have a working psychology of boys and girls with the ability to handle varying age levels in the schools.

II. AMERICAN LIBRARY ASSOCIATION STANDARDS

Each school library is to be so planned that it will fit the specific type of school in which it is located. In Clay County there are elementary schools and combination schools in which elementary grades and high school are associated administratively in one building. A problem may arise in elementary schools of six rooms or less, since a separate library room may not be practicable, but in such a case

classroom provision for books and a central space for certain materials may be substituted.

The Committee on Planning School Library Quarters suggests the following areas¹⁰ for the various necessary services: a circulation and reading center; storage and work space; areas for projection and listening purposes (audio-visual); and "a few square feet of his own" for the librarian.

As space allowances for these areas, the Committee recommendations are:

Circulation and reading center: Twenty-five square feet per reader.

For elementary schools, space for seating the largest class (about thirty-five) plus twenty.

For combination schools, space for seating 15 to 20 per cent of the high school enrollment and the largest elementary class plus twenty. The total minimum seating capacity should be seventy-five.

Storage and work space: From 200 to 230 square feet. (In combination schools, work and storage spaces should be separate, workroom, 150 square feet; storage, 200 square feet.)

Space for projection and listening purposes: Area

¹⁰ American Library Association. American Association of School Librarians Committee on Planning School Library Quarters. Dear Mr. Architect. American Association of School Librarians, 1946. p. 1.

equivalent to that of an average classroom.

A few square feet of his own for the librarian:
Office space. (In the smaller library this may be combined with work and storage space.)

The location of the library in the building will depend primarily on the general architectural plan, lighting, need for quiet, and possibilities for expansion. The library should be centrally located and in the area devoted to quiet study. In a small library, a single doorway should lead from the reading room into the hall. In larger libraries additional doorways are needed, but the number should be small, as supervision is easier with fewer exits. The library should be open every period of every day for the use of both pupils and teachers. Assistants can be easily and efficiently trained to handle a library during the absence of the regular school librarian. Credit may even be given the student for such services.

A library is not a show place, but a place to be lived in, having "the friendly atmosphere and mellow character which beckon to the passing student."¹¹ Graciousness, pleasing color, and emotional appeal are essentials. Simplicity is the keynote.

Heat is injurious to books, so radiators, steam pipes,

¹¹ Fargo, op. cit., p. 45.

and hot air vents should be as far removed from shelving as possible. Thermostats and other such apparatus should be so placed as to conserve shelf space. All parts of the library should be well ventilated, preferably without the necessity of opening windows.

Alcoves off the principal's office, rooms adjoining study halls, and basement rooms may be easily used for libraries. The important thing in all cases is to provide for shelving, magazine display, and supervision and not to shut reading materials up in a place where pupils cannot get to them.

Much can be said for study hall libraries. The study hall library allows movement and quiet conversation without annoyance to those studying textbooks. The entire study hall may be made to look as much like a library as possible if there is no alcove, and it can preserve library atmosphere and arrangement while economizing on personnel.

The recommendations made by the American Library Association¹² concerning the library-study hall are summarized as follows:

1. If not more than thirty students are to be assigned to a study hall, it would be better to have a combined library-study hall with a professionally trained librarian in charge than to have no librarian in the school. This will apply chiefly to small high schools.

¹² American Library Association. Planning School Library Quarters. (Chicago: American Library Association, 1950), p. 9.

2. If more than forty students are to be assigned to study in the library in one period:

a. An additional teacher or librarian should be provided to supervise activities in the library.

3. If a library-study hall is decided upon, it should be built as a library rather than as a conventional study hall.

The library should be equipped with shelves three feet be eight inches and centimeter dimension catalog trays. Good durable tables and chairs are all that is required since the day of complete uniformity is past. This uniform shelving makes it possible to take care of eight books per shelf foot. Slanting shelving may be used for current magazines and display purposes. For the elementary school, deep lower shelves for oversized books may be provided. Each school must fit its library to the school it is to serve. The schools are now individualized, and what fits one situation will not work in another. Common sense should be used in all situations, and standards should be followed when possible.

