A survey of school library service in Pine Bluff, Arkansas

Phyllis Keele Walker

Atlanta University

8-1-1956

Follow this and additional works at: http://digitalcommons.auctr.edu/dissertations

Part of the Library and Information Science Commons

Recommended Citation

http://digitalcommons.auctr.edu/dissertations/1345

This Thesis is brought to you for free and open access by DigitalCommons@Robert W. Woodruff Library, Atlanta University Center. It has been accepted for inclusion in ETD Collection for AUC Robert W. Woodruff Library by an authorized editor of DigitalCommons@Robert W. Woodruff Library, Atlanta University Center. For more information, please contact cwiseman@auctr.edu.
A SURVEY OF SCHOOL LIBRARY SERVICE IN PINE BLUFF, ARKANSAS

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SCIENCE IN
LIBRARY SERVICE

BY

PHYLLIS KEELE WALKER

SCHOOL OF LIBRARY SERVICE

ATLANTA, GEORGIA
AUGUST, 1956
# TABLE OF CONTENTS

LIST OF TABLES .................................................. iii

CHAPTER

I. INTRODUCTION .................................................. 1
   - Purpose and Scope
   - Methodology
   - Significance
   - General Characteristics of the Community
   - General Characteristics of the Schools

II. ORGANIZATION AND ADMINISTRATION OF THE SCHOOL LIBRARY ............................................. 15
   - Personnel
   - Finance
   - Housing and Equipment
   - Summary

III. THE MATERIALS COLLECTION ................................. 30
   - Books
   - Newspapers and Magazines
   - Pamphlets
   - Audio-Visual Materials
   - Classroom Collections
   - Summary

IV. SERVICES AND GENERAL USE OF THE SCHOOL LIBRARY ......................................................... 48
   - Reading Guidance
   - Instruction in Library Use
   - Service to Classroom Teachers
   - General Use
   - Cooperation with the Public Library

V. SUMMARY AND RECOMMENDATIONS ............................ 66

BIBLIOGRAPHY .................................................... 78
### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Distribution of Librarians' Time During a Typical Week</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>Adequacy of the Equipment Owned by the Two Libraries</td>
<td>25</td>
</tr>
<tr>
<td>3.</td>
<td>Number of Titles and Volumes in the Merrill High School Library by Subjects</td>
<td>33</td>
</tr>
<tr>
<td>4.</td>
<td>Number of Titles and Volumes in the Coleman High School Library by Subjects</td>
<td>34</td>
</tr>
<tr>
<td>5.</td>
<td>Distribution of Titles in the Book Collections as Compared with the Distribution in the Standard Catalog for High School Libraries</td>
<td>35</td>
</tr>
<tr>
<td>6.</td>
<td>Important Subject Areas Represented in the Book Collections of Both Schools</td>
<td>37</td>
</tr>
<tr>
<td>7.</td>
<td>The Number of Hours Given to Teaching the Use of the Library and Its Resources</td>
<td>51</td>
</tr>
<tr>
<td>8.</td>
<td>Analysis of School Library Services to Meet Student Requests at Merrill High School</td>
<td>53</td>
</tr>
<tr>
<td>9.</td>
<td>Analysis of School Library Services to Meet Student Requests at Coleman High School</td>
<td>54</td>
</tr>
<tr>
<td>10.</td>
<td>Analysis of Library Services to Meet Teacher Requests at Merrill High School</td>
<td>58</td>
</tr>
<tr>
<td>11.</td>
<td>Analysis of Library Services to Meet Teacher Requests at Coleman High School</td>
<td>59</td>
</tr>
<tr>
<td>12.</td>
<td>The Extent to Which Teachers Bring Classes or Send Groups to the School Library During Class Periods at Merrill High School</td>
<td>63</td>
</tr>
<tr>
<td>13.</td>
<td>Materials Withdrawn by Merrill High School Students During the Month of January, 1956</td>
<td>64</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Realizing the importance of keeping school library service abreast with today's educational changes, educators and librarians sense a definite need to re-evaluate the services of the school library. The seven cardinal principles of yesterday's world have today been embodied by the four principles of self-realization, human relations, economic efficiency, and civic responsibility "which are considered the aims of education in a democracy." ¹ Since the basic aims of education are in full harmony with the educational objectives of the school, a library with adequate materials and services will be able to help implement the new ideas of education.

In light of the school library's strategic position in education, school librarians must set about to evaluate the library according to present-day needs.

Purpose and Scope

The purpose of this study is to find out what school facilities and services exist in Pine Bluff, Arkansas for Negroes and how they are organized to meet the needs of students and teachers. This study includes two of the four Negro high schools

in Pine Bluff. The third school, Saint Peter's Catholic School, was omitted because it has no form of organized library service. The fourth school, Townsend Park, is in its first year of operation. Although its structure includes space for a library, the school had not equipped the library at the time this study was made. The two schools surveyed were: the Merrill High School which is rated by the North Central Association of Colleges and Secondary Schools and the Coleman High School which is a county school with an "A" rating with the Arkansas Department of Education.

This study is divided into three parts. The first part covers background information and includes the characteristics of the community, objectives of the schools, characteristics of the school population, curriculum, description of the schools and instructional programs. The organization and administration of the libraries make up the second part of the study. The items surveyed were personnel, housing and equipment, materials collections, finance and administrative and organizational policies. The third aspect of the study deals with services and general use of the libraries. This included reading guidance, service to classroom teachers, instruction in library use, cooperation with the public library, circulation, attendance and use.

Methodology

A Planning Guide for the High School Library Program

served as a guide to collect and analyze the data. Background information of the community was obtained from the local Chamber of Commerce, the State Department of Education, and from the United States Bureau of the Census.¹ Personal interviews with the principals, librarians, and teachers of the schools were employed to gather background information about the schools. Personal observation was also utilized in collecting data.

A comparative evaluation was made by measuring the libraries by local standards as set up by the state of Arkansas, by the regional standards of the North Central Association of Colleges and Secondary Schools, and by the national standards of the American Library Association. The state library consultant was contacted for state standards for high-school libraries for the state of Arkansas. For Class "A" schools, the state's standards are the same as those for the region.² Regional and national standards were taken from the Planning Guide.

The quantitative aspects of the book collection were obtained by securing the number of titles, the number of volumes, and the balanced distribution as indicated by the number of volumes classified under each of the sections of the Dewey Decimal Classification system. Titles were checked against those of the


For qualitative evaluation, comparisons of the proportion and recency of publications was ascertained by counting the libraries' holdings in the major classes copyrighted within the past five years. Counts were also made of non-book materials, such as newspapers, magazines, pamphlets, and audio-visual materials. Martin's *Magazines for School Libraries* and Rufsvold's *Audio-Visual School Library Service* served as measuring tools in the area of non-book materials. Each library's non-book holdings were evaluated in light of the school's curriculum and other related factors.

Personal interviews and observations were used to measure the services and general use made of the libraries.

**Significance**

Within the last decade, quite a few surveys have been undertaken to find the status of existing school library services and facilities for Negroes in the South. In 1950, William Walter

---


Bennett made a study of the library facilities and services in ten county training schools in Alabama. Following this study, Virginia Dillard made a similar investigation in Mobile, Alabama. In 1954, Lucille S. Jones did an evaluation of two high schools in New Orleans, Louisiana. These studies serve to picture school-library facilities and services in the above-named sections of the South. This study should extend the existing knowledge of school-library service for Negroes in the Southern region.

**General Characteristics of the Community**

The city of Pine Bluff is located on the Arkansas River, 45 miles southeast of Little Rock, the capital city. It is 110 miles upstream from the mouth of the Arkansas where it enters the Mississippi River, in the Gulf Coastal Plain, slightly southeast of the geographic center of the state. During its early settlement Pine Bluff was often referred to as the trading post. Being the first bluff on the west bank of the Arkansas River, a rich, alluvial plain, and on the path of travel from the state's oldest community, the Arkansas Post. As the second

---


oldest city, with its many stately trees, it became known as Pine Bluff.¹

Located in Jefferson County, Pine Bluff is the industrial hub of Arkansas and is the diversified third city. The 1950 census reports a population of 37,162, a 74.6 per cent increase over the 1940 count of 21,290. This consists of 17,522 males and 19,610 females. The Negro population for Pine Bluff is 43.7 per cent of the total. Jefferson County is an important agricultural area that is well-balanced with industry. Within the past two months, two large paper companies have chosen sites in Pine Bluff for paper mills. Pine Bluff is the leading cotton market between Memphis and Dallas and ranks second as a livestock concentration point in the state. Although cotton and its by-products are the primary crops, a diversified farm program has been successful. Because of the unlimited quantity of underground water available, rice growing is a major crop.² Manufactures include textiles, lumber, furniture, chemicals, cottonseed oil, archery equipment, and paper bags.³

Pine Bluff may well be called a college town as it has within its boundaries the state’s only tax-supported college for Negroes, the Arkansas Agricultural, Mechanical and Normal College which is accredited by the North Central Association of Colleges and Secondary Schools. Its 63 acre campus is dotted


²"The Pine Bluff Story" (Pine Bluff: Chamber of Commerce, 1956), passim.

with 31 brick structures, dormitories, and 111 housing units for the faculty; also a 212 acre farm under cultivation for laboratory work in agriculture. During the past four years it has added an infirmary, two dormitories, a gymnasium which seats 4,000, and agriculture, science and student union buildings. The college offers many cultural benefits to the community.

Approximately 10 per cent of the city school population comes from the rural areas. Forty per cent of the graduates of the Merrill High School go to college while only 15 per cent of the graduates of the Coleman High School go to institutions of higher learning.

Both of the schools have access to the Pullen Street Branch Library which is the public library for the Negro citizens of the city. Merrill High School is situated diagonally across the street from the public library branch; thus it is frequented by Merrill High School students. A reverse situation holds for the students of the Coleman High School as it is remotely situated at an approximate distance of three miles away from the public library branch; consequently, fewer of its students make use of public library service.

Merrill High School Library does not receive materials or services from public, county, or state libraries. The

1"The Pine Bluff Story," op. cit., passim.

2Interview with Miss Hazel L. Dunning, Counselor of Merrill High School, March 27, 1956.

3Interview with Mr. Homer L. Watkins, Principal of Coleman High School, March 26, 1956.
Coleman High School Library receives aid from the county in the form of bookmobile service. The school libraries do not serve adults in the communities.

**Merrill High School**

Merrill High School is located on the northwest side of Pine Bluff. It is in Pine Bluff's Special School District Number 3 and is accredited by the North Central Association of Colleges and Secondary Schools.

