

A PROGRAM FOR ACHIEVING THE GOALS SET FORTH IN
THE 1960 STANDARDS FOR SCHOOL LIBRARY PROGRAM
AT LOWTHER JUNIOR HIGH

Presented to
the Faculty of the Department of Library Science
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

With the publication of the American Library Association's Standards for School Library Programs in February, 1960, school librarians and administrators were presented with a great challenge to improve the local school library program. This study has attempted to meet such a challenge for Lowther Junior High School through a long range program of staff enlargement, materials acquisition, and expanded services to teachers and students.

A. THE PROBLEM

Statement of the Problem. It was the purpose of this investigation (1) to establish the status of the staff, materials collection, budget, equipment, facilities, and services at Lowther Junior High School Library, (2) to determine the qualitative and quantitative differences between the library's present condition and the conditions set forth in Standards for School Library Programs, and (3) to present a program by which these differences might be resolved in a prescribed and reasonable period of time.

Importance of the Study. During the last twenty years there has developed wide-spread agreement that the library is the "heart of the school," but in actual practice

this is not at all the case. Lowther Junior High School library is no exception to this generalization. Therefore, if quality education is to be sought at Lowther the library must take on a new personality. Since circumstances seemed favorable to such a change in dynamics, it was the aim of this appraisal to organize procedures and activities whereby the library, through vitalized and extended services, might function effectively as the heart of the educational body.

Methods of Procedure. The status of the staff, services by students, equipment, facilities, and budget was determined by comparison with state and regional standards. The materials collection's status was arrived at by comparing it with thirteen standard materials lists, and by teacher and student questionnaires. The status of services to teachers was obtained by teacher questionnaires. The condition of each phase of the library program was presented and then immediately contrasted with the Standards recommendations. Finally, a program for achievement was devised with ideas drawn from written reports of library activities and facilities.

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B. DEFINITIONS OF TERMS USED

Standards. Throughout the report of this investigation, the term "Standards" shall be interpreted as meaning the

American Library Association's Standards for School Library Programs, A. L. A., 1960, (when spelled with a capital letter). When spelled with a small case letter, the term "standards" shall be interpreted in the usual sense as meaning "any criterion by which things are judged."¹

School Library. The term "school library" was interpreted as meaning the personnel, materials, services, budget, equipment, and facilities that comprise the library in today's secondary schools of all sizes and types throughout the United States.

Lowther. Throughout the report of this study, the term "Lowther" shall be interpreted as meaning either Lowther Junior High School or Lowther Junior High School library, whichever is indicated by the context of the sentence.

Quality Education. Quality education was interpreted as meaning the highest excellence in education youth for social competence and optimum individual development possible of actual realization.

¹C. V. Good, Dictionary of Education, p. 520.

CHAPTER II

THE STAFF

The crux of the school library problem is staff.¹ Equipment, materials, and facilities have little more than insurance value until a qualified librarian's skilled hands transform them into tools. Therefore, this chapter begins at this point and is concerned with the activities, size, and qualifications of the Lowther library staff and how they compare with the Standards' goals.

A. ACTIVITIES

The librarian's recommended work includes (1) serving teachers, (2) helping students, (3) planning and directing the school's program of instructing students in the use of the library, (4) participation in the development of the school's curriculum and social growth programs, and (5) selection, classification, and utilization of materials.²

As shown in Table I, the librarian at Lowther engages in seven hours of processing, three hours of ordering, two hours of policing, and one hour of repair and maintenance per week in addition to the above recommended activities. Thus thirteen

¹A. L. A., Standards for School Library Programs, p. 47.

²Ibid., pp. 47-49.

(29.5%) of his forty-four hours per week are spent at clerical tasks. These thirteen hours cost the Board of Education \$1386.50 in ten months, but the same work could be performed equally well by a clerk, receiving the minimum wage of \$1.00 an hour, at a cost of only \$520.

A further analysis of Table I reveals that the librarian spends .88 minutes per week (6 are recommended in the Standards) with each of the 685 students enrolled and 1.33 minutes per week (5 are recommended in the Standards) with each of the 27 teachers. If the amount of clerical help recommended in the Standards were employed, the freed thirteen hours could be used to double the librarian's time to work with students, and increase by 50% that spent with teachers. At present the librarian spends 30% more time performing clerical duties than he does in helping pupils. Although local school boards and, especially, the National School Board Association are seriously concerned with better utilization of the school staff,³ the main immediate and long range relief from the clerical strait jacket for all school libraries, including Lowther, is centralized technical processing.⁴ No recommendations for the activities of clerks were found in any of the materials examined.

³National School Board Association, Seven Studies, pp. 14-19.

⁴M. V. Gaver, "Personnel for Secondary School Libraries," National Association of Secondary School Principals Bulletin, 43:81, November, 1959.

TABLE I

WORK TIME DISTRIBUTION BY CATEGORIES

Activity	Hours	
	Librarian	Clerk
Work with teachers	6	
Work with students	10	
Cataloging, Classification, and subject heading	5	
Publicity	2	
Processing	7	8
Circulation		1
Repair and maintenance	1	2
Selection	5	
Ordering	3	1
Discipline	2	
Bibliography compilation		8
Extra curricular activities	1	
Home room	1 1/2	
Instruction in the use of the library	1/2	
Total hours	44	20

B. SIZE

As is shown below, only half enough staff is currently employed at Lowther. The Standards recommends one professional librarian for each 300 students enrolled up to 900 enrollment.⁵ With 685 pupils Lowther should then have two professionally trained personnel. One clerk for each 300 students enrolled or major fraction thereof is recommended.⁶ This would suggest that one full time clerical assistant be hired for Lowther. However, these standards apply only if the Librarian has

	<u>Librarians</u>	<u>Clerks</u>
Lowther has	1	1/2
Standards' recommendations	2	1
North Central	1	1
State of Kansas	1	-

administrative responsibility for audio-visual materials. The Lowther librarian carries half the administrative responsibility for these materials. Further qualifications of these quantitative recommendations are noted:

" . . . Only in the largest schools (those with 2,000 or more) do the standards perhaps allow for sufficient staff for an expert program of examining, selecting, and evaluating materials. . . . The standards recommended for the size of library staff do not allow for a rich and vital program of services to teachers, except possibly, for schools in the largest enrollment brackets."⁷

⁵A. L. A., op. cit., p. 54.
⁶Ibid., p. 55.
⁷Ibid., p. 51.

It would also seem helpful to point out here that". . . The standards are not maximum ones, and superior schools will want to go beyond them, as some already have."⁸

The State of Kansas requirements concerning staff are surpassed at Lowther. Only one full time librarian is recommended for schools with enrollments from 500 to 1,000, and no mention of clerical assistance is made.⁹ These low standards have been a hindrance to staff development at Lowther in that the administration tends to take them as satisfactory achievements.