No library could efficiently operate with just shelves, chairs, tables, and workroom. Library books plan an important part, and a budget should be set up to be used exclusively for library purposes. The sum set aside for library purposes will necessarily be greater the first year or two than later. After a basic collection has been purchased, it will only be necessary to provide for replacements, repairs, binding, and a continuous development. The Standard Catalog for High

School Libraries and the Children's Catalog are the best sources of book supplies for any school. The average allotment should run from \$3.16 per volume in the field of art to a low \$2.01 in (modern) foreign Language. Study of the supplements revealed that for every one hundred books produced in the field of English, there were three in music, thirty-eight in science, fifty-one in social science, twelve in domestic science, and so on.¹³

Provisions should be made for periodicals in the library budget; and an item for pamphlets may be desirable; though it is usually included in departmental estimates. Something like 15 per cent has been suggested as a reasonable estimate for periodicals.¹⁴ However, the American Library Association Committees on Post-War Planning approach the problem of periodicals from the view point of the number of titles needed in schools of varying grades and enrollments, suggesting ten to fifteen titles for an elementary school enrolling two hundred, and fifteen to twenty-five for a high school of similar size.¹⁵

¹³ Fargo, op. cit., p. 250.

¹⁴ American Library Association, School Libraries for Today and Tomorrow, op. cit., p. 22.

¹⁵ Ibid., p. 23.

Where the library is a going concern it is necessary to provide for replacements and for binding. Unless this is done the book collection soon lacks the physical attractiveness essential to encouraging the reading habit, and large numbers of its books and magazines are destroyed or lost.

The following is a budget for a combination school in Indiana with an enrollment of 200 or less:

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

Binding magazines and rebinding books	\$ 40.00
Magazine subscriptions	20.00
Supplies (catalog cards, book pockets, etc.).	10.00
Pictures	2.00
Government bulletins, etc.	3.00
Equipment	10.00
Contingent	15.00

II. Books

Reference	27.00
General reading, grades and high school	54.00
Departments (Social studies, Fine Arts, Languages).	<u>112.00</u>
Total	\$300.00 ¹⁶

¹⁶ Fargo, op. cit., p. 253.

The total amount allotted in each area may be subdivided as experience and good judgment suggest. Most libraries will want to set aside a special fund for books of general reference. Books of general reference are mentioned separately because they are expensive and require frequent renewal if reference service is to be of value. School Libraries for Today and Tomorrow suggests, for example, that "special provision must be made at least every five years for encyclopedia replacements."¹⁷

The amount allocated to each department depends on such factors as curricular requirements, departmental enrollments, the nature and extent of materials already available in the school library or obtainable through loan, present use made by each department of the library, the relative cost of books in different fields, and the need to keep balance in the library collection as a whole. "The school library for approximately 200 pupils should contain not less than 100-1700 titles appropriately balanced for the specific group of children;" and "provision should be made for the annual addition of at least 100 new titles or replacements."¹⁸ In a combination school the book collection should be larger to provide for the

¹⁷ American Library Association, School Libraries for Today and Tomorrow, op. cit., p. 23.

¹⁸ Ibid., pp. 20-21.

range of ages and abilities.

No library is complete without a librarian, and in many schools one librarian comprises the staff. That librarian is usually a teacher-librarian, since schools are small and school standards are still goals and not measures of actual practice.

The size of the staff depends on the enrollment, the number of teachers, and the nature of the service to be rendered. The American Library Committee¹⁹ suggests "a full-time librarian is needed in any school with a membership of 200 in which the full possibility of the library is realized in the school program."

The school librarian is a well-qualified teacher who in addition to required courses in education, has covered a more or less extensive curriculum in library science. The full-time librarian is required to have completed one full year in an approved library school or an academic major of 24 semester hours in library science. For the part-time librarian, requirements run from 6 to 18 hours only.

Practically no school large enough to employ a full-time librarian lacks two or three pupil helpers and the librarian should draft such help. Much can be accomplished by such arrangement, and usually pupils are anxious to do

¹⁹ American Library Association. School Libraries for Today and Tomorrow, op. cit., p. 17.

such work. Many pupils are able to do library work who are not able to be basketball or football stars.

The good librarian makes friends with teachers and pupils, tries to heal sore spots, exercises good judgment, cooperates with the administration and faculty, publicizes the library, not only the books but the activities, takes the initiative in her special field, and never forgets she is working with a group of specialists whose advice, cooperation, and assistance are valuable. She is a public relations scholar and knows what to do in all situations. She greets all with a smile, chats cheerfully at the right time, serves her school well with small services thrown in gratis, and sends all away with a parting reminder to come again soon.