The plant of the school consists of a large two-story brick structure which was constructed in 1939. This edifice houses 16 classrooms, the home economics department with sewing and cooking units, library, principal's office, cafeteria, and auditorium. Two separate frame buildings are used for music instruction and for instruction in physical education. The newest addition to the plant is a gymnasium with a seating capacity of 1,000. A football field and ample playground space complete the physical plant.

Merrill High School has a population of 920 students and includes grades seven through 12. The school populace is divided into the junior-high and senior-high departments. Twenty-eight well-trained classroom teachers most of whom have earned advanced degrees, a full-time trained librarian, a full-time counselor, principal and secretary make up the school's personnel.

The instructional program is divided into the following departments: English, social science, mathematics, science, commercial studies, foreign language (French), and music. The
courses offered in the curriculum of the school appear below:

<table>
<thead>
<tr>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Algebra and General</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Geography</td>
<td>History</td>
<td>Civics</td>
</tr>
<tr>
<td>Music</td>
<td>Physical Education</td>
<td>Home Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trades</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Geometry or</td>
<td>Advanced Algebra or</td>
<td>Business Mathematics</td>
</tr>
<tr>
<td>General</td>
<td>Advanced Mathematics</td>
<td>or Advanced General</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td>World History</td>
<td>Business Education</td>
<td>Social Science</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Home Economics</td>
<td></td>
</tr>
<tr>
<td>Advanced Trades</td>
<td>Advanced French</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As listed above, the subjects are arranged by grades; however, in the senior high school department, students have a choice of electives. The mathematics department follows a dual-tract system. Students are given the California Arithmetic Test to obtain their mathematical abilities. Those making low scores are advised to take general mathematics while those with higher scores select the sequence courses of algebra, geometry, advanced algebra, and business mathematics.

The co-curricular activities include a well-organized and active student council, marching band, chorus and athletic teams. There are also various subject clubs, library club, and other minor organizations which are open to students. An alert Parent-Teacher-Association contributes much to the school.

The school's objectives are interwoven in its philosophy:

Concurring with the promise that a "school is a created environment established for the purpose of producing
particular changes in behavior desired by the group supporting the school," we realize that a school in our democracy should set up and work to achieve goals that will best fit boys and girls to understand, maintain, and promote the American way of life. To this end, we believe that the curriculum and the practices of the school should, as far as possible, represent the will of the majority in meeting the needs of the pupils.\footnote{Committee of Merrill High School Teachers, Handbook for Teachers (Pine Bluff: Merrill High School, 1955), p. 1.}

The objectives of the Merrill School Library are taken from School Libraries for Today and Tomorrow.\footnote{American Library Association. Committee on Post-War Planning, op. cit., pp. 9-10.} They appear below:

1. Participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents and other community members.

2. Provide boys and girls with the library materials and services most appropriate and most meaningful in their growth and development as individuals.

3. Stimulate and guide pupils in all phases of their reading that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.

4. Provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments and to acquire desirable social attitudes.

5. Help children and young people to become skillful and discriminating users of libraries and of printed and audio-visual materials.

6. Introduce pupils to community libraries as early as possible and cooperate with those libraries in their efforts to encourage continuing education and cultural growth.

7. Work with teachers in the selection and use of all types of library materials which contribute to the teaching program.
8. Participate with other teachers and administrators in programs for the continuing professional and cultural growth of the school staff.

9. Cooperate with other librarians and community leaders in planning and developing an over-all program for the community or area.

Coleman High School

The Coleman High School is located outside of the western city limits of Pine Bluff. It is a county school which has recently received an "A" rating from the accrediting agency of the State Department of Education. Its students consist mainly of pupils who live in the rural areas.

The physical plant includes a spacious one-story brick building which houses 10 classrooms, library, principal's office, and an auditorium. The home economics building is the latest addition and it is quite modern in many respects. The elementary school has its separate brick building. The school is in a very quiet locale with a spacious campus and playground area.

One thousand three hundred and four pupils make up the school's enrollment which is dispersed through grades one to 12. The school operates on the 6-6 plan. There is a faculty of 31 classroom teachers, a full-time librarian, and the principal. A classroom teacher serves as part-time secretary to the principal.

The courses offered in the school's curriculum are listed below:

<table>
<thead>
<tr>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>Mathematics</td>
<td>Science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Home Economics</td>
<td>English</td>
</tr>
<tr>
<td>7th Grade</td>
<td>8th Grade</td>
<td>9th Grade</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Music</td>
<td>English</td>
<td>Government</td>
</tr>
<tr>
<td>English</td>
<td>History</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Trades</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Science</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Home Economics</td>
<td>English</td>
</tr>
<tr>
<td>Biology</td>
<td>English</td>
<td>Government</td>
</tr>
<tr>
<td>English</td>
<td>History</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

The curriculum of the elementary school follows the general trends of elementary school curricula.

A newly-organized band, chorus, student council, and athletic teams add much to student life on the campus. Various subject clubs exist for interested students. There is also a well-organized student assistants' library club.

The educational objectives of the school, as related by the principal, appear below:

1. To develop a healthy mind and body
2. To develop a high moral and ethical character
3. To develop habits of industry, thrift, promptness, and resourcefulness
4. To develop a will to search for the truth
5. To develop the ability to adjust one's self to a changing environment
6. To develop respect for honest labor regardless of its social and economic level
7. To develop an appreciation of one's immediate surroundings
8. To develop harmonious teacher-pupil relationship with regards to daily living

---

1 Interview with Mr. Homer L. Watkins, principal of Coleman High School, March 26, 1956.
9. To develop self-motivation in all experiences

The objectives of the school library are taken from Fargo’s Library in the School. They appear below:

1. To acquire books and other materials in line with the demands of the curriculum and the needs of boys and girls and to organize these materials for effective use.

2. To guide pupils in their choice of books and other materials of learning desired both for personal and curricular purposes.

3. To develop in pupils skills and resourcefulness in their use of books and libraries and to encourage the habit of personal investigation.

4. To help pupils establish a wide range of significant interests.

5. To provide aesthetic experience and develop appreciation of the arts.

6. To encourage life-long education through the use of library resources.

7. To encourage social attitudes and provide experience in social and democratic living.

8. To work cooperatively and constructively with the instructional and administrative staffs of the school.

For a more clear picture of this study, it might be wise to compare the differences of the two schools. Merrill High School’s enrollment consists mainly of students who live within the city limits, whereas Coleman High School’s enrollment is made up almost entirely of students who live in the rural areas. Merrill is a junior-senior high school which serves grades seven through 12. Coleman High School is organized on the 6-6 plan.

---

and serves grades one through 12. Both schools have more than 30 faculty members. There is a full-time secretary at Merrill High School, but a classroom teacher serves as part-time secretary to the principal at Cokeleman High School. A larger percentage of the teachers at Merrill High School have earned advanced degrees than at Coleman High School. Both of the schools' principals have master's degrees and both schools have "A" ratings with the Arkansas State Department of Education and they have school terms of nine months. Merrill High School is also rated by the North Central Association of Colleges and Secondary Schools.
CHAPTER II

ORGANIZATION AND ADMINISTRATION OF THE SCHOOL LIBRARY

Personnel

The school librarian is a very important member of the school faculty, for it is she who is responsible for motivating students and teachers to use the library and its resources. A joint committee of the National Education Association and the American Library Association states the librarian's role in the school in this manner:

The school librarian is perhaps the most important factor in a full program of library service. A professional librarian who knows books and knows how to select, organize and interpret them; a master teacher who understands children and knows what the school should do for them; and a practical executive who is skilled in organizing a variety of forces to produce effective action - all are needed in the person of the successful school librarian.¹

Since the school librarian is such an important factor in school library service, she should possess a winsome personality. The American Library Association² lists these traits as being desirable for the school librarian: good humor, a pleasing appearance, friendliness with people, dignity and self-control, and energy and initiative. The librarian should understand the


school's objectives and work toward helping to achieve them. Besides these qualifications, the librarian should meet regional and national standards for professional preparation.

Merrill High School has one full-time librarian who spends 40 hours a week in the library. There is no clerical assistant. The school library neither meets regional nor national standards for the size of the staff in terms of the enrollment. The American Library Association recommends:

Personnel: 1 full-time librarian 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.

The North Central Association of Colleges and Secondary Schools makes this recommendation:

In schools with an enrollment of 500 or more pupils, the librarian is a full-time librarian. In schools with an enrollment of 200-499 pupils, the librarian may be a full-time librarian, a study-hall librarian, or a teacher-librarian; at least half the time of a teacher-librarian is devoted to the library.

With its enrollment of 920 students, Merrill High School Library should have two full-time librarians and one clerical assistant. The library services are hampered because of insufficient personnel. Student help is utilized to improve the services. There is a library club of about 10 boys and girls who assist the librarian with the non-technical services. The library is open throughout the school day. During the librarian's lunch period,

---

1Henne, Ersted, and Lohrer, op. cit., p. 44.

2Ibid., p. 49.
a classroom teacher is in charge.

Coleman High School has a study-hall librarian who spends 30 hours a week in the library. The library reading room is used as a study-hall except for one period throughout the day. With an enrollment of 1,304 students, the library should have two full-time librarians and one clerical assistant. According to the enrollments of these two schools, the size of the library staffs neither meets the regional nor the national standards.

Frances Henne\(^1\) says that the school library should be open all day. If teachers cannot be directly in charge when the librarian is not there, some arrangement should be made for having a trained assistant in charge.

Training and Experience of the School Librarians

The librarian at the Merrill High School has a Bachelor of Science degree from Tennessee State College and a Bachelor of Science in Library Service degree from Atlanta University. She has had 15 years of library experience seven years of which have been spent as librarian of Merrill High School. Regional and national standards for professional preparation are fully met by the librarian. For professional preparation, the North Central Association of Colleges and Secondary Schools recommends:

The librarian meets the requirements of general preparations and professional preparation of all members of the instructional staff. In a school with an enrollment of 500 or more pupils, the librarian has completed a minimum of 24 semester hours of library science.\(^2\)

\(^1\)Henne, Ersted, and Lohrer, op. cit., p. 49.

\(^2\)Ibid., p. 49.
The librarian at the Coleman High School has a bachelor's degree from Tuskegee Institute. She has completed 12 semester hours of library science through summer school workshops at the Arkansas Agricultural, Mechanical and Normal College at Pine Bluff. These workshops were recommended and approved by the State Department of Education. The librarian has six years of school library experience all of which was secured in the present position. The state, regional and national standards of professional preparation are not met by the librarian. The state of Arkansas has one regulation which it endorses for school libraries in addition to the regional standards. This regulation requires 18 semester hours of library science for part-time librarians. This requirement will be met by the Coleman High School librarian at the beginning of the ensuing school term as she is now attending a workshop which will yield her six additional semester hours credit for courses in library science.