North Central Association of Colleges and Secondary Schools requirements concerning staff are only slightly higher than those of the State of Kansas. One full time librarian is recommended, but also one clerk for each 750 students enrolled.¹⁰ These standards, too, are a hindrance to attaining the Standards' goals for school library programs at Lowther.

These low standards create a more serious problem in the realization of a quality library program as suggested in the Standards than is evident at first glance. Whenever our administration is considering a major improvement, our present status is compared with two criteria primarily: the combined requirement of the State Department of Education and the North

⁸Ibid., p. 7.

⁹A. F. Throckmorton, Kansas Secondary School Handbook, p. 21.

¹⁰North Central Association of Colleges and Secondary Schools, Policies and Criteria for the Approval of Secondary Schools, p. 18.

Central Association. Thus Kansas and North Central recommendations become the improvement yardstick. In summary, as Mary Gaver points out:

" . . . As school librarians and sympathetic administrators work for more adequate library staffs, they are both faced with the real dilemma of how to justify additional staff when inadequate number of staff make it extremely difficult to demonstrate the contribution of a truly vital program of services¹²

C. QUALIFICATIONS

The Kansas Department of Education requires that all secondary school librarians have an undergraduate degree, and that those in high schools enrolling 500 or more pupils have twenty-four hours of library science.¹³ The Standards recommends exactly this,¹⁴ but North Central requires only fifteen hours of library science in addition to an undergraduate degree.¹⁵ The Lowther librarian has twenty-seven hours of library science beyond his undergraduate degree and has, in addition, five years of successful teaching experience. No qualifications for clerks were found in any of the materials examined.

¹²Gaver, op. cit., p. 79.

¹³A. F. Throckmorton, Kansas Certificate Handbook, p. 48.

¹⁴A. L. A., op. cit., pp. 59-62.

¹⁵North Central Association of Colleges and Secondary Schools, loc. cit.

CHAPTER III

THE MATERIALS COLLECTION

The library has become a resource center of instructional materials, and as such, its program is so structured that learning materials may be prudently acquired and their use continually developed.¹⁶ In examining the materials collection at Lowther, the general collection and the professional collection were studied as to size, balance and distribution, and use.

A. THE GENERAL COLLECTION

The general collection was interpreted as meaning the books, magazines, filmstrips, films, pamphlets, disc and tape recordings, pictures and slides, newspapers, models, museum pieces, samples, and other miscellaneous materials used for pupil instruction and the pursuing of individual pupil interests, and teacher preparation for teaching. These materials are to be differentiated from those used in teacher organization activities, educational research, and individual teacher growth in the profession.

¹⁶ A. A. S. L., "The Philosophy of School Libraries As Instructional Materials Centers," National Association of Secondary School Principals Bulletin, pp. 110-111.

Books

Being the largest and most important single tool in library service, the book collection received the major portion of the attention given the materials collection. It is also given greater attention in this study because at Lowther the book collection comprises the main medium of library service to the school.

Size. The size of the book collection is treated in detail in the Kansas Secondary School Handbook, the North Central policies handbook, and the Standards. A comparison of the recommendations for the size of the book collection made by these three handbooks is found in Table II. It reveals that the North Central criteria are the lowest, with Kansas¹ next, and the Standards¹ the highest of the three minimum recommendations. For example, in a school of Lowther's enrollment, 685, the North Central agency recommends a collection of 4,340 books, Kansas 5,925, and the Standards 6,000-10,000 books. These latter figures need some explanation:

(The range for the size of the book collection is of qualitative nature and is not to be interpreted as being proportionate in relation to size of enrollment. For example, schools having 200 pupils can make effective use of a collection containing 10,000 books)¹⁷

¹⁷A. L. A., op. cit., p. 77.

TABLE II

MINIMUM SIZE OF BOOK COLLECTION RECOMMENDED BY KANSAS DEPT. OF PUBLIC INSTRUCTION, THE NORTH CENTRAL ASSOCIATION, AND THE STANDARDS FOR SCHOOL LIBRARY PROGRAMS

Source	Up to 500	500-1,000	1,000-up
Kansas Dept. of Public Instruction	Greater of: 1,200 min. or 10 books per pupil	5 additional books per pupil above 500	3 additional books per pupil over 1,000
North Central	Greater of: 1,200 min. or 7 books per pupil	4 additional books per pupil over 500	3 additional books per pupil over 2,000
Standards for School Library Programs	200-999 6,000-10,000 books in total collection	1,000-up 10 books per pupil	

Recommendation for the book collection size in all three handbooks also states that the quality of the collection must be adequate in every respect to the needs of the school. Lowther's book collection includes 6,307 volumes. Although this figure represents approximately nine books per student and exceeds the minimums in all three handbooks, it is misleading and greatly misrepresents the effective collection available.

Distribution and Balance. The distribution and balance of Lowther's collection is poor by any comparison. A comparison with the Standard Catalog for High School Libraries, H. W. Wilson, 1957, Children's Catalog, H. W. Wilson, 1956, the Basic Book Collection for High Schools, A. L. A., 1957 and the Basic Book Collection for Junior High Schools, A. L. A., 1960, is made in Table III. Of a total of 6,307 books, 3,665 volumes (58%) are fiction. This amount is twice the average percent allotted to fiction in the four standard lists analyzed. In a collection of 6,307 books, the average of 22.2% for fiction equals 1400 volumes. If the percentages in the Basic Book Collection for Junior High Schools were to be considered for comparison with Lowther's, the 19% marked for fiction would account for only 1198 of the 6,307 books in the collection. Recency of copyright does not mean as much for fiction as it does for nonfiction, but it seems significant that of Lowther's 2,811 different fiction titles, only 277 titles (9.8%) have a copyright more recent than 1954, as shown in Table IV, p. 16.