Table I gives a quick picture of the above explained standards.

Indiana Library Standards. Every school should have a modern, well-equipped library. The library should be properly furnished and accessible to the pupils. It is thought advisable to have the social studies, English, and science rooms located very near the library.²⁰

The library should accommodate approximately ten per

²⁰ Margaret I. Rufsvold, School Library Personnel and Standards in Indiana, 1948. Bulletin of the School of Education, Indiana University, p. 26.

TABLE I

QUANTITATIVE STANDARDS SUGGESTED FOR SCHOOL LIBRARIES²¹

General

Personnel: 1 full-time librarian with college year of library training to serve up to 500 pupils and 1 for each additional 500 pupils. One clerical assistant to serve up to 1,000 pupils and 1 for each additional 1,000 pupils.

Collection: books, periodicals, information file, and audio-visual materials organized for service

Library

quarters: reading room, workroom, and storage as minimums, with conference room recommended

Size of school En- roll- ment	Library personnel		Library reading rooms			Library book collection		
	Trained librarian	Clerical	Floor space per reader	Minimum seating capacity	Number reading rooms	Minimum number titles	Minimum number volumes	Book budget per pupil
200	1	Part-time	25 sq. ft.	Largest class group plus 20	1	1,700	2,000	\$1.50
500	1	1	25 sq. ft.	75	1	3,500	5,000	\$1.50

²¹ American Library Association, School Libraries for Today and Tomorrow. (Chicago: A. L. A., 1945), p. 41

cent of the enrollment, should be attractive in appearance, and should contain library equipment such as: reading tables, desks or chairs, cabinets for card catalogs, magazine and newspaper racks, dictionary stands, and film cabinets.

The books should be properly classified and shelved. The book collection should include:

Ready reference materials (encyclopedias, dictionaries, atlases, and world Almanac).

Supplemental subject reference materials in language arts, mathematics, social studies, science practical arts, and fine arts.

Books and periodicals for general reading.

Every certified school should spend at least 75 cents per pupil enrolled per school year for library materials.²²

Every continuous commission school should spend at least \$1.00 per pupil enrolled per school year for library materials.

Every first class commission school should spend at least \$1.25 per pupil enrolled per school year for library materials.²³

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

²² Department of Public Instruction. The Administrative Handbook for the Schools of Indiana. State of Indiana, 1948, p. 93.

²³ Ibid., p. 94.

Certification requirement for school librarian. The requirements were first set up in Indiana in 1937. They were revised in 1946. The following requirements are all that apply to schools in Clay County:²⁴

Every continuous commission school should employ a teacher with a license in library science.

Every first class commission school should employ a teacher with a regular license in library science, Option I, or a special license in library science or a provisional certificate in library science with at least six additional semester hours in library science, or a first grade certificate in library science.

Library service without study-hall supervision should be recognized as a part of the librarian's teaching load with an allowance of minimum time in proportion to the enrollment as follows:

Enrollment	Time of Librarian	Clerical Assistant
100 or less	1/3 time	
100-300	1/2 time	
301-700	Full time	Part time ²⁵

A School librarian will be required to take eighteen semester hours of library science distributed as follows:

²⁴ Department of Public Instruction. The Administrative Handbook, op. cit., p. 93.

²⁵ Rufsvold, op. cit., p. 27.

Books for elementary and secondary schools	6
Cataloging and classification	3
Basic reference tools	2
School Library Organization, Administration, and Practice	3
Audio-Visual materials	2
Directed elective	2
Total	18 ²⁶

In a school with an enrollment of 200-499 pupils, the librarian may be a full-time librarian, a study-hall librarian, or a teacher-librarian and have completed a minimum of 16 semester hours in library science. In a school with an enrollment of fewer than 200 pupils, the librarian must devote at least two periods a day to the library and must have completed a minimum of six semester hours in library science.

To be most serviceable, appropriate library materials should be placed in the classrooms, laboratories, and workshops where they are needed. However, all such library materials, should be properly cataloged and the records should indicate in which rooms they have been placed.

²⁶ Ibid., p. 31.