Both of the school librarians have equal status with other members of the faculty. The salaries received are comparable to those received by other members of the faculty with similar amounts of training and experience. The libraries of both schools are closed during the summer; therefore, the librarians are not employed during the vacation period.

Activities of the School Librarians

The librarian at Merrill High School spends approximately 70 per cent of her time working directly with students and teachers. Of the remaining 30 per cent of her time, 10 per cent is
spent in technical work; five per cent in the selection of materials; five per cent in clerical work; three per cent in care of the collection. The remaining seven per cent of her time is spent in shelving and circulating books and in doing library publicity (see Table 1). The librarian is a permanent member of the committee on curriculum study and serves as leader of an intermediate troop of girl scouts. At the close of the school term, she submits to the principal a written report of the library's activities. In addition to this annual written report, the librarian keeps the principal informed of library problems and activities through personal conferences during the school year.

At Coleman High School the librarian devotes about 65 per cent of her time to direct work with students and teachers and 10 per cent to selecting materials. Of the remaining 25 per cent of her time, five per cent is spent in clerical work; four per cent in technical work; three per cent each for circulation, mending and marking books, and disciplining. Two per cent of the remaining seven per cent is allowed for publicity work; two per cent for shelving books; two per cent for circulating easy reading materials to the elementary grades and one per cent for taking care of the collection (see Table 1). The librarian is always consulted about curriculum changes and is active in working with home room programs. An annual report is not submitted to the principal; however, the librarian makes special reports of the library's activities to the principal during the school term.
TABLE 1

DISTRIBUTION OF LIBRARIANS' TIME DURING A TYPICAL WEEK

<table>
<thead>
<tr>
<th>Activities</th>
<th>Merrill High School</th>
<th>Coleman High School</th>
<th>Per cent of Librarian's Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct work with teachers</td>
<td>10</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Direct work with students (reference, reading guidance, etc)</td>
<td>60</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Selection of books and other materials</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Clerical work</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Circulation work</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Care of the collection (dusting, &quot;picking up&quot; materials, etc.)</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Technical work (cataloging, classification, etc.)</td>
<td>10</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mending and marking books</td>
<td>-</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Publicity work (includes reports)</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Shelving books</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Discipline</td>
<td>-</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Circulating easy reading material to the elementary grades</td>
<td>-</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Finance

The libraries of both schools fail to meet national and regional standards regarding their financial support. The
librarian at the Merrill High School did not have figures available on the library income and expenditures. Book orders and other requisitions are sent to the principal's office. These are in turn sent to the superintendent of the public schools. The librarian receives the supplies as they come to the school. Prior to the 1955-56 school term, the librarian at Coleman High School made no book orders or requests for supplies. Books and supplies were sent to the library from the superintendent's office. During the 1955-56 school term, $100 was appropriated for the purchase of books. This was far below regional and national standards for the financial support of a library. The American Library Association recommends:

For the purchase of books, periodicals, and other printed materials and supplies and for rebinding in an organized library unit in a school of 200 pupils or fewer, the minimum annual budget should be not less than $300. For larger schools a per pupil annual expenditure of $1.50 will provide adequate, but not superior, printed resources. Schools with enrollments of more than 1000 can provide good library service on a lower per pupil expenditure than can the smaller school.\(^1\)

The North Central Association of Colleges and Secondary Schools recommends:

Schools with an enrollment of 1000 or more pupils expend approximately 50 cents per pupil.

Schools with an enrollment of 500 to 999 pupils expend 75 cents per pupil.\(^2\)

At Merrill High School the librarian only presents the

---


book order to the principal after being told the amount allotted for books for the school term. The book orders are sent to a jobber at the request of the librarian. Other budgetary needs are requested in the annual report.

There is a petty cash fund which the Merrill High School Library obtains through fines. The only financial record kept by the librarian is of the receipts and expenditures of the petty cash fund.

**Housing and Equipment**

According to Mary Peacock Douglas, if the library is to function in developing proper civic attitudes and in promoting desirable reading and study habits, it must be furnished and equipped in an attractive and appropriate manner.

**Adequacy.**—The Merrill High School Library has a seating capacity of 110. The American Library Association recommends:

In schools with enrollments of about 500 pupils, the library quarters should provide for seating at any one time about 15-20 per cent of the students. In schools with 1000 or more pupils, seating space for 10-20 per cent of the enrollment appears adequate.

The North Central Association of Colleges and Secondary Schools recommends:

The library room, or combination library-study hall, should be easily accessible, should accommodate ten per cent of the enrollment, should be attractive in appearance, and should contain standard library equipment, such as: reading tables, desks or desk-chairs, chairs, librarian's desk.

---


cabinets for card catalogs, magazines and newspaper racks, dictionary stands, and filing cabinets. In judging the adequacy of library space, consideration should be given to modifying factors in individual schools and to the extent to which library facilities are decentralized.¹

According to national and regional standards, the Merrill High School Library has adequate seating space. With an enrollment of 920 students, the library should accommodate 92 students. The library does not have a conference room. The Planning Guide states that a conference room in the school library is essential so that students may work together on group projects.² There is no workroom in the school library. The office space is adequate, but there is insufficient storage space. The available storage space has been procured by utilizing the space beneath the circulation counters where back issues of magazines and newspapers are stored.

The Coleman High School Library neither meets regional nor national standards for housing and equipment. The library comfortably seats 60 students which is below the 10 per cent required by regional and national standards. Having an enrollment of 1,304, the school library should accommodate 130 students. The library has neither a conference room nor a workroom. The library needs a larger office and a suitable place for storing back issues of periodicals.

Standard library equipment.-- In order to be conducive to studying and reading, the school library should be properly

¹Henne, Ersted, and Lohrer, op. cit., p. 95.
²Ibid., p. 97.
equipped with standard library equipment. According to Table 2, the following equipment is adequate at the Merrill High School Library: shelving for books, shelving for magazines, bulletin boards, vertical files, typewriter, tables and chairs, card catalog trays, and dictionary and atlas stands. Open type book shelving is used around the walls of the reading room. Two magazine racks serve to hold current magazines. There are newspaper rods for about six papers. A four-drawer filing cabinet serves the purposes of the office. The following equipment is listed in Table 2 as being inadequate: desks for library assistants, book truck, and sink with running water. The library has a crude book truck that was built in the school's trade shop. A standard book truck is needed. The library is badly in need of a workroom.

The Coleman High School Library neither meets regional nor national standards for equipment. According to Table 2, the following equipment is inadequate: shelving for books and magazines, bulletin boards, vertical file, typewriter, tables and chairs, card catalog trays, desks for library assistants, book truck, dictionary and atlas stands, and sink with running water. The only adequate equipment is the electrical outlets. Open type shelving is not used. A partition with a swinging gate in the center serves to separate the book shelves from the reading room. The library has a newspaper holder and one magazine rack. A blackboard which extends along one side of the room is used to take the place of bulletin boards. The only typewriter
available to the librarian is the one in the school office. Sometimes it is not available for use when it is needed. Additional chairs would eliminate transporting chairs from the school auditorium for use in the library. The library does not have a book truck.

**TABLE 2**

**ADEQUACY OF THE EQUIPMENT OWNED BY THE TWO LIBRARIES**

<table>
<thead>
<tr>
<th>Types of Equipment</th>
<th>Merrill High School</th>
<th>Adequate</th>
<th>Needed</th>
<th>Coleman High School</th>
<th>Adequate</th>
<th>Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelving for books</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Racks for magazines</td>
<td>2</td>
<td>X</td>
<td>1</td>
<td>-</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Bulletin boards</td>
<td>2</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Vertical files</td>
<td>1</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Typewriters</td>
<td>1</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Tables</td>
<td>16</td>
<td>X</td>
<td>6</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Chairs</td>
<td>110</td>
<td>X</td>
<td>60</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Card catalog trays</td>
<td>6</td>
<td>X</td>
<td>1</td>
<td>-</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Desk for the librarian or assisants in the library</td>
<td>1</td>
<td>-</td>
<td>X</td>
<td>1</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Book trucks</td>
<td>1</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Dictionary and atlas stands</td>
<td>1</td>
<td>-</td>
<td>X</td>
<td>1</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Electrical outlets</td>
<td>6</td>
<td>1</td>
<td>X</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sink, running water</td>
<td>-</td>
<td>-</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

Audio-visual equipment.— The Merrill High School has very limited audio-visual equipment. A projector, turntable, tape recorder, and phonograph make up the school's audio-visual equipment. Such a collection is inadequate to meet the needs of the students and teachers. The Planning Guide states that "with the current emphasis on the use of all media of communication,
such types of equipment form an essential part of the library's equipment.¹

The audio-visual equipment at the Coleman High School is also inadequate. The school owns a projector and a phonograph. According to Margaret Rufsvold,² in order to have well-rounded audio-visual programs, the schools should have radios, head-phones for listening to records, projection stands, shelving for recordings, television sets and storage cabinets.

Appearance of the School Libraries

The library of the Merrill High School is located on the second floor of the main building. It is the approximate size of three average-size classrooms and has three entrances, and it is brightly illuminated with fluorescent lights which are arranged lengthwise down the center of the ceiling. Windows occupy the entire northern wall. The east end of the reading room contains the office which is enclosed by the circulation counters. Plants of ivy and philodendron hang from little pots placed near the windows. Framed pictures are placed above the shelves. Various displays of library materials add to the warm and friendly atmosphere of the room. The book collection presents an attractive appearance as badly worn books have been discarded from the collection.

The Coleman High School Library is located on the east

¹Henne, Ersted, and Lohrer, op. cit., p. 99.
side of the main building and is the approximate size of two average-size classrooms. There are two entrances, one of which is near the circulation desk. The library is well-lighted and has a southern exposure to natural light. The walls are of natural brick and could be greatly enhanced by the addition of wall pictures.

**Summary**

This chapter has shown the status of the Merrill High and Coleman High School libraries in regard to personnel, finance, housing and equipment.

The staffs of both libraries are inadequate in size in terms of the school enrollments. With an enrollment of 920 students, the Merrill High School Library should have two full-time librarians and one clerical assistant. The library has one full-time librarian who meets regional and national standards for professional preparation. There should be two full-time librarians and one clerical assistant for the 1,304 students at the Coleman High School. There is a study-hall librarian who does not meet regional and national standards for professional preparation. There is no clerical assistant.

Both of the school librarians have the same status as other members of the faculty who have the same training and experience. The librarians participate in many of the schools' general activities.