(PER CENT COMPARISON) OF LOWTHER'S BOOK COLLECTION WITH THE STANDARD CATALOG FOR HIGH SCHOOLS, CHILDREN'S CATALOG, THE BASIC BOOK COLLECTION FOR HIGH SCHOOLS, AND THE BASIC BOOK COLLECTION FOR JUNIOR HIGH

Table shows

CLASSIFICATION	%					AVG. %	Lowther	
	SC	CC	BH	BJ	Total vols in class		% of Total	
000	2.2	2.3	2.5	1.6	2	8	.1	
100	1	.1	1	1.9	1	22	.3	
200	1	2	1	1.8	1.4	35	.6	
300	10.4	11	10	11.1	10.6	214	3.4	
400	1	.4	1.5	.7	.9	17	.3	
500	10	12	7	9.8	9.7	350	5.5	
600	9.1	7	10.5	9.7	9	182	3	
700	8	6	9	9.7	8.2	240	3.8	
800	8	4	11	4.7	6.9	110	1.7	
900	12.2	9	12	14.9	12	943	15	
B	11.4	9	10.5	15.1	11.2	521	8.3	
F	22	27	21	19	22.2	3665	58	
SC	3	2	3	1.4	2.3			
E		9						
Total	100.0	100.0	100.0	100.0	100.0	6307	100.0	

SC- Standard Catalog for High Schools
 CC- Children's Catalog
 BH- Basic Book Collection for High Schools
 BJ- Basic Book Collection for Junior High School

Duplication involves 854 books, or 23.3% of the 3,665 fiction items.

Only half enough non-fiction are present in the Lowther collection as compared to the four standard lists. Table III shows that of the eleven classes included in non-fiction, ten totaled less than half the percentage provided for these classes in the lists. History is the only nonfiction classification in which Lowther's collection exceeded the percent provided for this class in the lists. Four classes combined, the 000's, 100's, 200's, and 400's, contain only 1.3% of the total book collection. Table IV shows that only 139 titles were found to have a copyright of 1955 or later--11.7% of the 1,181 different titles in this area. Many titles have copyrights near 1900 and have small print, yellow pages, and dark covers.

A further analysis of book distribution and balance was made by comparing Lowther's books with those contained in twelve standard lists of selected, recommended books. Table V shows this statistically. The per cent of the total number of different titles in Lowther's collection was figured for each list, but no attempt to determine the extent of duplication between lists was made. For fiction the investigation reveals that less than 20% of the library's books are contained in any one of the lists. Of Lowther's 2,811 different fiction titles, 5% were named in the BH lists and 9.6% in the BJ

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TABLE IV

DISTRIBUTION OF BOOKS WITH A COPYRIGHT OF 1955
 OR LATER CLASS

Class	Vols	Titles	1955-date	% of titles
000	8	8	4	50
100	22	13	1	7.7
200	35	29	0	0
300	214	171	16	9.4
400	17	11	2	18.2
500	350	275	40	14.5
600	182	170	15	8.8
700	240	223	7	3.1
800	110	103	7	6.8
900	943	489	23	11.1
B	521	388	26	6.7
F	<u>3,665</u>	<u>2,811</u>	<u>277</u>	13.8
Total	6,307	3,992	416	

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list and would seem to indicate that no basic fiction collection exists. This fact seems further substantiated by the percentages of Lowther's fiction contained in the following lists: SC 17.4%, CC 19.5%, YR 12.3%, and BY 7.4%. The 156 titles (5.5%) found in the RL list indicate that attention to books dealing with human relations is needed. Still another area needing attention is the shortage of materials suitable for poor readers. Books of this type include only 225 titles (158 in GRB list, 67 in PR list) for use in a curriculum scheduling two special education classes in addition to the poor readers in regular classes. In conclusion, it would appear that although the fiction collection is large, no basic collection has been established and many specialized needs have gone undeveloped.

A less bright picture of distribution and balance in nonfiction is also shown in Table V. With the exception of the CC's 16.8%, less than 15% of Lowther's 1,181 different nonfiction titles are found in any one of the lists. Only 48 books (4.1%) are concerned with human relations, and only 51 titles (4.3%) are suitable for poor readers. Table IV, p. 16, shows 275 different titles in the science collection, but only 13 of these are listed in the A. A. A. S.' Science Book List. With over 350 eighth and ninth graders taking science each year, the state of this area demands immediate attention. Finally, no basic collection of books has been laid in nonfiction; in fact, the conditions discovered would suggest

that the nonfiction section of the collection has received very little attention in recent years.

Circulation. Circulation statistics are briefly analyzed here for the light they may shed on the use of the collection as it relates to size and balance. In Table VI, fiction circulation accounts for 66% (6029) of the total; thus 58% of the collection accounts for 66% of the circulation. Nonfiction, comprising 42% of the collection, accounts for 34% of the total volumes circulated, but this close equality between circulation and collection size was brought about by the influence of required book reports in the history and biography classifications. Of the twelve nonfiction classifications examined, the 000's, 100's, 300's, 400's, 500's, 700's, 800's, and 900's are directly proportionate in size to their circulation totals; the three exceptions are the 200's (circulation was proportionately more), 600's (circulation proportionately less), and B (circulation proportionately more). The first nine nonfiction categories combined (containing 1178 volumes--18.7% of the total book collection) account for only 6.8% of the total circulation, while the last two classes, the 900's and B, (comprising 1164 volumes--18.5% of the total book collection) account for 27.2% of the total circulation. Further, 76.6% of the total book collection, the 900's, B, and Fiction, accounts for 93.2% of the total circulation. Therefore seventy-five per cent of the time,

TABLE V

COMPARISON OF LOWTHER BOOK COLLECTION WITH TWELVE STANDARD
SELECTED, RECOMMENDED LISTS

Table VI of

	Fiction		Nonfiction	
	Titles	%	Titles	%
<u>Standard Catalog for H.S. (1957)</u>	490	17.4	160	13.5
<u>Children's Catalog (1956)</u>	547	19.5	198	16.8
<u>Basic Book Collection For High Schools (1957)</u>	140	5.0	97	8.2
<u>Basic Book Collection For Junior High Schools (1960)</u>	269	9.6	98	8.3
<u>Reading Ladders for Human Relations (1955)</u>	156	5.5	48	4.1
<u>Your Reading (1956)</u>	347	12.3	89	7.5
<u>Books for You (1954)</u>	209	7.4	99	8.3
<u>Gateways to Readable Books (1952)</u>	158	5.6	33	2.8
<u>Good Books for Poor Readers (1954)</u>	67	2.4	18	1.5
<u>Ample Field (1950)</u>	19	.7	25	2.1
<u>Historical Fiction (1958)</u>	171	6.1	--	---
<u>A.A.A.S. Science Book List (1959)</u>	--	---	13	1.1

SC- Standard Catalog for H.S.

BH- Basic Book Collection for
High SchoolsRL- Reading Ladders for Human
Relations

GRB- Gateways to Readable Books

PR- Good Books for Poor Readers

SBL- A.A.A.S. Science Book List

CC- Children's Catalog

BJ- Basic Book Collection for
Junior High Schools

YR- Your Reading

BY- Books for You

AF- Ample Field

HF- Historical Fiction

the greater the size of the classification the greater its circulation.