CHAPTER IV

CLAY COUNTY SCHOOLS

Clay County, Indiana, is divided into eleven townships, ten of which were used in this survey. Each township has at least one school and several townships have several schools. Seven of these schools are consolidated schools and the remaining twelve schools are elementary schools.

1. The elementary school is ordinarily a six-year or eight-year institution. Some school corporations include kindergartens and nursery schools in their elementary organization. However, grades 1-8 are considered a unit for the distribution of state funds.

2. The secondary school is ordinarily as 7-12 or 9-12 year institution. Grades 9-12 are considered as a unit for the distribution of state funds.

3. Consolidated schools are a combination of elementary and secondary schools.²⁷

The schools of Clay County, Indiana, are divided into two classes, certified and continuous commissioned schools. The type of rating the school has is determined by the Indiana State Board of Education according to the following:

- a. Length of school term.
- b. Licensed principal.
- c. Training of teachers.

²⁷ State of Indiana Department of Public Instruction. The Administrative Handbook for the Schools of Indiana. (State Department of Public Instruction, Indianapolis, 1948), p. 91.

- d. Subjects taught.
- e. Equipment.
- f. Amount spent per pupil on library materials.
 \$.75 per pupil in certified schools.
 \$1.25 per pupil in commissioned schools.
- g. Guidance program.²⁸

The nineteen schools in Clay County, Indiana, are divided as follows:

CONTINUOUS COMMISSION SCHOOLS

School	Township	Grades	Enrollment
Carbon	Van Buren	1-8	56
Clay City	Harrison	1-12	460
Coalmont	Lewis	1-12	325
Cory	Perry	1-12	175
Staunton	Posey	1-12	405
Van Buren	Van Buren	1-12	385