The libraries of both schools fail to meet regional and national standards relative to financial support. At Merrill
High School the librarian did not have figures available on the school's library budget. The $100 allotted for the 1,304 students at the Coleman High School was far below regional and national standards for the financial support of a school library serving an enrollment of this size.

The Merrill High School Library with a seating capacity of 110 meets regional and national standards for adequate seating space. According to regional and national standards for seating space, the Merrill High School Library should seat 92. The Coleman High School Library which seats only 60 people is inadequate. It should seat 130. Both of the libraries lack workrooms and rooms for conferences. The storage space at both schools is inadequate.

The library equipment at Merrill High School is inadequate with one or two exceptions. There is a need for a standard book truck, sink with running water, and desk for the student assistants. All of the equipment at the Coleman High School is inadequate to meet the needs of students and teachers. The library needs more book and magazine shelving, bulletin boards, larger vertical file, typewriter, additional chairs and tables. There is also need for a book truck and atlas and dictionary stands.

Both of the schools need audio-visual equipment as the equipment owned by each is inadequate to meet the needs of students and teachers.

The succeeding chapter will depict the materials collection of the school libraries. Books, newspapers and
magazines, pamphlets, audio-visual materials and classroom collections will be discussed.
CHAPTER III

THE MATERIALS COLLECTION

Books

From the latest inventories of the school libraries, the total number of books in the collections was determined. The inventory of the Merrill High School Library for May, 1956 listed a total of 2,939 titles and 3,081 volumes. A total of 1,024 titles and 1,194 volumes was shown by the inventory for February 28, 1956 of the Coleman High School Library. As to the number of titles and volumes, the American Library Association recommends that schools with an enrollment up to 1,000 should have 5,000 titles and 7,000 volumes. Merrill High School with its enrollment of 920 students fails to meet this requirement. Serving an enrollment of 1,300, the Coleman High School should have a minimum of 6,000 titles and 10,000 volumes.

Regarding the number of titles and volumes, the North Central Association of Colleges and Secondary Schools recommends that:

The library should be conceived of as a communications center. The number and kind of library and reference books, periodicals, newspapers, pamphlets, information files, audio-visual materials, and other learning aids should be adequate for the number of pupils and the needs of instruction in all courses offered.2

---

2 Henne, Ersted, and Lohrer, op. cit., p. 58.
Thus both libraries fail to meet regional standards as to the size of the collection.

Tables 3 and 4 give the number of books by titles and by volumes of the two libraries. The number of titles published within the last five years is also indicated.

Adequacy of Book Collection

The book collection of the Merrill High School Library is not well-balanced as most of the subject areas are either too small or too large. Applied art, fine art, and literature fall far below the standards of distribution as given in the Standard Catalog for High School Libraries.\(^1\) Applied art should be represented by 16.7 per cent of the total number of titles. Out of 2,839 titles, approximately 374 should represent applied art. There are only 197 titles in the applied art area. Eight per cent or 235 of the titles should represent fine art; there are 176 titles of fine art. Literature should be represented by 308 titles or 10.8 per cent of the collection; there are 243 titles in the literature area. Four hundred eighty-three or 17 per cent of the titles should consist of fiction. The library has 662 fiction titles. Since there is a public library near the school, the school library could spend less for fiction and develop other subject areas which are weak.

The Coleman High School Library book collection is not well-balanced. Like the Merrill High School Library, the

\(^1\)Standard Catalog for High School Libraries, op. cit.
Coleman High School library collection has too many fiction titles. Out of 1,024 titles, the library should have 174 fiction titles which would represent 17 per cent of the total number of titles. The library has 423 fiction titles. The Coleman High School Library collection also has insufficient representations in the areas of applied art, fine art, biography and history. One hundred and seventy-one or 16.7 per cent of the titles in the collection should represent applied art; the library has 62 titles in applied art. Fine art should be represented by 82 titles or eight per cent of the total collection; there are 18 titles in the fine art area. Biography is insufficiently represented with 40 titles. There should be 101 titles of biography. The history collection is also weak. One hundred and one titles or 9.9 per cent of the total number of titles should represent history; there are 25 titles in the history area. The book collection is not well-balanced to meet the needs of students and teachers. Table 5 gives the distribution of titles in the book collections of the Merrill High and Coleman High School Library collections as compared with the distribution in the Standard Catalog for High School Libraries.

Two hundred and twenty-nine or 22.4 per cent of the 1,024 titles of the Coleman High School Library were published within the last five years. Only about 15 per cent or 427 of the 2,839 titles in the Merrill High School collection were published within the last five years. Both schools should have a better representation of current materials. The Planning Guide states:
The demand for current materials on many subjects makes it necessary for titles published within the last five years to be well represented in the book collection.

### Table 3

**Number of Titles and Volumes in the Merrill High School Library by Subjects**

<table>
<thead>
<tr>
<th>Types of Books</th>
<th>Number of Titles</th>
<th>Number of Volumes</th>
<th>Titles Published Within Last Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>General Works</td>
<td>250</td>
<td>250</td>
<td>4</td>
</tr>
<tr>
<td>Philosophy</td>
<td>54</td>
<td>65</td>
<td>14</td>
</tr>
<tr>
<td>Religion</td>
<td>46</td>
<td>46</td>
<td>12</td>
</tr>
<tr>
<td>Social Science</td>
<td>356</td>
<td>396</td>
<td>66</td>
</tr>
<tr>
<td>Philology</td>
<td>52</td>
<td>55</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>164</td>
<td>174</td>
<td>18</td>
</tr>
<tr>
<td>Applied Art</td>
<td>194</td>
<td>325</td>
<td>91</td>
</tr>
<tr>
<td>Fine Art</td>
<td>176</td>
<td>178</td>
<td>55</td>
</tr>
<tr>
<td>Literature</td>
<td>243</td>
<td>248</td>
<td>17</td>
</tr>
<tr>
<td>Travel</td>
<td>135</td>
<td>138</td>
<td>10</td>
</tr>
<tr>
<td>Biography</td>
<td>215</td>
<td>225</td>
<td>50</td>
</tr>
<tr>
<td>History</td>
<td>292</td>
<td>297</td>
<td>20</td>
</tr>
<tr>
<td>Fiction</td>
<td>662</td>
<td>684</td>
<td>69</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2839</td>
<td>3081</td>
<td><strong>427</strong></td>
</tr>
</tbody>
</table>

The North Central Association of Colleges and Secondary Schools recommends that:

The library should be conceived of as a communications center. The number and kind of library and reference books, periodicals, newspapers, pamphlets, information files, audio-visual materials, and other learning aids should be adequate for the number of pupils and the needs of instruction in all courses offered.²

²Ibid.
TABLE 4
NUMBER OF TITLES AND VOLUMES IN THE COLEMAN HIGH SCHOOL LIBRARY BY SUBJECTS

<table>
<thead>
<tr>
<th>Types of Books</th>
<th>Number of Titles</th>
<th>Number of Volumes</th>
<th>Titles Published Within Last Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>General Works</td>
<td>10</td>
<td>171</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Religion</td>
<td>70</td>
<td>70</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>86</td>
<td>86</td>
<td>34</td>
</tr>
<tr>
<td>Philology</td>
<td>40</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>63</td>
<td>63</td>
<td>19</td>
</tr>
<tr>
<td>Applied Art</td>
<td>62</td>
<td>64</td>
<td>20</td>
</tr>
<tr>
<td>Fine Art</td>
<td>18</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>Literature</td>
<td>90</td>
<td>93</td>
<td>11</td>
</tr>
<tr>
<td>Travel</td>
<td>52</td>
<td>52</td>
<td>8</td>
</tr>
<tr>
<td>Biography</td>
<td>40</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>History</td>
<td>25</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>Fiction</td>
<td>465</td>
<td>465</td>
<td>97</td>
</tr>
<tr>
<td>Total</td>
<td>1024</td>
<td>1194</td>
<td>229</td>
</tr>
</tbody>
</table>

Neither of the libraries meets regional nor national standards. Both libraries should have better-balanced collections and more current materials.

Of the several important areas of the book collection as given by the Planning Guide, the Merrill High School Library was represented by all except the area of books for retarded readers. The Coleman High School Library was weak in several areas: occupations, general reference, general science, applied science, home and family living, and books for the retarded reader (see Table 6).
TABLE 5

DISTRIBUTION OF TITLES IN THE BOOK COLLECTIONS AS COMPARED WITH THE DISTRIBUTION IN THE STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Distribution in the Standard Catalog for High School Libraries</th>
<th>Distribution of Titles at the Merrill High School Library</th>
<th>Distribution of Titles at the Coleman High School Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Works</td>
<td>1.5</td>
<td>8.8</td>
<td>.97</td>
</tr>
<tr>
<td>Philosophy</td>
<td>1.0</td>
<td>1.9</td>
<td>.29</td>
</tr>
<tr>
<td>Religion</td>
<td>1.0</td>
<td>1.6</td>
<td>6.8</td>
</tr>
<tr>
<td>Social Science</td>
<td>9.6</td>
<td>12.5</td>
<td>8.4</td>
</tr>
<tr>
<td>Philology</td>
<td>1.0</td>
<td>1.8</td>
<td>3.9</td>
</tr>
<tr>
<td>Science</td>
<td>7.6</td>
<td>5.8</td>
<td>6.1</td>
</tr>
<tr>
<td>Applied Art</td>
<td>16.7</td>
<td>6.8</td>
<td>6.0</td>
</tr>
<tr>
<td>Fine Art</td>
<td>8.0</td>
<td>6.2</td>
<td>1.7</td>
</tr>
<tr>
<td>Literature</td>
<td>10.8</td>
<td>8.5</td>
<td>8.0</td>
</tr>
<tr>
<td>Travel</td>
<td>6.0</td>
<td>4.7</td>
<td>5.1</td>
</tr>
<tr>
<td>Biography</td>
<td>9.9</td>
<td>7.8</td>
<td>3.9</td>
</tr>
<tr>
<td>History</td>
<td>9.9</td>
<td>10.3</td>
<td>2.4</td>
</tr>
<tr>
<td>Fiction</td>
<td>17.0</td>
<td>23.3</td>
<td>45.4</td>
</tr>
<tr>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

With its limited resources, the Coleman High School Library does not adequately meet the needs and interests of pupils and teachers. To supplement its resources, the library obtains books from the county through bookmobile service. During the 1954-1955 school term, the library borrowed a total of 1,800 books. The Merrill High School Library does not receive materials from other sources.