Table VI circulation figures are conservative ones and do not include tabulations for books circulated through loans to classrooms. No circulation records previous to 1959 were kept at Lowther, but the 1959-60 total of 9,156 can be compared with that of libraries in the "Circle-of-Nineteen"--nineteen cities of the second class of similar size to Emporia: Chanute Junior High 17,176, Winfield Junior-Senior High 14,049, Manhattan Junior High 15,349, and Newton Junior High 7,000. Of the four libraries replying to the circulation question, three reported circulations that substantially exceeded Lowther's and one did not. These replies would tend to indicate that Lowther's circulation is somewhat smaller than the average for its size.

Magazines

Magazines have become essential instructional tools in the classroom, and, therefore, an essential part of the library instructional materials collection.¹⁸ Lowther's magazine collection for 1960-61 was compared with the Standards and the magazine lists in the Basic Book Collections for High Schools and Junior High Schools.

¹⁸Joint Committee of NEA and the Magazine Publisher's Association, Magazines in the Classroom, p. 29.

TABLE VI

1959-60 BOOK CIRCULATION BY CLASS

Class	Volumes in class	Volumes circulated	% of total read
000	8	-	-
100	22	12	.1
200	35	67	.7
300	214	133	1.4
400	17	2	nil
500	350	203	2.2
600	182	99	1.1
700	240	58	.6
800	110	61	.7
900	943	1025	11.2
B	521	1467	16.0
F	<u>3665</u>	<u>6029</u>	<u>66.0</u>
Total	6307	9156	100.0

Average number of books circulated per 685 students- 15

Average number of books circulated per day- 50.8

Average number of books circulated per month- 1,017

The Standards recommends for junior high libraries a minimum of seventy different magazines plus five additional titles in the areas of librarianship and teaching materials. It also recommends that a file of at least five years' back issues be kept.¹⁹ Lowther's collection contains 59 different titles plus five numbers in the area of instructional materials, an increase of 14 over the 1959-60 school year collection. The library has space to keep only three years' back issues, and with an increase in the number of magazines taken, this may have to be reduced.)

The distribution and balance of Lowther's magazine collection is revealed in comparing it with the selected, recommended list in the Basic Book Collection for Junior High Schools. (Referred to hereafter as BJ.) Three of the seven categories are closely equal to the corresponding BJ categories, as is shown in these results:

<u>Area</u>	<u>Lowther's titles</u>	<u>1</u>	<u>BJ titles</u>	<u>1</u>
Fine Arts	11	17.2	12	17.1
Useful Arts	7	10.9	7	10.0
Social Studies	8	12.5	15	21.4
Librarianship & Teaching Materials	5	7.8	--	--
Hobbies	8	12.5	16	22.9
General	<u>20</u>	<u>31.3</u>	<u>14</u>	<u>20.0</u>
Total	64	100.0	70	100.0

¹⁹A. L. A., op. cit., p. 78.

Likewise, three categories, social studies, hobbies, and general, are well out of balance as compared to the BJ distributions. The hobbies division has the greatest variance in number of titles and represents a serious shortage in the collection obstacle. Only 30 of the library's magazines are listed in the BJ list. In conclusion, Lowther's magazine collection is lacking in quantity, balance and quality, although it seems to have had much more attention than the book collection.

Films and Filmstrips

The Standards make no specific recommendations concerning the size or quality of these materials. Lowther only rents films, but has 250 filmstrips. Most of the filmstrips are up-to-date and many are in color. However, the areas of Foreign Language, mathematics, and physical education are completely unrepresented. No circulation records have been kept on filmstrips, but teachers have used them extensively and continuously, especially science teachers. Only two students made personal use of the filmstrip collection during the 1959-60 school year.

Newspapers

The Standards recommends from three to six newspapers in the materials collection covering local, state, national, and international events. Lowther subscribes to The Esporia

Gazette, The Kansas City Star, and The Topeka Daily Capital. Little international coverage is available through these papers.

Other Materials

Other materials such as pamphlets, disc and tape recordings, slides and pictures, museum pieces, models, samples, etc., are recommended for every school library collection by the standards.²⁰ Lowther has none of these.

Conclusion

Indications are that Lowther's general materials collection has gone undeveloped for a considerable period of time. More specifically, as compared to the Standards and other selected, recommended lists of materials, the general book collection is (1) inferior in quality, (2) inadequate in size, (3) unbalanced and poorly distributed, and (4) its use underdeveloped. The magazine collection, as compared to the Standards and the Basic Book Collection for Junior High Schools, seems to be of fair quality and balance, but lacking in size and scope. The filmstrip collection seems adequate in size but is completely void in the areas of Foreign Language, mathematics, industrial arts, physical education, and almost so in correct and personal guidance. The collection

²⁰Ibid., pp. 81-82.

Ibid., pp. 86.

of newspapers, too, seems adequate in size but not in scope. Collections of disc and tape recordings, pictures and slides, museum pieces, models, samples, and other miscellaneous instructional materials are completely unrepresented in the library's materials.

B. THE PROFESSIONAL COLLECTION

The Standards provides in detail for a collection of professional materials for the faculty. This is the first time such a collection has been recommended in national standards prepared by the American Library Association and related agencies, and its inclusion in the Standards is indicative of the growing demand for locally available professional materials. The books, magazines, and other materials of Lowther's professional collection were evaluated. The availability of professional materials from Emporia's two colleges is an important factor in considering this part of the investigation.

Books

The Standards recommends a basic collection of from 200-1,000 professional books, depending on faculty size and materials already in the community.²¹ Lowther's collection contains sixteen professional books (mostly used) in the fields

²¹Ibid., pp. 86.

of English, mathematics, and music, and a thirty title textbook/workbook collection representing the areas of English, mathematics and science. All these materials were given to the library by teachers, the principal, the Superintendent, and textbook publishers.

Magazines

The Standards recommends 25-50 professional magazines other than those included in the areas of librarianship and instructional materials in the general collection.²² Lowther received 7 professional magazines from various members of the staff and the Superintendent. However, not all the issues were received for each title. The list of titles included the National Association of Secondary School Principals Bulletin, the NEA Journal, the Kansas Teacher, National Parent-Teacher, Kansas Parent-Teacher, School Activities, and Clearing House. No teaching fields are represented.

Other Materials

Pamphlets, filmstrips, curriculum guides, resource units, and other special materials are recommended by the Standards for the faculty collection. Lowther's collection contains some resource units for Compton's and World Book encyclopedias, five sets of reading skills builders, the

²²Ibid. p.

Science Research Associates Reading Laboratory, 12 American history picture sets, and a few miscellaneous pamphlets and reports from national, state, and local educational organizations.