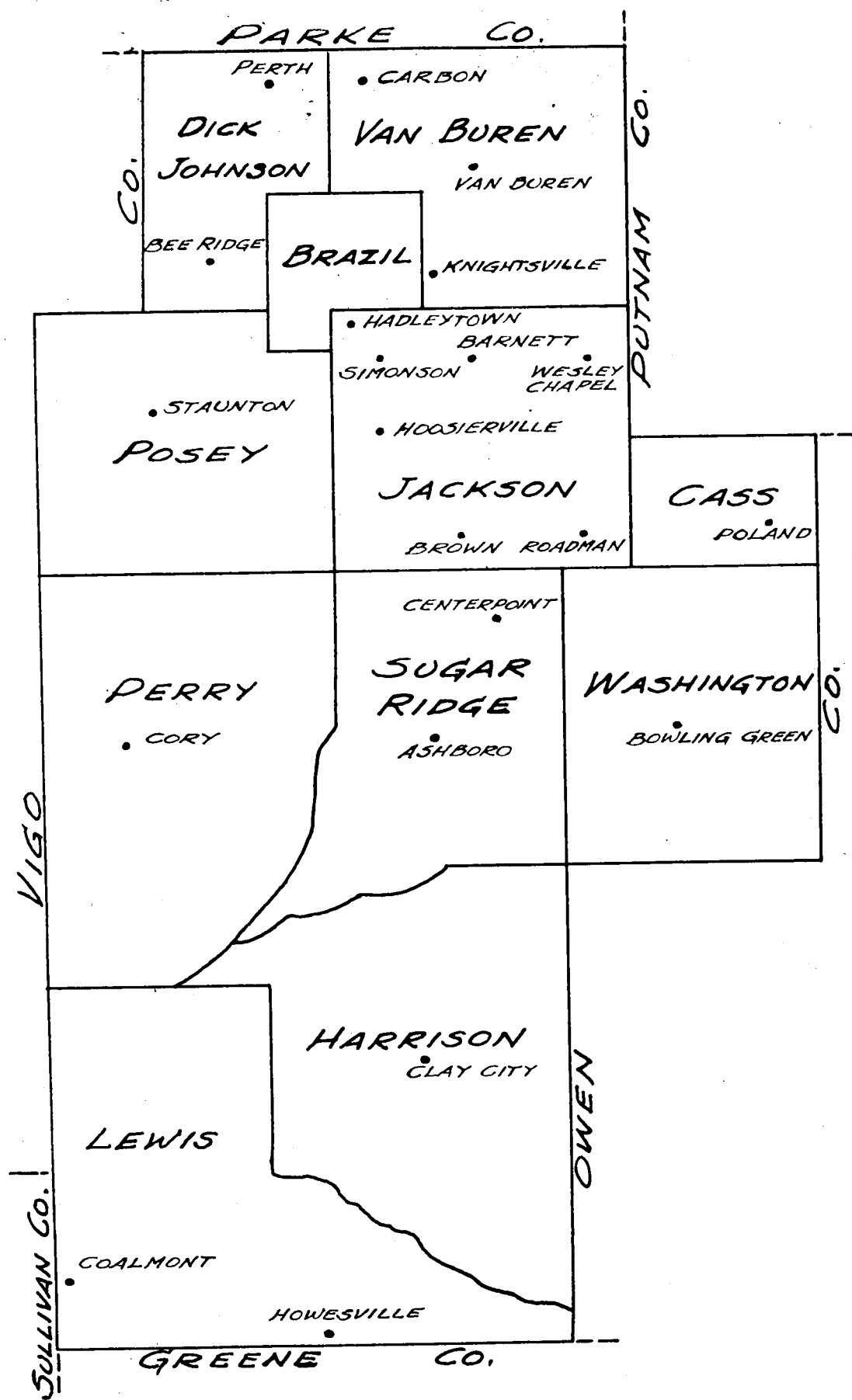
CERTIFIED SCHOOLS

School	Township	Grades	Enrollment
Ashboro	Sugar Ridge	1-12	149
Barnett	Jackson	1-8	18
Bee Ridge	Dick Johnson	1-8	109
Bowling Green	Washington	1-12	169
Centerpoint	Sugar Ridge	1-8	35
Hadleytown	Jackson	1-8	31
Hoosierville	Jackson	1-8	28
Howesville	Lewis	1-8	24
Knightsville	Van Buren	1-8	83
Perth	Dick Johnson	1-8	55
Poland	Cass	1-8	30
Roadman	Jackson	1-8	35
Wesley Chapel	Jackson	1-8	32

The location of each school is shown on the map of Clay County, Indiana, on the following page.

In this survey the requirements of the libraries in the

²⁸ Ibid., pp. 45-47



CLAY COUNTY

schools of Clay County are the only interest. According to the State Department of Public Instruction²⁹ the following table lists the library requirements of the Clay County, Indiana, school libraries. (Table II).

Basic book collection. This collection should contain books for general reading, supplemental reference, and ready reference as encyclopedias, dictionaries, atlases, etc. Duplicate copies of titles should be provided to serve the course of study adequately. Twenty per cent should be fiction. Quality not quantity is of most importance.³⁰

Reference books.

Encyclopedias -- Grades 1-6 Compton's Junior Britannica
1-8 Compton's World Book
1-12 Compton's World Book,
Americana
9-12 World Book, Americana,
Britannica

These should be replaced about every five to seven years.

Every school should have a Mirriam Webster or Funk and Wagnall's unabridged dictionary, a recommended world atlas of recent date, and a current copy of the World Almanac.³¹

²⁹ The Administrative Handbook, op. cit., pp. 93-43

³⁰ State Department of Education. Minimum School Library Requirements. State Department of Education School Library Division. Indianapolis, 1950, p. 1.

³¹ Ibid., p. 2.

TABLE II

LIBRARY REQUIREMENTS OF CLAY COUNTY, INDIANA, SCHOOL LIBRARIES³²

Type of school	Training of librarian	Budget	Time in library	Basic book collection
Continuous Commission Schools	18 sem. hours	\$1.00 per pupil	100 or less 1/3 time 101-300 1/2 time	Should contain titles appropriate to ages and interest of students and should vary in reading difficulty, style, and type
Certified Schools	8 sem. hours	\$.75 per pupil (Less than 200 a minimum of \$300 annually)	300-700 Full time Part time clerical	200 or less (1500 titles 100 new titles and replacements added annually. Libraries should average 10 titles per pupil

³² State of Indiana Department of Public Instruction. The Administrative Handbook for the schools of Indiana. (Indianapolis: State Department of Public Instruction, 1948), pp. 92-93.

Recommended lists of library materials.

1. Standard Catalog for High School Libraries.
2. Children's Catalog.
3. Basic Book Collection for High School.
4. Basic Book Collection for Elementary Grades.
5. By Way of Introduction.
6. The Booklist.
7. Subscription Books Bulletin.
8. Educational Film Guide.
9. Filmstrip Guide.³³

The following tables will show how the school libraries of Clay County, Indiana, meet the above requirements. (Tables III and IV, pages 30 and 31).