Of Merrill High School's 2,839 titles, 531 or 18.4 percent are represented in either the Standard Catalog for High
The Coleman High School Library has 151 or 14.7 per cent of its titles appearing in the following sources: the Standard Catalog for High School Libraries, A Basic Book Collection for High Schools, and the Children's Catalog. The state of Arkansas does not have a list of approved books but recommends the Standard Catalog.

The book collections of both libraries are attractive. The books are clearly marked and have colorful bindings. The collection of easy books for the elementary grades of the Coleman High School add color to the library's collection.


The school librarian's chief dependence should be on the approved professional tools dealing primarily with the selection of books for children and young people in schools.

---

2Joint Committee of the American Library Association, National Education Association, and National Council of Teachers of English, op. cit., passim.
6Joint Committee of the American Library Association, National Education Association, and National Council of Teachers of English, op. cit., passim.
7Henne, Ersted, and Lohrer, op. cit., p. 64.
<table>
<thead>
<tr>
<th>Subject or Type of Books</th>
<th>Merrill High School Adequate</th>
<th>Extensively Used?</th>
<th>Infrequently Used?</th>
<th>Recent Enough for Needs</th>
<th>Coleman High School Adequate</th>
<th>Extensively Used?</th>
<th>Infrequently Used?</th>
<th>Recent Enough for Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupations</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Self-Development (personality)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>United Nations and World Planning</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Hobbies</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>General Reference</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Fiction for Grades 7-8</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Fiction for Grades 9-10</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Fiction for Grades 11-12</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Inter-Group Understanding</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>General Science</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Applied Science</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Home and Family</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Living</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Books for the Retarded Reader</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
The teachers at Merrill High School are encouraged by the librarian to use the standard selection aids when they are selecting new material for the library. During the 1955-1956 school term when the librarian at Coleman High School was permitted to order books, the teachers were introduced to the standard selection aids and used them in making their requests for new books.

Organization and Administration of the Book Collection

The school system with which the Merrill High School is associated does not provide centralized cataloging for its schools. There is no centralized ordering of books. The school librarian orders and catalogs books for her immediate library. The county school district with which the Coleman High School is associated has no provisions for centralized cataloging, but it does select and order books for the Coleman High School Library.

Both of the libraries have card catalogs and the book collections are classified according to the Dewey Decimal Classification system. The Merrill High School Library uses Cutter numbers for fiction and non-fiction. Only the class number and the initial of the author's last name are used at the Coleman High School Library. A shelf-list record is maintained by both of the libraries. The Merrill High School librarian keeps an accession record book in addition to the shelf-list. The accession record of the Coleman High School Library is kept at a larger school in the district. Inventories are taken every
three months at the Coleman High School Library. The last inventory was taken February 28, 1956. Annual inventories at the close of the school term are taken at the Merrill High School Library. The Planning Guide recommends that "a complete inventory should be taken once a year; it should not be taken less than once in every three years."

Newspapers and Magazines

The Church Woman and Friends magazines are received by the Merrill High School Library as gifts. The Lincoln Clarion and the Arkansawyer, both college publications, are the only newspapers received by the library as gifts. The Coleman High School Library receives no gift periodicals. Of the 14 magazines received by the Coleman High School Library, five or 36 per cent are listed in Martin's Magazines for School Libraries, the Standard Catalog, and A Basic Book Collection for High Schools. The Planning Guide recommends that:

All titles in the magazine collection should be approved in such basic lists as Martin's Magazines for School Libraries, the Standard Catalog for High School Libraries, supplements to fifth edition, and the Basic Book Collection for High Schools.2

Twenty-one or 64 per cent of the 33 magazines received by the Merrill High School Library are represented in the three sources named above. The Coleman High School Library keeps the following magazines for more than one year: Reader's Digest, Look,

1Henne, Ersted, and Lohrer, op. cit., p. 66.
3Henne, Ersted, and Lohrer, op. cit., p. 71.
Science Digest, Childhood Education, Parent's Magazine, Children's Digest, Ebony, and Life. The librarian binds a few of the magazines with mystic tape. The librarian at Merrill High School keeps the following magazines for more than one year: Reader's Digest, Parent's Magazine, Ebony, Newsweek, Life, National Geographic, and Senior Scholastic. None of the magazines are bound.

The magazines of the Merrill High School Library Collection include at least one for each of the subject areas given in Martin's Magazines for School Libraries. The Coleman High School Library does not meet the needs of its pupils as the magazine collection is too limited. Of the 22 subject areas listed by Martin, only five are represented in the Coleman High School Library. These are: science, world today, school and club activities, music, current comment and personalities. The American Library Association recommends:

An elementary school with an enrollment of two hundred 10 to 15 magazines.
A high school with an enrollment of two hundred 15 to 25 magazines.
As enrollment increases, the number of subscriptions should be proportionately increased.¹

With an enrollment of 920 students, the Merrill High School Library should subscribe to at least 60 magazines. It subscribes to 33. The Coleman High School Library which serves 1,304 students should subscribe to at least 90 magazines. Its subscriptions consist of 14 magazines.

Regional standards which call for an adequate number of periodicals to meet the school's needs are not met by either of the libraries.

The Merrill High School Library subscribes to the state paper, the Arkansas Gazette and to the Sunday edition of the New York Times. The Coleman High School Library subscribes to the Arkansas Gazette. It does not receive a regional metropolitan newspaper. The American Library Association recommends:

Newspapers are also necessary library materials. The school library in a school with an enrollment of 200 should subscribe to two newspapers, one local paper and one representing news on a state and national level.¹

The Coleman High School Library should include a regional metropolitan paper in its newspaper subscriptions.

Title cards for magazines and newspapers are kept in a regular catalog tray. A two-tray cabinet holds the shelf-list cards and cards for periodicals. A similar method is used at Coleman High School. Magazines in the Merrill High School Library are kept in plastic magazine holders. The Coleman High School Library has no covers for its magazines.

Pamphlets

During the last two academic school years, 1953-1943 and 1954-1955, 25 pamphlets were added to the materials collection of the Merrill High School Library. Fifteen pamphlets were added during the 1955-1956 school term. The pamphlet collection is strongest in occupations, health and safety

¹Ibid., p. 23.
education. The American Library Association recommends:

Pamphlets and clippings constitute a fruitful source of recent information. They should be organized as an integral part of the library collection. Material should be regularly added to the information file (sometimes called materials bureau) as need arises and promptly withdrawn when no longer useful.¹

Selection procedures.— The Standard Catalog for High School Libraries, Vertical File Service Catalog,² Booklist and School Life³ are the recognized sources used by the Merrill High School librarian to select pamphlet material. The Coleman High School librarian uses the Standard Catalog for the selection of pamphlets. Both librarians acquaint their faculty members with the recognized sources for selecting pamphlets for their classroom library collections. The pamphlets of the Coleman High School Library are not cataloged and are kept in pamphlet boxes. Most of the pamphlets at the Merrill High School Library are cataloged and are kept in the vertical files.

Audio-Visual Materials

Neither of the school libraries houses the audio-visual materials of the schools. In both cases, the science teachers are directly in charge of the audio-visual materials. Neither of the schools' collection of audio-visual material is adequate to meet the needs of students and teachers. Concerning audio-visual aids, the American Library Association states:


In addition to books, challenging new materials are becoming an important part of library resources. Some new audio-visual aids for learning are 16mm films, film-strips, slides, museum objects, radio programs, recordings and transcriptions, as well as flat pictures, maps, and other non-book materials which are essential in a good learning situation.

The audio-visual holdings of both schools are limited. The Merrill High School has a few musical recordings. Films are borrowed or rented from other sources. The social science teachers have a collection of maps, globes, and charts which are in the social science classrooms until the close of the school term. They are then stored in the library until school re-opens. Films are also borrowed or rented from available sources by the Coleman High School Library. There is a small collection of maps, globes, and charts at the Coleman High School. These are permanently kept in the social science classrooms. The school librarians neither administer the collection of audio-visual materials in the schools, nor do they have complete indexes of all of the schools’ audio-visual materials. No entries are made in the card catalogs of the school libraries for audio-visual materials. Concerning the audio-visual materials, Margaret Rufsvold recommends:

In order that they may be used to the best advantage, it is important that the audio-visual materials in the school library be processed and cataloged just as carefully as are the printed materials.

All orders for audio-visual materials are cleared through the

---


2Rufsvold, _op. cit._, p. 55.
science teachers at both of the schools.

**Classroom Collections**

There are no classroom collections of books at the Merrill High School. Collections of materials are available for classroom use at the Coleman High School. Elementary teachers borrow collections of easy books and other types of books for classroom use. The librarian has administrative control over all of the materials in the classroom collections. Books from the classroom collections may be borrowed for home use by the pupils. Records for the circulation of materials from classroom libraries are kept in the central library. Dictionaries are kept in the classrooms at the Coleman High School. There is a collection of dictionaries for the English department at the Merrill High School. These dictionaries remain in the classrooms of the four English teachers until the close of the school term when they are then returned to the library for storage until school re-opens.

Free textbooks are provided for grades seven and eight at the Merrill High School. The chairman of the junior-high school department administers the collection. The librarian at Coleman High School without clerical assistance administers the free textbook collection for grades one through eight. The **Planning Guide** recommends:

*It is desirable for the administration of all materials collections in the school to be in the hands of the school librarian, provided sufficient clerical help is available.*

---

1Henne, Ersted, and Lohrer, op. cit., p. 84.
There is no special collection of professional materials for the faculty of either of the schools. A few professional titles do appear among the existing materials collections.

Summary

According to national and regional standards for the size of the book collection in terms of the enrollment, the book collections of the schools are inadequate. The Merrill High School Library has 2,839 titles and 3,081 volumes. To serve its enrollment of 920 students, the library should have at least 5,000 titles and 7,000 volumes. With an enrollment of 1,304, the Coleman High School Library should own a minimum of 6,000 titles and 10,000 volumes. The library has 1,024 titles and 1,194 volumes. Fifteen per cent of the titles in the Merrill High School Library were published within the last five years, while 22.3 per cent of the titles of the Coleman High School were published within the last five years. Both libraries should have more current materials.

The book collections of the libraries are not well-balanced as most of the subject areas are too small or too large according to the distribution of titles by subjects as recommended by the Standard Catalog. Of the total number of titles of the Merrill High School Library 18.4 per cent are represented either in the Standard Catalog or in A Basic Book Collection for High Schools. The Coleman High School Library has 14.7 per cent of its titles appearing in the two recognized sources or in the Children's Catalog.
The libraries of both schools are well-organized. Both of the libraries have card catalogs and use the Dewey Decimal Classification system. The librarians maintain the following library records: accession record, shelf-list, and inventory record.