Conclusion

The above evidence would indicate that Lowther's professional collection is just started, and that (1) many more books should be purchased, (2) many teaching magazines should be acquired, (3) curriculum guides and resource units used frequently or regularly by teachers should be collected, (4) a list of Kansas State Teachers College curriculum library's holdings be compiled, and (5) that a policy of systematic acquisition of materials be established.

CHAPTER IV

QUARTERS, EQUIPMENT, AND BUDGET

Quarters, equipment and the budget, (along with the staff, and the materials collection) complete the physical being of the school library. They are a means to an end and not an end in themselves. It is in this context that Lowther's quarters, equipment, and budget are now evaluated and in the order mentioned.

A. QUARTERS

Reading room standards, with the exception of seating capacity, are found only in the Standards. Kansas and North Central handbooks are specific in respect to seating capacity. The Standards recommends a seating capacity for Lowther of 69 (10% of the enrollment) as does Kansas, but the North Central recommendation would amount to only 55 (8%) of the student body. Lowther has a present seating capacity of 48. At least thirty square feet per pupil are considered necessary by the Standards. This is equivalent to 2,055 square feet of reading room area for the 69 students the library should seat, or 1440 square feet on the basis of Lowther's present capacity of 48. The library has only 790 square feet of reading room space, about half of the needed area for the present capacity and only one-third of the area needed to

house adequately 69 students. Heating and lighting are satisfactory in this room, but the decibel count is not at all so. The uncovered board floor produces most of the library's noise and the old wooden chairs an additional amount. Neither the ceiling nor the walls have any acoustical treatment. The entire library quarters have just been completely repainted and the floors sealed.

Other specialized areas are also treated in detail by the Standards. Workroom-storage space to be provided is 200 sq. ft. Lowther provides 300 sq. ft. multi-purpose room for work-storage, magazine storage, professional library, and office. The Standards further suggests 300-400 sq. ft. for audio-visual equipment, 300-400 sq. ft. for audio-visual materials, 150-300 sq. ft. for audio-visual administration, and 300-1,200 sq. ft. for listening and viewing areas. Lowther has a viewing and listening room, also used for audio-visual administration, of 672 sq. ft. Audio-visual equipment and materials are stored in the library reading room. A conference room containing 120 sq. ft. is also included in the Standards, as well as strong recommendations for separate rooms for a professional library, a classroom, and magazine storage.²³ Thus a total minimum space allotted to library quarters of 3,425 sq. ft. is recommended. Lowther has slightly over half this area, or 1,763 sq. ft.

²³Ibid., pp. 120-124.

B. EQUIPMENT

Equipment specifications are detailed only in the Standards and not by Kansas or North Central, and it makes specific statements on shelving, tables and chairs, and audio-visual equipment. Recommended shelving height is 6 ft. for junior high, width 3 ft., and depth 8"-10". Lowther's shelving matches these specifications except for its 6' 10" height. The amount of shelving needed is figured on the basis of thirty average sized books to a three foot shelf, as recommended by the Standards. This would be the equivalent of 210 shelves for Lowther, and the library has 221 shelves. This means that 130 more books will completely fill every shelf in the library. Lowther's tables and chairs meet the recommended specifications. However, audio-visual equipment is considerably less in quantity than that recommended. Recommendations now undergoing revision were made by the NEA and are suggested by the Standards; the following minimum are requirements for audio-visual equipment:

	<u>Standard</u>	<u>Lowther has</u>	<u>Recommended for Lowther</u>
16 mm. projector	1 per floor	3	3
Filmstrip & 2 x 2 Projector	1 per floor	2	3
Opaque Projector	1 per floor	1	3
Record player (3 or 4 speed)	2 per floor	3	6

	<u>Standard</u>	<u>Lowther has</u>	<u>Recommended for Lowther</u>
Tape recorder	1 per floor	2	3
Projection screen (at least 5' x 5')	1 per 2 classrooms	4	13
Overhead projector (7" x 7"- up)	1 per floor	0	3

Even compared to these minimum standards, Lowther lacks nineteen pieces of audio-visual equipment.²⁴

Lowther seems adequately supplied with other equipment such as circulation desk and accessories, dictionary stands, atlas stands, legal size file cabinets, large picture files, book trucks, typewriters, office desks, and exhibit areas. However, as the program of services expands, so will the need for equipment just named.

C. THE BUDGET

Some discrepancy seems to arise between Lowther's expenditures and the number of books in the collection copyrighted from 1955-1959. In these four school years the records show that \$6,607 was spent exclusively for about 1,561 books. Yet in Table IV, p. 16, we find that only 416 titles have a copyright of 1955 or more recent. Even if half of these books were published before 1955, it is difficult to understand where all the others have gone. It is possible that

²⁴Ibid., pp. 124-128.

the budget amounts allotted to books in the reports included the amounts spent on textbooks. However, this could be true for only 1956-57, for school board policy since that date (policy previously was unwritten) has specified that textbooks be purchased separately from the library budget.

The Kansas, North Central, and Standards handbooks all give definite figures for annual library expenditures. It must be stressed, though, that in all three cases it is assumed that the collection has been brought up to the standards prescribed in each handbook and that the monies specified are aimed at maintaining this quality collection. The North Central Agency recommends that the annual expenditure for books and magazines (exclusive of textbooks and audio-visual materials) should be \$2.50 for the first 200 pupils but not less than \$400, \$1.50 for the next 300, and .75¢ per pupil over 500 enrolled.²⁵ The State of Kansas states that expenditures should amount to \$2.50 for the first 100 pupils but not less than \$250, \$2.00 for the next 400, and \$1.00 for each pupil over 500.²⁶ Finally, the Standards recommends an annual expenditure of from \$4 to \$6 per student, \$200-\$800 yearly for the professional collection, and additional funds beyond those mentioned for magazines, encyclopedia,

²⁵North Central Association of Colleges and Secondary Schools, op. cit., p. 20.

²⁶Throckmorton, op. cit., p. 21.

newspapers, pamphlets, unabridged dictionaries, binding, supplies, and supplementary materials.²⁷ All of the above amounts must be considered in a proper framework of the current costs and costs trends as is noted in the Standards:

It should be noted that the expenditure of the bare minimum of \$4 per student means that approximately only one book per student can be added to the school library each year. The current cost of books (allowing for discounts) averages \$.00 per book for the elementary school library, \$3.50 for the junior high school library, and \$4.00 for the senior high school library. Production costs of books have been rising steadily during the last decade, and there is every indication that these costs will continue to mount.²⁸

Applied to Lowther, these recommendations may be tabulated thus:

<u>Source</u>	<u>Annual Expenditures</u>	<u>Additional \$ for:</u>
North Central	\$1,088.75	Textbooks and audio-visual materials
Kansas	1,235.00	Textbooks and encyclopedia
Standards	2,740 (\$4 a pupil) 4,110 (\$6 a pupil)	Encyclopedia, unabridged dict., magazines, newspapers, pamphlets, binding, supplies, supplementary materials.