Training of librarian. The libraries of the schools of Clay County, Indiana, are in charge of the English teacher in every case where there is a library. Each teacher in charge has a degree, but only three teachers have had library science training. One has had 24 semester hours; one, 18 semester hours; and one three semester hours.

Time spent in library. In every case the teacher-librarian spends less than 1/3 time in the library.

Budget. No library has a set budget, and even though the state recommends at least \$300.00 annually in schools of 200 or less³⁴ not one school library in Clay County, 200 more

³³ Loc. Cit.

³⁴ Minimum School Library Requirements, op. cit., p. 1.

TABLE III

BOOK COLLECTION IN CLAY COUNTY SCHOOL LIBRARIES--
CONTINUOUS COMMISSION SCHOOLS

School	Reference books	General	Library tools
Carbon	1 old set of encyclo- pedias 1 old unabridged dictionary 1 atlas	Several good fic- tion books but none classified	None
Clay City	4 sets of encyclo's. 2 unabridged dict. 4 atlases 1 world almanac	895 titles classi- fied according to Dewey Decimal system	Standard Cat. Basic book collection for high schools
Coalmont	8 sets of ref. enc. 2 atlases 1 unabridged dict. 1 world almanac	750 titles classi- fied according to Dewey Decimal system	Basic book col- lections for H.S. and Elem. grades
Cory	5 sets of ency. 2 unabridged dict. 1 world atlas	426 titles classi- fied according to Dewey Decimal system	Basic book col- lections for H.S. and Elem. grades
Staunton	5 sets of ency. 6 atlases 1 world almanac 1 unabridged dict.	772 titles classi- fied according to Dewey Decimal system	None
Van Buren	5 sets of ency. 2 old atlases 1 world almanac 1 old unabrd. dict.	895 titles not classified except by author and title and shelf list	Standard cat. Children's cat. Filmstrip guide Library key

TABLE IV

BOOK COLLECTION IN CLAY COUNTY SCHOOL LIBRARIES --
CERTIFIED SCHOOLS

School	Reference books	General	Library materials
Ashboro	10 sets of encyl. 2 atlases 1 dictionary 1 world almanac	200 titles not classified except in an accession record	None
Barnett	None	Only those purchased by teacher	None
Bee Ridge	3 sets of ency. 3 atlases	67 titles not classified	None
Bowling Green	4 sets of ency. 2 atlases 1 dictionary 1 world almanac	102 titles not classified except in shelf list	None
Centerpoint	4 sets of ency. 2 atlases 1 dictionary	200 titles not classified in any way	None
Hadleytown	None	Only those purchased by teacher	None
Hoosierville	None	Only those purchased by teacher	None
Howesville	None	Only those purchased by teacher	None
Knights- ville	2 sets of ency. 1 dictionary	100 titles not classified	None
Perth	19 sets of ency. 1 dictionary	Only few not classified	None
Poland	Only old sets	Few purchased by teachers	None
Roadman	None	Only those purchased by teacher	None
Wesley Chapel	None	Only those purchased by teacher	None

or less, spends anywhere near \$300.00 annually.

Number of titles per pupil. The State Department of Education³⁵ recommends 10 titles per pupil and 100 new titles added annually. No school library in Clay County meets that requirement. Some schools are considerably out of balance as far as book collections are concerned. Some are unbalanced as to reference material. Others have general reading materials but little reference material. What is in the library is inappropriate for the ages and interests of the students.

Periodicals. An average of ten magazines are subscribed to by the continuous commission schools. Local newspapers are supplied by the local editors to each school. No magazines or newspapers are available in the certified schools.

Audio-visual materials. Four schools own movie projectors, one opaque projector, one wire recorder, and three record players. These are not located in the library of any of these schools.

Not a single school in Clay County can meet all the requirements set up by the State of Indiana. The requirements for the training of librarians have been met by two continuous commission schools. Clay City and Van Buren Township.