Newspapers and magazines are well-balanced at the Merrill High School Library. Of the 22 categories listed by Martin's Magazines for School Libraries, the magazine collection is represented by each area. Sixty-four per cent of the magazines are represented in standard selection aids. The Coleman High School Library does not have a well-balanced collection of periodicals. Only five of the 22 important subject areas are represented in the collection. Thirty-six per cent of the periodicals are represented in standard selection aids.

The Merrill High School Library subscribes to a local paper and to a regional metropolitan paper. Only a local paper is received by the Coleman High School Library. A record of newspaper and magazine holdings is maintained by both of the librarians.

Both of the schools have functional pamphlet collections to supplement the book collections. The pamphlet collections are strongest in the social studies. Standard selection aids are used by the librarians in selecting materials. Most of the pamphlets are cataloged and are kept in vertical files at the Merrill High School Library. The pamphlets of the Coleman High School Library are not cataloged and are kept in pamphlet boxes.
Neither of the school libraries houses the audio-visual materials which are administered by the science teachers. The collection of audio-visual materials at both schools is inadequate to meet the needs of students and teachers.

There are no classroom collections at either of the schools. The teachers of the elementary grades at Coleman High School borrow collections of easy books for classroom use. Dictionaries are kept in the classrooms. Free textbooks are administered by the chairman of the junior-high school at Merrill High School; at Coleman High School, the librarian administers the free textbooks.
CHAPTER IV
SERVICES AND GENERAL USE OF THE SCHOOL LIBRARY

Reading Guidance
The librarian plays a major role in an effective reading guidance program. In order to be prepared to fill this role, Frances Henne suggests that the school librarian needs a knowledge of all of the factors listed below in order to participate effectively in the reading guidance program:

1. The methods of teaching reading.
2. The standard reading achievements that can be expected of students, from the first grade through college.
3. The reading program in his school.
4. The types and nature of reading tests, their scope, purpose, and use, and how to interpret the scores made by students on tests.
5. The types of reading records that are used in the school. The scope, nature, purpose, and uses of these records, and how to interpret the records that are kept of the reading of students.
6. The backgrounds and abilities of as many students as possible.
7. The recent investigations, research, and other developments in the field of reading, and basic books about the reading of young people.

Of the seven factors listed by Henne, the librarian at the

---

Merrill High School possesses five. She is neither familiar with backgrounds and abilities of students, nor does she keep informed about recent research in reading. She attributes these limitations to the library's insufficient personnel. The librarian at Coleman High School possesses four of the factors listed above. She is not familiar with the types and nature of reading tests, backgrounds and abilities of students, and recent investigations in reading. These limitations are the results of insufficient personnel.

The following reading guidance activities are suggested for school librarians by the Planning Guide:

That librarians:

1. Cooperate with all teachers in the school in any aspect of the reading program with which they may be concerned.
2. Cooperate with the remedial reading when requested.
3. Encourage students to become interested in and develop a liking for reading.
4. Talk informally with students about their reading.
5. Guide the reading of students by helping them to select books.
6. Promote effective publicity that stimulates or motivates the reading of students.
7. Carry on as many individual cases of intensive reading guidance as time permits (at least one or two a year).
8. Provide special bibliographic services (construction of reading lists, etc.) for teachers when needed.

Of the 10 activities suggested by the Planning Guide, both librarians fail to meet two of them. Neither librarian encourages

students to develop their own personal libraries, nor helps students to develop an ability to evaluate materials.

**Instruction in Library Use**

In addition to aiding with the reading guidance program of the schools, the librarians teach students the use of the library and its resources. The librarian at Merrill High School devotes 17 hours a week to library instruction (see Table 7). This instruction consists of an explanation of the Dewey Decimal Classification System, techniques in using various types of library materials and the card catalog. Special emphasis is given to the proper use of basic reference books. Practical exercises in using materials supplement the instruction. The library rules and policies are also explained to the students at this time.

At Coleman High School the librarian devotes five hours a week to library instruction for seniors only. The seventh and eighth grade classes receive five hours of library instruction a week from their English teachers (see Table 7). The library instruction is designed to help students to learn to understand the Dewey Decimal Classification System and to intelligently use the card catalog.

Teachers of English, social studies, and science integrate classroom teaching with library instruction. At Merrill High School this integrated instruction is planned by the librarian and the respective teachers. No joint planning is done at the Coleman High School.
TABLE 7
THE NUMBER OF HOURS GIVEN TO TEACHING THE USE OF
THE LIBRARY AND ITS RESOURCES

<table>
<thead>
<tr>
<th>Grade in Which Library Instruction Is Given</th>
<th>Merrill High School</th>
<th>Coleman High School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Hours of Library Instruction</td>
<td>Position of Instructor</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>Librarian</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>Librarian</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>Librarian</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>Librarian</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>Librarian</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>Librarian</td>
</tr>
</tbody>
</table>

At Merrill High School, the student's ability to use the library is evaluated by means of written tests and actual practice in using library materials and resources. At Coleman High School, objective tests are used to evaluate the students' skills in using the library. Students at both schools are introduced to the Pullen Street Branch of the local public library.

During an average week at Merrill High School, the librarian received the following requests from students:

1. Answers for approximately 800 factual questions.
2. One hundred and twenty requests for materials for term papers and reports.
3. Sixty requests for materials for extra-curricular activities.
4. Twenty-seven requests for reading lists.
5. One hundred and eighty requests for reading guidance.
Of the 800 requests for answers for factual questions, 100 were not answered because of a lack of material; 50 requests were not answered because material was already in circulation. The librarian did not have time to answer 50 of the requests. The same pattern exists for each type of request received; that is, more requests failed to be answered because of an insufficient amount of materials (see Table 8). Such a pattern indicates that the library does not have enough materials to meet the needs of the students.

The librarian at Coleman High School received the following requests from students during an average week:

1. Answers for approximately 1,000 factual questions.
2. Six hundred and fifty requests for term papers and reports.
3. One hundred requests for materials for extracurricular activities.
4. Fifty requests for reading lists.

One hundred of the 1,000 requests for answers to factual questions were not answered because the materials were not in the library; 50 requests were not filled because the materials were already in circulation, and the librarian did not have time to answer 100 of the requests. Of the 650 requests for material for term papers and reports, the librarian did not have time to fill 50; 50 were not met because material was not in the library, and 20 were unfilled because the material was already in circulation. A similar pattern followed for each type of request. Table 9 indicates that there is insufficient personnel and library materials to meet the needs of the Coleman High School students.
<table>
<thead>
<tr>
<th>Types of Requests</th>
<th>Total Number Answered</th>
<th>Total Number Not Answered</th>
<th>Reasons Given for Failure to Answer Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>Lack of Time on Part of Librarian</td>
</tr>
<tr>
<td>Fact questions</td>
<td>500</td>
<td>300</td>
<td>50</td>
</tr>
<tr>
<td>Material for term papers, reports, speeches, etc.</td>
<td>75</td>
<td>45</td>
<td>5</td>
</tr>
<tr>
<td>Compilation of reading lists</td>
<td>5</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>Material for extracurricular activities</td>
<td>30</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Reading guidance</td>
<td>100</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>710</td>
<td>477</td>
<td>57</td>
</tr>
</tbody>
</table>
## Table 9

### Analysis of School Library Services to Meet Student Requests at Coleman High School

<table>
<thead>
<tr>
<th>Types of Requests</th>
<th>Total Number Answered</th>
<th>Total Number Not Answered</th>
<th>Reasons Given for Failure to Answer Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of Time on Part of Librarian</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Material Not in Library Collection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Material Already in Circulation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other Reasons</td>
</tr>
<tr>
<td>Fact questions</td>
<td>700</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td>Material for term papers, reports, speeches, etc.</td>
<td>500</td>
<td>150</td>
<td>50</td>
</tr>
<tr>
<td>Material for extracurricular activities</td>
<td>50</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Compilation of reading lists</td>
<td>20</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Reading guidance</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1270</strong></td>
<td><strong>530</strong></td>
<td><strong>165</strong></td>
</tr>
</tbody>
</table>

The table above shows the number of requests made for different types of materials and the reasons given for failure to answer these questions. The total number of requests made is 1270, with 530 not answered. The most common reason for not answering questions is lack of time on part of the librarian (165 cases), followed by material not in the library collection (185 cases), and material already in circulation (85 cases). Other reasons include lack of time on part of the librarian (50 cases), material not in the library collection (20 cases), and failure to answer questions already in circulation (10 cases).
Service to Classroom Teachers

The classroom teachers at Merrill High and Coleman High Schools receive at intervals lists of new materials which have been added to the library. Each semester three resource lists are compiled by the librarian for the classroom teachers at Coleman High School. Both librarians report unusual study habits of students to the counselor and to the homeroom teachers for special investigation. Since both of the librarians are members of the curriculum committee, they are well-informed of curriculum changes. Although the principal at Merrill High School encourages the teachers to keep the librarian informed of class assignments, the librarian is usually not informed until students present their requests for assigned materials. The librarian at Coleman High School is informed in advance of class assignments. The Planning Guide recommends:

In order to provide satisfactory library service for teachers and students, the librarian needs to be informed reasonably far in advance about assignments to be made or units to be taught.

The teachers at both schools aid the librarian in selecting materials for the library. Prior to the 1955-56 school term, the librarian at Coleman High School did not make book orders. With the 1955-56 book order, department heads assisted the librarian with the book selection. To avoid unnecessary duplications and to maintain balance, the librarians have the final responsibility in selecting all materials. Both schools have a

---

1Henne, Ersted, and Lohrer, op. cit., p. 21.
faculty-library committee to assist the librarian in formulating library policies. Teachers are requested to make suggestions for new materials to be added to the library. Neither librarian requests assistance from classroom teachers in weeding the library collections in certain subject fields.

During an average week at Merrill High School, the librarian received 80 requests from teachers for answers to factual questions. There are 20 requests for materials for class assignments; 25 requests for materials for curriculum planning; 12 requests for materials for extra-curricular activities and five requests for reading lists. There were 14 requests for remedial reading material. Of the 80 requests for answers to factual questions, 20 were not answered because material was not in the library; five were unfilled because material was already in circulation. The reasons for unfilled requests for factual questions were exemplary of all unanswered requests. Such reasons indicate that the library needs additional materials to meet the needs of teachers as well as students. The same pattern is true of the Coleman High School Library. Fifty-five requests for answers to factual questions were received by the Coleman High School Librarian during an average week. Thirty requests were made for materials for class assignments; 10 requests for materials for curriculum planning, and 25 requests for remedial reading materials. Of the 55 requests for answers to factual questions, the librarian did not have time to answer five; 10 were not answered because material was not in the library and in five cases the material was already in circulation. For each type of
requests, insufficient personnel and library materials were the chief reasons for unfulfilled requests. Tables 10 and 11 give an analysis of services received by the classroom teachers.