The Standards goals represent the only challenge to Lowther, for the library budget has averaged \$1,495.75 for the last

²⁷A. L. A., op. cit., p. 21.

²⁸Ibid., p. 83.

eleven years. The North Central expenditure is equivalent to \$1.59 per pupil based on Lowther's enrollment of 685. The Kansas figure amounts to \$1.80 per student. This last year, 1959-60, Lowther's largest annual expenditure, \$3,137.23, was recorded. This amounts to \$4.58 per pupil. The total expenditure for books alone this last year, \$1,102.50, amounts to \$1.61 per student. However, the Standards' bare minimum for a book budget in a school the size of Lowther is more than 2 1/2 times the record amount spent at Lowther this past year. Furthermore, when it is remembered that investigation revealed that no basic materials collection has been established in the library, even the North Central and Kansas figures begin to challenge the library. In conclusion, it would seem essential that a lump sum be appropriated for the purpose of bringing the present collection up to the Standards' recommendations for quality and quantity. When this has been accomplished, an annual book expenditure of at least \$4 to \$6 per pupil should be provided as well as the additional funds recommended for other materials by the Standards.

CHAPTER V

SERVICES TO STUDENTS AND TEACHERS

Service to students and teachers is the final goal of all the library's staff, materials, money, equipment, and quarters. As such it constitutes the most important facet of the library and its evaluation.

A. SERVICES TO STUDENTS

The Standards outline two general areas of services to students: personal, social, vocational, and recreational reading guidance; and a program for instruction in the use of library materials. In carrying out reading guidance it is essential that the librarian (1) cooperate with teachers in planning and sustaining individualized reading programs, (2) supply bibliographies of materials for class and personal student projects, (3) consult with teachers, counselors and administrators concerning youngsters with special problems, (4) provide students with extensive informal reading guidance in and out of the library, (5) give book talks, (6) prepare book exhibits, (7) provide display areas for student hobbies and class work. (8) keep quarters and materials neat and attractive, (9) be sincerely friendly and genuinely interested in each pupil who comes in the school door.²⁹

²⁹Ibid., pp. 14-20.

Most of the librarian's time the past year was spent organizing the library, ordering and processing materials and equipment, and policing study hall; however, as shown in Table I, p. 6, he was able to devote approximately ten hours a week to working directly with pupils. About three-fourths of this time was given over to helping youngsters select appropriate books for recreational reading, required book reports, and arranging for the display of student hobbies. Only two bibliographies, concerned with required book reports, were compiled specifically for student use. Only once did the librarian consult with teachers and counselors about a child with special problems, but he frequently carried on informal conversations with both the boys' and girls' counselors involving students of mutual concern. The Standards recommends that at least six minutes per week be spent with each student,³⁰ but the Lowther librarian was able to spend only .8 of a minute with each of his youngsters. No book talks were given during the year, but many book displays were arranged during special seasons or on special occasions, and book jackets were loaned to classes for display and stimulation. A service that attracted considerable student enthusiasm and participation was the provision of a show case for the display of student hobbies and class work. Over

³⁰Ibid., p. 51.

thirty-one students were able to display their hobbies (ranging from coins, model cars, dolls, glass figures and napkins to nineteen live snakes) in this case. The snake collection aroused sufficient public attention to warrant a picture in the Emporia Gazette. Several exhibits of class work were also exhibited in the library throughout the year. Students frequently commented favorably about the rearrangement of the library and the colorful appearance of jackets on the books on the shelves. Table VII would seem to indicate that the students felt welcome in the library, for out of 538 answering the questionnaire, only 20, 10 boys and 10 girls, indicated that they had never checked a book out from the school library.

The implications of Table VII for reading guidance are of interest. One-half of the boys who answered the question replied that they liked to read only fairly well or not at all, while three-fourths of the girls reported that they liked to read very much or considerably. However, when their actual amounts of readings are compared, the girls read more than the boys by only about 1600 books. Of the 538 students who answered the question, 518 stated that they had checked out a book from the school library. Twenty replied that they had not, and when indicating why not, eight stated that they used the public library instead and three that they did not have time to read. It also seems significant that none of the twenty stated that they did not know

how or where to find books in the library, in spite of the fact that only a token of library instruction was offered last year and none in the years before that. Despite the inadequacy of the book collection, only one of the twenty replied that he had read most of the school library's books of interest to him. The response to question six should be noted. Of those answering the question, 399 responded that they would like to help choose some of the books the library purchases, while only 108 declined. Question seven attempted to pinpoint students' likes and dislikes concerning the present collection. Boys indicated that they thought more underwater adventures, more hot rod stories, more sports and mystery stories, and more science fiction were needed, in that order. Girls, too, followed a typical and expected trend in responding that first teenage stories, then mysteries, horse stories, and dog stories (in that order) were our greatest need in fiction. In nonfiction, boys noted distinctive needs for war stories and books of jokes, while the girls considered biography, adventure and books of jokes to be of greatest concern.

B. SERVICES TO TEACHERS

Probably the most important educational team work that goes on in the public schools is that cooperated in by the librarian and the teachers. The Standards endorses this

theory by outlining a tightly knit working relationship between the librarian and the teacher. The librarian must (1) seek the cooperation and advice of teachers in drafting library policies, (2) cooperate with teachers in selecting materials and equipment, (3) keep teachers informed of new materials, services, and new reading lists, (4) perform reference and other searching services, (5) provide a useful collection of professional materials, (6) arrange and help plan for class visits and displays of class work in the library, as well as book talks, classroom bulletin board displays, and (7) cooperate jointly with teachers in the carrying out of a program of instruction in the use of library materials.³²

The Lowther librarian has cooperated with his teachers in many ways although he has had only minutes a week to spend with each of the twenty-seven teachers on the staff. Policy decisions concerning library hours, fines, schedule of encyclopedia purchases, and loans of materials to classrooms have been arrived at with teacher advice and suggestions. Approximately seventy-five per cent of the 315 books purchased last year were joint teacher-librarian decisions, and many staff members sought the librarian's help in getting needed materials and making arrangements for the use of the library

³²Ibid., pp. 65-57.