³⁵ Loc. cit.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Adequate provisions for the school library should include the following: (1) a well-educated, efficient librarian; (2) books and periodicals to supply the needs for reference, research, and cultural and inspirational reading; (3) provision for keeping all materials fully cataloged and well organized; (4) a budget which provides adequately for the maintenance and improvement of the library; (5) encouragement of pupils in the development of the habit of reading and enjoying books and periodicals of good quality and real value; and (6) continuous and systematic use of the library by teachers and pupils.

The library room, whether separate room or study hall, should be easily accessible, should accommodate approximately ten per cent of the enrollment, should be attractive in appearance, and should contain standard library equipment, such as: reading tables, chairs, desk for librarian, card catalogs, magazine and newspaper racks, and filing cabinets.

The number and kind of library and reference books, periodicals, newspapers, pamphlets, and vertical file materials should be adequate for the number of pupils enrolled and

should meet the interests of the pupils and the needs of instruction in all courses offered in the curriculum.

The librarian should have completed a minimum of eighteen semester hours if the school has an enrollment of 200-499 and a minimum of eight semester hours in library science if the school enrollment is less than 200.

Summary of findings in Clay County schools. There are nineteen schools in Clay County, thirteen certified schools, twelve with grades 1-8 and one with grades 1-12, and six continuous commission schools, grades 1-12. Six of the thirteen certified schools are one room schools, five of which are in Jackson Township as shown in Figure 1, page 26. The highest enrollment in any one school is 460, a continuous commission school and the lowest is 18, a certified school. The average enrollment in the schools of Clay County is approximately 135.

Two schools in Clay County have separate rooms used as libraries, four are in study halls, one in the principal's office, and the remaining schools have no libraries at all. These two schools having separate rooms are not large enough to accommodate 10 per cent of the enrollment of their particular school. Twelve is the largest number of pupils which can be accommodated at one school; the enrollment in that school is 460. The existing conditions and appearances of the Clay

County libraries encourage no passing student to enter.

Four schools have their books classified according to the Dewey Decimal System, three have shelf-lists or accession records, and the remaining schools have no classification of any kind. All schools have good reference material in the form of encyclopedias, either Compton's or the Americana. The oldest set is dated 1938. (Some salesman did an excellent selling job to the townships in Clay County). All the combination schools have world atlases, the same world atlas in every school; some have two of that same atlas. All the combination schools have the latest edition of the World Almanac, all have some dictionary, be it abridged or unabridged, but there is only a scattered number of other reference books available in any one of the schools. General reading books are available, but in most schools the selection is poor. Approximately 900 books is the greatest number of books in any one school. In the smaller schools only supplementary reading books, battered and torn, are available. Only three schools have considered departments in the book selection, but in every case the librarian or teacher in charge has the full authority to spend the money appropriated for library books and equipment. The average annual amount spent for libraries in Clay County is approximately \$100.00, but this amount is not consistently spent each year.

Three teachers in the nineteen schools have had library

training. One has a total of 24 semester hours, a second, 16 semester hours, and the third, 4 quarter hours of library science. The others in charge of the libraries have had no training in library science. No librarian or teacher in charge of library spends more than one-third of the day in the library, and all but one less than one-third of the day. In most of the combination schools student assistants are in charge of the books, but in the elementary schools the books are in the classrooms, on shelves or tables, and are taken and returned by the children at will.

Six schools have subscribed to magazines, and each of the combination schools have at least one newspaper, the Brazil Times, by the courtesy of the publisher.

Audio-visual material, meager at the best, in the schools of Clay County is not handled by the librarian or teacher in charge of the book collection.

The survey of the school libraries in Clay County reveals that the pupils want books and use them well. The teachers, in most schools, seldom visit the libraries, probably because there is little offered by the school library for them to use or to suggest that their pupils use.

Many children live in rural communities and many more are moving from the cities to rural communities. The consolidated school plays an important role in the lives of young America. The responsibility of the school is great, great

because in many cases it plays the role of the home. The schools in Clay County have those same responsibilities, and school libraries allow children, through books, to wander into a realm of enchantment away from the hum-drum of this topsy-turvy world. That opportunity should be in every school, available to every child in Clay County. Clay County has nineteen schools, six one-room rural schools, seven libraries, and none meet any of the standards set up in the survey.

II. CONCLUSIONS

1. The schools of Clay County fall far below Indiana standards in the following respects: personnel, budget, book collection, organization, equipment, and library quarters with the exception of two schools attempting to meet standards.