**General Use**

Merrill High School will seat 110 students or 12 percent of its enrollment. Grades seven through 12 have five study periods a week. The library is used for a study-hall. The librarian requests each year that the study-hall be placed elsewhere, but the administration desires that it remain in the library. The study-hall operates six periods a day or 30 class periods a week. There are two study-halls in the building. Because of a lack of available space in the library, the downstairs auditorium which seats 800 is used for study purposes.

The library is easily accessible to all students in the school. It is on the second floor and is centrally located between two classroom wings. The auditorium, which doubles as a study-hall, is not located near the library. The Planning Guide recommends that "the library should adjoin whenever possible the supervised study areas."¹

Students at Merrill High School are admitted to the library upon presenting admission slips. The school library does not use borrowers' cards. Students are not confined to library work only but are free to do assignments which do not require the use of library materials.

¹Henne, Ersted, and Lohrer, op. cit., p. 27.
<table>
<thead>
<tr>
<th>Types of Requests</th>
<th>Total Number Answered</th>
<th>Total Number Not Answered</th>
<th>Reasons Given for Failure</th>
<th>to Answer Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of Time on Part of Librarian</td>
<td>Material Not in Library Collection</td>
</tr>
<tr>
<td>Fact questions</td>
<td>50</td>
<td>30</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Materials for class assignments</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Material for curriculum planning</td>
<td>5</td>
<td>15</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Material for extracurricular activities</td>
<td>3</td>
<td>9</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Compilation of reading lists</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Remedial reading material</td>
<td>10</td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>71</strong></td>
<td><strong>0</strong></td>
<td><strong>39</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>21</strong></td>
</tr>
<tr>
<td>Types of Requests</td>
<td>Total Number Answered</td>
<td>Total Number Not Answered</td>
<td>Reasons Given for Failure to Answer Questions</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------</td>
<td>---------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of Time on Part of Librarian</td>
<td>Material Not in Library Collection</td>
</tr>
<tr>
<td>Fact questions</td>
<td>30</td>
<td>25</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Material for class assignments</td>
<td>20</td>
<td>10</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Material for curriculum planning</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Material for extracurricular activities</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Compilation of reading lists</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Remedial reading material</td>
<td>15</td>
<td>10</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>56</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>
In addition to serving as a study-hall, the Merrill High School Library is used exclusively for library purposes. The library is neither open at the close of the school day, nor is it open during the summer months. Students and teachers may withdraw library materials at the close of the school term to use during the vacation period.

The Coleman High School Library has a seating capacity of 60 and serves as the students' only study hall. It is used throughout the day by scheduled groups. The library is centrally located in the building and is easily accessible to all students.

The monitorial system at the school is directed by the student council. Students are admitted to the library by presenting a proper excuse to the student council monitor in charge. Borrowers' cards are not used at the library. Textbook work which does not require the use of library materials may be done in the library.

The school library is not used exclusively for library purposes. Because of a lack of classroom space, the library serves as a homeroom for the 12th grade class. The school library is closed during the lunch period. The Planning Guide recommends that:

The school library should be open a half-hour before school; it should be open during all periods of the school day, including the lunch hour, and open after school for at least the length of one period unless all students leave by bus.

The library is neither open nor does it circulate materials during

---

1Henne, Ersted, and Lohrer, op. cit., p. 28.
Both of the school libraries use at least 75 per cent of their capacities for most class groups during the week. During a typical week at Merrill High School, 675 students or 73 per cent of the enrollment use the library. Excluding the elementary grades, 395 students or 72 per cent of the high school enrollment of Coleman High School use the library during a typical week. Teachers of the elementary grades withdraw most of the materials for the elementary pupils. Students at both schools are encouraged to use the library for free and independent reading. Classes or groups of students from classes visit the library to do free reading, class projects, and for library instruction.

The librarian at Merrill High School desires a more extensive use of the library by the students. She attributes the limited use to several factors: no free periods, textbook-centered instruction, lack of library facilities, and the study-hall situation. Junior-high school students occupy the major portion of the library during the day. There is insufficient space for senior high school students who may wish to use the library. These problems have been discussed with the principal and teachers.

More use of the library by teachers is also desired by the librarian at Merrill High School. Textbook-centered instruction was indicated as a probable cause of the limited use by teachers. Table 12 indicates the extent to which the teachers at Merrill High School bring classes or send groups to the school library during class periods. The Planning Guide
recommend:

It is important to teach young people to learn to use several resources in the preparation of a specific assignment, and one of the important ways of accomplishing this is by bringing classes to the library where students can work individually under the direction of the teacher and the librarian. Teachers remain with their groups to assist them with using the library resources.

The librarian at Coleman High School presented no problems regarding the use of the library.

Reserve books in the Merrill High School Library may be borrowed for overnight use and for use in the library; fiction and non-fiction may be checked out for two weeks. Magazines may be borrowed overnight; pamphlets and pictures are circulated for one week.

During the month of January, 1956 at Merrill High School, 1,233 non-reserve books were withdrawn by students from the library. One thousand and twenty-nine reserve books were circulated. The total circulation to students for the month was 2,262 books (see Table 13). During a typical month at Coleman High School, there was a total of 1,662 books circulated to students. The librarian did not have the break-down of the number of reserve and the number of non-reserve books circulated.

Circulation records of reserve, fiction and non-fiction books are kept by the Merrill High School Librarian. Circulation records of fiction, classified books, and easy reading materials for the elementary grades are kept by the librarian at Coleman High School.

1Henne, Ersted, and Lohrer, op. cit., p. 34.
# TABLE 12

**THE EXTENT TO WHICH TEACHERS BRING CLASSES OR SEND GROUPS TO THE SCHOOL LIBRARY DURING CLASS PERIODS AT MERRILL HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Department</th>
<th>Total Number of Teachers in Department</th>
<th>Number of Teachers in Each Department Who Sent Groups or Bring Classes to the Library During School Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>More Than Once a Semester</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Home Economics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Shop</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Commercial Studies</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>

The librarians at both schools do much to implement the use of the library. Students are motivated to use the library and its resources and teachers are encouraged to make systematic use of the library. The librarians give book talks to the students in the library and in classrooms about interesting reading materials that are found in the library. An annual assembly program during National Book Week is sponsored by the librarian at Merrill High School. Book reviews, book talks, exhibits, and attractive bulletin boards are used to motivate students to use the libraries.
### TABLE 13
MATERIALS WITHDRAWN BY MERRILL HIGH SCHOOL STUDENTS DURING THE MONTH OF JANUARY, 1956

<table>
<thead>
<tr>
<th>Types of Books</th>
<th>Non-Reserve Books</th>
<th>Reserve Books</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Works</td>
<td>10</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td>Philosophy</td>
<td>90</td>
<td>101</td>
<td>191</td>
</tr>
<tr>
<td>Religion</td>
<td>25</td>
<td>104</td>
<td>129</td>
</tr>
<tr>
<td>Social Science</td>
<td>200</td>
<td>250</td>
<td>450</td>
</tr>
<tr>
<td>Philology</td>
<td>20</td>
<td>-</td>
<td>20</td>
</tr>
<tr>
<td>Science</td>
<td>145</td>
<td>50</td>
<td>195</td>
</tr>
<tr>
<td>Applied Art</td>
<td>201</td>
<td>223</td>
<td>424</td>
</tr>
<tr>
<td>Fine Art</td>
<td>50</td>
<td>20</td>
<td>70</td>
</tr>
<tr>
<td>Literature</td>
<td>33</td>
<td>30</td>
<td>63</td>
</tr>
<tr>
<td>History</td>
<td>75</td>
<td>120</td>
<td>195</td>
</tr>
<tr>
<td>Travel</td>
<td>25</td>
<td>30</td>
<td>55</td>
</tr>
<tr>
<td>Biography</td>
<td>34</td>
<td>101</td>
<td>135</td>
</tr>
<tr>
<td>Fiction</td>
<td>325</td>
<td>-</td>
<td>325</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,233</strong></td>
<td><strong>1,029</strong></td>
<td><strong>2,262</strong></td>
</tr>
</tbody>
</table>

Cooperation With the Public Library

Mary Peacock Douglas says:

It is important that schools and school libraries use the resources and facilities of public libraries to supplement their own resources and services and to help all children and young people to acquire the habit of using libraries regularly and consistently while they are attending school and throughout their lives.

Although the Merrill High School librarian introduces students to the public branch library and its resources, she does not work closely with the branch librarian. School

---

1Douglas, op. cit., p. 142.
assignments and projects are not made known to the branch librarian. Since the public branch library is easily accessible to the Merrill High School students, they use its resources freely.

Coleman High School is remotely situated at a distance from the public branch library and is not frequented by the Coleman High School students. There is, however, more cooperation between the Coleman High School Library and the public branch library than there is between the Merrill High School and the public branch library. The county bookmobile service, which is a phase of the public branch library services, provides the Coleman High School Library with many books. The public branch librarian is informed of the type and number of books that the school library needs. At stated intervals, the bookmobile makes its visit to the school.
CHAPTER V

SUMMARY AND RECOMMENDATIONS

Because of the newer aims of education in a democracy, educators and librarians feel the definite need of efficient library service to help implement the prevailing aims. This study has been done to find what school library facilities and services exist in Pine Bluff, Arkansas for Negroes and to what extent the libraries serve to implement the aims of the schools.

Pine Bluff is the third city in size in Arkansas. During the past ten years, the population increased 74.6 per cent. Forty-three and seven tenths per cent of its total population is made up of Negroes. Pine Bluff is a large cotton and livestock trading center. Its industries include textiles, lumber, furniture, chemicals, cottonseed oil, archery equipment, and paper bags.

Negro citizens receive many cultural benefits from the city's educational resources. There are four high schools for Negroes in Pine Bluff and the state's only tax-supported college for Negroes is located within the boundaries of the city. Many services are offered by the Pullen Street Branch Library, a branch of the local public library.

After investigating the four high schools, the writer discovered that only two had any form of organized library service. A third school which is in its first year of operation had space for a library, but it was not equipped for service at this time.
The Merrill High School and the Coleman High School were the two schools with organized library service; thus, this study is centered around the libraries of these two schools. The aspects of the school libraries surveyed were: organization and administration, materials collection, services and general use.