TABLE VII

QUESTIONS ASKED OF STUDENTS

	<u>Boys</u>	<u>Girls</u>		
1. Like to read			6. Want to help select books?	
A. Very much	67	104		
B. Considerably	61	94		
C. Fair	109	63	Yes	<u>Boys</u> <u>Girls</u> 196 203
D. Not at all	20	3	No	55 53
2. Number books checked this school year?	4590	6141		
3. How many fiction nonfiction?	2601 2006	4097 2322		
4. Checked book from school library? yes no	263 10	255 10		
5. If no, why?				
A. No study hall	2	2		
B. Have to go right home after school	-	-		
C. Work after school	1	-		
D. Don't know how to check out book here	-	-		
E. Don't know where to find the books	-	-		
F. Read most books here of interest to me	-	1		
G. Use public library	3	5		
H. Use W.A.W. library	1	-		
I. No time to read	2	1		
J. Don't want a fine	-	-		
K. Don't like to read at all	1	-		
7. Check books we need more of			<u>Nonfiction</u>	<u>Boys</u> <u>Girls</u>
1. Mysteries	101	157	1. Biography	72 96
2. Science fiction	94	51	2. Aviation	49 8
3. Teenage stories	92	175	3. Adventure	80 94
4. Underwater adventure	130	27	4. War	148 31
5. Aviation stories	56	8	5. Hobbies	42 27
6. Vocational stories	22	24	6. Science	54 27
7. Hot rod stories	126	33	7. Electronics	58 11
8. Dog stories	41	79	8. History	55 47
9. Horse stories	48	96	9. Other	20 9
10. Other animal stories	34	56		
11. Westerns	53	35		
12. Sports	104	21		
13. Classics	45	64		
14. Historical fiction	59	44		
15. Jokes	126	111		
16. Other	17	20		

and its facilities. However, teachers were kept only fairly well informed on some things, as is indicated in Table VIII p. 42. Three of the twenty teachers answering did not know that classes could be brought to the library during the day; three did not know what books the professional library contained; and seven teachers did not know the condition of the general collection well enough to answer completely the first question concerning the quality and size of the materials collection. A few bibliographies were compiled for teachers and two reading lists, but considerable reference and search was done. Also, a professional library was established. Several classes visited the library for informational purposes, and the librarian cooperated with teachers in helping students with their reference problems. Primarily, though, classes came to the library last year for the purpose of selecting their required book report books. Several classes displayed their work in the library during the year, and, in turn, numerous book jackets went to classrooms for exhibit. No formal instruction in the use of materials was given either in or out of the classroom, but at the beginning of the year, seventh and eighth graders were given a brief orientation in the library itself. Ninth graders enrolled in study hall groups also received this briefing. The remainder received no briefing.

Table VIII has important implications for library services to teachers. The results of nearly all the questions would seem to indicate that much more information must be given teachers concerning the collections and that the librarian must provide more suggestions and helps for using these materials. Answers to question one record that teachers believe that library materials and services are generally good or even excellent--facts seemingly not supported by this investigation. Replies to questions two, three, five and six reveal that three teachers never checked out a book from the school library, eleven had not brought a class to the library, three sent no student to the library to use its materials, and nine checked out no books from the professional library. Furthermore, as was stated above, answers to question four show that three teachers did not even know that classes could be brought to the library during the day, and question seven records that three teachers did not know what books the professional library contained. Other factors certainly enter into these various situation, but it is obvious that in every case information on the part of the teacher was lacking, and the librarian is the sole person responsible for this.

Conclusion

Like the materials collection, library services to students and teachers have gone relatively undeveloped. The investigation would seem to indicate that (1) much more infor-

TABLE VIII

QUESTIONS ASKED OF TEACHERS

1. Rate the quality and amount of books in your subject matter area, the general book collection, and general library services

x equals quality; - equals amount

	Excellent	Good	Fair	Mediocre	Poor
English	x2 -x	x8 -8			
Latin	x1	x11	-1		
Geography		x1 -1	x1 -1		
Social Studies		x6 -6			
Business Training		x1	-1		
Music		x1 -1			
Science		x1 -1	x1		
Art				-1	x1
General book collection	x4 -3	x6 -5	x1 -1		
General services	x9 -7	x6 -6			

2. Checked how many books from the school library this year?
- | | More than one | One | None |
|---|---------------|-----|------|
| A. For personal use | 16 | 1 | 3 |
| B. For class use | 6 | - | - |
| 3. How often did you bring classes to the library | 16 | 1 | - |
| 5. How often did you send individuals to the library? | 9 | - | 11 |
| 6. Checked how many books from the professional library | 17 | - | 3 |
| 6. Checked how many books from the professional library | 10 | 1 | 9 |
4. If no classes were brought to the library, why?
- | | |
|---|---|
| A. Sufficient materials in the classroom- | 6 |
| B. Insufficient materials in my subject area- | 2 |
| C. Didn't know classes could come to the library during the day- | 1 |
| D. Didn't know until too late in the school year classes could come to the library- | 2 |
| E. Other- | 5 |
7. If no books were checked from the professional library, why?
- | | |
|---|---|
| A. Didn't know what books it contained- | 3 |
| B. Contains no books in my field of interest- | 0 |
| C. Have sufficient materials of my own- | 1 |
| D. Too busy- | 3 |
| E. Other- | 4 |

mation should flow from the librarian to teachers concerning the materials collection and services, (2) the librarian needs to spend more of his total time working with both students and teachers, (3) book talks should be given, (4) a program of instruction in the use of library materials should be cooperatively planned and carried out jointly by the librarian and teachers, (5) the librarian should encourage more teachers to bring classes and send individuals to the library, and (6) a plan for student participation in book selection should be formulated.

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RECOMMENDATIONS AND PROGRAM OF ACHIEVEMENT

The following recommendations and schedule of achievement are offered as practical, workable solutions to the problems brought to light in the previous discussions. They are so arranged and spaced in time sequence as to be possible of realization by the Lowther Junior High School Library.

- A. It is recommended that the library staff be increased by:
1. One full time assistant librarian who would be able to adequately examine, select, and evaluate materials. Suggested for the year 69-70.
 2. One additional half time clerk (making a total equivalent of one full time clerk) who would free the head librarian of clerical routines to develop services to students and teachers. Suggested for the year 60-61.
- B. It is recommended that the materials collection be developed by:
1. By purchasing the 533 books (\$1876.00) in the Basic Book Collection for Junior High Schools, 1960, that the library does not have in order to help establish a basic book collection. Suggested for the 60-61.
 2. By purchasing 300 titles (\$1200) from the A.A.A.S. Science Book List each year for three consecutive years in order to up-date and enlarge the science collection. Suggested for the years 61-62, 62-63, 63-64.
 3. By purchasing suitable and needed titles from Reading Ladders for Human Relations over the first five years of the achievement period to strengthen this area in the collection. Suggested for the years 60-61, 61-62, 62-63.
 4. By purchasing suitable and needed titles from Logasa's Historical Fiction during the first five years of the period of achievement to strengthen this area of the collection. Suggested for the years 60-61--64-65.