2. Ample funds and dynamic leadership are needed for the development of library service in Clay County.

3. Living in a democracy, every child in Indiana is entitled to equal opportunities to develop the reading habit and have access to readable books so that he may become an intelligent and worthy citizen.

III. RECOMMENDATIONS

The following recommendations may be suggested for immediate improvement:

1. One teacher in each consolidated school should be

required to take some library training.

2. Those teachers who are trained should be given more time in the library so that the services of the library may be extended to both pupils and teachers.

3. Those teachers who are not trained can secure great help from such a tool as, School Library Routines Visualized by Winifred Lemon Davis, published by Library Research Service in 1948. It not only explains the processes but shows exactly how the principles of school library routines can be done simply and easily by one not trained in Library Science.

4. Financial provision must be provided. However, if every school would make the most of the material on hand much progress could be made.

5. Advisory service from the Library Division of the State Department of Education is available. Recommendations are made by the advisors and can be followed in developing a long time program.

There are goals to be set up for the future:

1. Consolidation of schools, especially in Jackson Township.

2. A county unit plan could be organized and housed in the County Superintendent's office to be circulated to the various schools and to provide for frequent revision and changing of the collection. All trustees could pool resources so that all schools could share equally in the use of books.

Putnam County now has such a plan and finds it very satisfactory. See Figure 2, page 40.

3. To further the county unit plan a bookmobile could be used to service the entire county.

However, the ultimate goal is a modern, up-to-date, well-equipped, pleasant, and efficient library within the walls of every school in Clay County, Indiana, operated by a well-trained librarian and with shelves lined with books for all ages and reading levels, a place of enchantment for the student of every school. Nothing can take the place of school library service established within the school.

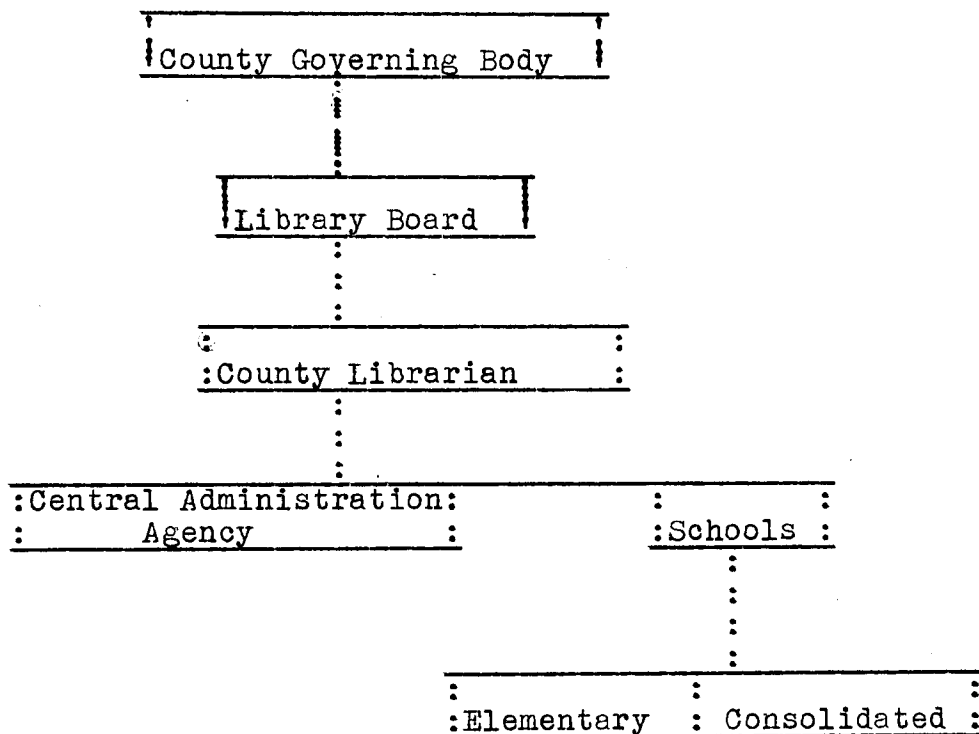


FIGURE 2
COUNTY UNIT LIBRARY PLAN³⁶

³⁶ Henry L. Cecil and Willard A. Heaps, School Library Service in the United States. (New York: H. W. Wilson Company, 1940), p. 155.

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INDIANA STATE
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