Organization and Administration of the School Library

Neither the Merrill High School nor the Coleman High School Library has adequate personnel according to regional and national standards. Merrill High School has a full-time librarian and no clerical assistant. There is a study-hall librarian at Coleman High School; the library does not have a clerical assistant.

The librarian at Merrill High School fully meets regional and national standards for professional preparation. She has had 15 years of library experience, seven of which have been at the Merrill High School. The Coleman High School librarian does not meet regional and national standards for professional preparation. She has 12 semester hours of library science which have been obtained through summer school workshops. Her six years of library experience were obtained in the present position.

Both librarians take part in many of the schools' activities. Most of their time is spent working directly with students and teachers. Next in importance in consuming their time on the job are the selection of library materials and cataloging and clerical work. Less time is spent in other phases of library service, such as: circulation, library housekeeping,
mending, shelving and disciplining.

The librarian at Merrill High School submits an annual report of the library's activities to the principal at the close of the school term. She confers with him about library problems and activities throughout the year. The Coleman High School librarian does not make an annual report to the principal but makes special reports to him during the year.

Regional and national standards regarding school library finance are not met by the Merrill High and Coleman High School Libraries. Figures were not available on library finance at Merrill High School. Requisitions for library books and materials are sent to the principal's office, and from there they are sent to the office of the superintendent of public schools. Supplies are received by the librarian as they arrive at the school. During the 1955-56 school term, the Coleman High School received an appropriation of $100 for library books.

The only financial record maintained by the Merrill High School librarian is one of the receipts and expenditures of money collected for fines. No financial records are kept by the Coleman High School librarian.

Housing and Equipment

The Merrill High School Library meets regional and national standards for adequacy of library space. The library comfortably seats 110 or 12 per cent of its enrollment. Neither of the school libraries has workrooms and conference rooms; Merrill High School has inadequate storage space and Coleman High School
has no storage space.

Although the Merrill High School Library contains more standard equipment than the Coleman High School Library, it also has some inadequacies in its equipment. All of the equipment at Coleman High School is inadequate for a functional library program. Neither school has adequate audio-visual equipment for a well-rounded program of audio-visual service to students and teachers.

Both libraries are well-lighted. Beautiful framed wall pictures, displays, and growing plants enhance the appearance of the Merrill High School Library. The Coleman High School Library does not present an attractive appearance. There are neither wall pictures nor growing plants to enhance the library's appearance.

The Materials Collection

According to regional and national standards for the size of the book collection in terms of enrollment, the book collections of Merrill High and Coleman High School Libraries are inadequate. Of a requisite number of 5,000 titles and 7,000 volumes, the Merrill High School Library has 2,839 titles and 3,081 volumes. The Coleman High School Library has 1,024 titles and 1,194 volumes out of a requisite number of 6,000 titles and 10,000 volumes.

Neither of the schools has a well-balanced book collection. When compared with the standard distribution of titles in the Standard Catalog, the distributions of titles in the two
libraries are either too large or too small. There are too few
titles in applied art, fine art, and literature in subject areas,
while the fiction area has too many titles.

Twenty-two and four tenths per cent of the total number
of titles of the Coleman High School Library were published with-
in the last five years, while only 15 per cent of the titles of
Merrill High School Library were published within the last five
years. Eighteen and four tenths per cent of Merrill High School
Library's titles are represented in standard book selection aids
for high school libraries. Coleman High School has 14.7 per cent
of its titles represented in standard book selection aids.

Thirty-six per cent of the magazines received by the
Coleman High School Library and 64 per cent of those received by
the Merrill High School Library are included in Martin's Maga-
zines for School Libraries. The magazine collection of Merrill
High School is well-balanced to meet the needs and interests of
students and teachers. There is at least one magazine for each
of the 22 subject categories listed by Martin. The magazine
collection of Coleman High School Library is not well-balanced
to meet the varying interests and needs of students and teachers.
Only five of the 22 subject areas listed by Martin are repre-
sented in the library. Neither library meets regional and
national standards for the size of the magazine collection. Out
of a requisite number of 90 magazines, the Coleman High School
Library receives 14 magazines. Merrill High School Library re-
ceives only 33 of a requisite number of 60 magazines. Plastic
magazine holders are not used at Coleman High School.
Merrill High School receives a local paper, the Arkansas Gazette and a regional metropolitan paper, the Sunday edition of the New York Times. Coleman High School Library only receives the local paper, the Arkansas Gazette.

Both libraries have functional collections of pamphlets to supplement the book collections. Standard selection aids are used for selecting pamphlets for the school library. They are properly organized for use.

The audio-visual materials of the schools are administered by the science teachers. Neither school has an adequate collection to meet the needs of students and teachers. The school librarians neither aid in the selection nor in the organization of the audio-visual materials.

There are no classroom collections at Merrill High School. There is a collection of dictionaries for the classrooms of English teachers. These are kept in the classroom until the close of the school term at which time they are returned to the library for storage. Free-textbooks are administered by the chairman of the junior high school. At Coleman High School there are classroom collections of easy reading materials for the elementary grades. Free-textbooks are administered by the librarian. Neither school has a collection of professional materials.

Services and General Use of the School Library

The Merrill High and Coleman High School librarians possess background information which prepares them for assisting with the schools' reading guidance programs. They perform many
reading guidance activities which form the libraries' basic reading guidance programs.

The library instruction program at the schools is initiated and implemented by the librarians. At Merrill High School the librarian devotes 17 hours a week to library instruction for grades seven through 12. The seventh and eighth grade classes receive five hours of library instruction each from the English teachers at Coleman High School, and the senior class receives five hours of library instruction a week from the librarian.

The school librarians notify classroom teachers of new materials as they are added to the library. Teachers are requested by the librarian to aid with book selection. Both schools have faculty-library committees to formulate policies and regulations for the library.

Classroom teachers at Coleman High School inform the librarian in advance of class assignments, but the Merrill High School librarian is not notified in advance of class assignments.

During an average week at Merrill High School, there were 80 requests for library materials from classroom teachers; 39 were not filled because the library did not have the materials. Out of a total of 73 requests for library materials from teachers at Coleman High School, the librarian was not able to fill 25 because of a lack of materials.

The Merrill High School Library has adequate seating space, but the seating space of the Coleman High School is inadequate for the school's enrollment. Both libraries serve as study-halls; in addition, the Coleman High School Library serves
as a homeroom for the senior class.

The librarian at Merrill High School desires a more extensive use of the library by students and teachers. She attributes the limited use by students to several factors: no free periods, inadequate library facilities, and the study-hall situation. Textbook-centered instruction was given as a probable cause of limited use by classroom teachers. The librarian has discussed these problems with the principal in an attempt to solve them.

The Coleman High School Library is neither open nor does it circulate materials during the vacation period. Library materials may be borrowed by Merrill High School students and teachers at the close of the school term to be used during the vacation period as the library is not open.

The public branch library is easily accessible to Merrill High School students but is a remote distance from the vicinity of Coleman High School students. Both student groups are introduced to the public branch library; however, there is not enough cooperation between the Merrill High School librarian and the branch librarian. Through the county bookmobile which is operated by the branch library, the Coleman High School Library borrows many books to supplement its collection.

Recommendations

The following recommendations are made relative to organization and administration, materials collections, services and general use of the Merrill High and Coleman High School
Libraries:

1. There should be an additional librarian and a full-time clerical assistant at both of the libraries.

2. The libraries should be open at least an extra month - two weeks before the opening of school and two weeks after the closing of school. This extra time would enable the librarians to get ahead on cataloging and other library routines; the librarians should be compensated for this extra work.

3. Both librarians should become better acquainted with students' backgrounds and abilities.

4. Both librarians should spend more time in becoming acquainted with recent research in reading.

5. The librarians should encourage students to develop home libraries and to develop the ability to evaluate materials.

6. The Coleman High School librarian should be relieved of study-hall assignments.

7. The Coleman High School librarian should submit an annual report to the principal. This report should be supplemented by conferences and other special reports during the school year.

8. The Coleman High School librarian should familiarize herself with the types and nature of reading tests.

9. The financial support of the libraries of both schools should be increased to meet regional and national standards for school library appropriations.
10. The Merrill High School librarian should have figures on all library receipts and expenditures and should maintain records of the same.

11. The Coleman High School librarian should maintain a petty cash fund and should keep financial records of all the library’s receipts and expenditures.

12. Both libraries should be provided with the minimum standard equipment to meet the needs of a functional library program. The Merrill High School Library should be provided with a standard book truck, desk for library assistants, and sink with running water. The Coleman High School Library should have the following: more shelving for books and magazines, bulletin boards, vertical file, typewriter, additional tables and chairs, card catalog trays, desk for student assistants, book truck, dictionary and atlas stands, and a sink with running water.

13. Both schools should have the following audio-visual equipment: radios, headphones for listening to recordings, cabinets for filmstrips, shelving for recordings, cabinets for maps and posters, and television sets.

14. Provisions should be made for workrooms, conference rooms, and storage space at both libraries.

15. Provisions should be made for adequate library space at Coleman High School.
16. Wall pictures and growing plants should be utilized by the Coleman High School librarian to enhance the appearance of the library.

17. The book collections of the libraries should be increased to properly serve the school enrollments. Provisions should be made for a minimum addition of 2,161 titles and 3,919 volumes at the Merrill High School Library. The Coleman High School Library needs a minimum addition of 4,976 titles and 8,806 volumes.

18. Both libraries should purchase materials to meet the needs of all departments of the schools.

19. Both libraries should contain more current books.

20. A larger percentage of the book titles of the two libraries should appear in standard book selection aids, such as: Standard Catalog, Children's Catalog, and A Basic Book Collection for High Schools.

21. The magazine subscriptions of both libraries should be increased.


23. The school librarians should aid in the selection and organization of audio-visual materials.

24. Coleman High School should receive a regional metropolitan paper.

25. The Coleman High School Library should use plastic
magazine holders to preserve magazines for daily use.

26. The Coleman High School librarian should receive assistance with administering free textbooks.

27. Provisions should be made for the libraries to be open two weeks before the opening of school and for two weeks after the close of school. The librarians should be compensated for this extra time and work.

28. The school libraries should be open at least a half-hour before school opens and an hour after school closes.

29. Library instruction should be available for all grades at Coleman High School.

30. The Coleman High School Library should be used exclusively for library purposes during school hours.

31. Classroom teachers at Merrill High School should inform the librarian in advance of class assignments.

32. The librarian at Merrill High School should put forth greater efforts to sell the library's services to students and teachers.

33. There should be more cooperation between the Merrill High School librarian and the librarian of the local branch library.
BIBLIOGRAPHY

Books


78
Articles


Periodicals


Unpublished Material