5. By purchasing suitable and needed titles from Gateways to Readable Books, 1959, in the first five years of the period of achievement to strengthen this area of the collection. Suggested for the years 60-61--64-65.
6. By purchasing all suitable and needed titles from Your Reading and Books for You during the last five years of the period of achievement to strengthen this area of the collection. Suggested for the years 65-66--69-70.
7. By purchasing at least 500 nonfiction titles during each of the ten years to build this section to at least 6500 volumes.
8. By purchasing at least 175 fiction titles during each of the ten years in order to maintain the quality and increase the recency of fiction copyrights.
9. By establishing an order schedule to accommodate one small book order each month so that regular teacher requests and emergencies may be met. Suggested for the year 60-61.
10. By establishing an order schedule to accommodate three large book orders on November 1, February 1, and June 1, so that substantial numbers of new books will be available throughout the year. Suggested for the year 60-61.
11. By adopting the policy that new books will be selected from the Booklist, Children's catalog, and Standard Catalog for High Schools, and other standard selection tools, to insure the quality of the collection. Suggested for the year 60-61.
12. By adopting the policy of selecting approximately one-third of all new books with a copyright in the current year to insure an up-to-date collection. Suggested for the year 60-61.
13. By setting the goal of an effective collection of 9000 books by the end of the ten year period in order that collection size keep pace with growing school population.

14. By setting up a rotating purchase schedule for encyclopedias involving the acquisition of two sets a year: one World Book set each year for one choice, and alternating Compton's, Britannica, and the Book of Popular Science as the other set. This would insure the library's having up-to-date encyclopedias and provide social studies teachers with needed reference sets. Suggested for the year 60-61.
15. By purchasing two new magazines each year so that by the end of the program this collection will total at least 80 titles.
16. By collecting and organizing material for a pamphlet file, since an increasing amount of information is available in this form only. Suggested for the year 69-70.
17. By collecting and organizing material for a picture file to supplement the book, magazine, and pamphlet collections and again providing materials not available otherwise. Suggested for the year 68-69.
18. By collecting and organizing a collection of realia (museum pieces, models, samples, etc.) which could provide unique and primary information and learning sources. Suggested for the year 69-70.
19. By purchasing at least 20 filmstrips a year to modernize and enlarge the collection.
20. By purchasing microfilm to replace back issues of magazines that have been kept three years in order that a substantial file of back issues will be available for teacher and student use. Suggested for the year 65-66.
21. By purchasing the New York Times (7 days) in paper form and on microfilm that adequate national and international news coverage and dated editorial comment may be available for reference. Suggested for the year 67-68.
22. By increasing the number of professional magazine subscriptions by at least five each year so that all subject-matter fields and necessary journals of research be available to teachers.
23. By purchasing at least 40 professional books each year to the end of establishing a minimum book collection of 400 titles.

24. Be acquiring of numerous and varied curriculum guides, resource units, and other miscellaneous materials each year to complete the establishing of a well-rounded professional library by the close of the achievement program.
25. Be compiling a bibliography of junior high level materials in the K.S.T.C. curriculum library for aid in selecting materials for Lowther's professional collection. Suggested for the year 60-61.

C. It is also recommended that library quarters be developed:

1. By removing the partition between rooms 207 and 208 in order to convert room 208 into a stack room. Suggested for the year 61-62.
2. By replacing the solid wall partition between rooms 206 and 205 with a half-glass partition which would allow room 206 to be used as a magazine storage and conference room, and room 205 to be utilized as workroom-storage, office, and professional library quarters. Suggested for the year 61-62.
3. By treating the ceilings and walls of the entire library suite acoustically to reduce the present noise disturbance. Suggested for the year 61-62.

D. It is recommended that the following equipment be purchased: (In Emporia these items come from the school system equipment fund and not from the junior high library budget).

1. One 9' range of double-faced shelving every other year for three years to provide sufficient shelf space for the new books being acquired. Suggested for the years 60-61, 62-63, 64-65.
2. The nineteen pieces of audio-visual equipment listed on page 40 to provide a flexible viewing schedule for our audio-visual materials. Suggested for the years 60-61--69-70.
3. Two microfilm readers for viewing microfilmed back issues of magazines and The New York Times. Suggested for the years 66-67, 68-69.

4. One typewriter for use by teachers in the professional library. Suggested for the year 60-61.
5. Two 9' ranges of double-faced counter-height shelving to accommodate the growing reference collection. Suggested for the years 61-62, 63-64.

E. It is recommended that the following suggested schedule of annual expenditures be adopted which will provide for a basic, up-to-date, general and professional materials collection and some of the equipment to make use of them. (These figures do not include amounts for equipment listed in section D of these recommendations.)

Year	Books	Magazines	Professional Library	Equipment & Supplies	Binding	Budget
60-61	\$2500	\$400	\$200	\$300	\$200	\$3600
61-62	2900	400	200	(same all ten years)		4000
62-63	3100	400	300			4300
63-64	3300	400	400			4600
64-65	3500	400	500	Supplementary Materials		4900
65-66	3700	400	500	100		5200
66-67	3900	400	500	200		5500
67-68	4100	500	500	200		5800
68-69	4300	500	600	200		6100
69-70	4500	600	600	300		6400

F. It is recommended that the program of services to teachers and students be developed:

1. By organizing a library handbook containing vital statistics that teachers may be informed. Suggested for the year 60-61.
2. By issuing a monthly news bulletin to teachers listing new materials and services of the month in order that they may be up-to-the-minute on library opportunities. Suggested for the year 60-61.

3. By organizing a monthly system of reporting units to be covered in classes so that bibliographies of library materials may be prepared ahead of time as much as possible. Suggested for the year 60-61.
4. By planning a program of library instruction that will adequately prepare youngsters to use the library's materials. Suggested for the years 60-61--62-63.
5. By giving book talks to classes as motivation and stimulation for pupils to broaden and increase their reading. Suggested for the year 61-62.
6. By planning a program of student participation in book selection through the activities of the home room with the aim of helping students to a greater appreciation of the library's vital part in the school program. Suggested for the year 60-61.
7. By devising an individualized reading program for all pupils for the purpose of broadening their reading scope. Suggested for the year 60-61.

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Washington, D.C.

Library Association
Washington, D.C.

State Library
Collection
Washington, D.C.

Library, Robert
Service,
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