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A study of the library experiences of seniors at Long High School, Cheraw, South Carolina

Mary Ida Walker
Atlanta University

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A STUDY OF THE LIBRARY EXPERIENCES OF SENIORS
AT LONG High SCHOOL, CHERAW, SOUTH CAROLINA

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
MARY IDA WALKER

SCHOOL OF LIBRARY SERVICE

ATLANTA, GEORGIA
AUGUST, 1956
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CHAPTER I

INTRODUCTION

The system of public education in a democracy is based upon the philosophy of government in operation. The original source of government authority is the people who are governed. Thus public education in a democracy has as its major function the preparation of its citizens for life in a democracy. The school then must concern itself with the development of both the individual potentialities and the social competence of its pupils. This means that the program of education should seek to satisfy the needs of individuals and the broad social needs of mankind. Therefore every high school, through cooperative efforts of the principal, the superintendent, the school board and all others concerned should constantly study and define its purposes. Upon these purposes the high school program should be developed.\(^1\) A part of this school is the library which has been imposed upon the school by state law or regulation, and it is not set up to fill an expressed need.\(^2\)

\(^1\)South Carolina State Committee on Accreditation Standards, Standards For Accredited High Schools of South Carolina, (Columbia, South Carolina: State Department of Education, 1955), p. 7.

Since school libraries have a common cause with educational agencies in the enrichment of life for youths and in their continuous education through the printed page, a conscientious effort should be made to see that young people acquire the ability to use factual books and materials and form the habit of using libraries and library materials. Further efforts should be made to provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, to acquire desirable social attitudes and develop good judgment in selecting worth-while books.\footnote{Mary Peacock Douglas, \textit{The Teacher-Librarian's Handbook} (Chicago: American Library Association, 1949), p. 16.}

\section*{Purpose and Scope}

This study has been made in order to determine to what extent use is made of the Library of the Long High School in Cheraw, South Carolina by the 12th grade students in order to bring to light any weakness that may be discerned in the library's program and to suggest methods and means of correcting these conditions.

\section*{Methodology}

The information for this study was obtained from a test-questionnaire, from observation and from personal interviews. A "dry-run" of the test-questionnaire was administered to 16 volunteers of the ninth grade class in order to detect poorly worded questions or confusing terms and to see if additional questions
should be added to the test questionnaire. The 16 pupils consisted of two persons who had finished each of the elementary schools in this school district. The revised test-questionnaire was administered by the writer with the aid of one teacher to 50 twelfth grade students, 20 males and 30 females.

Each question was read aloud twice by the proctor. There was sufficient pause between the reading of each question in order to give the students enough time to answer one question before going on to the next one. For each different type of question an explanation was given in regard to the type of mark to be used, a figure or a check. The teacher who assisted with the administration of the test-questionnaire walked around to see that the students wrote correct checks or figures in the proper places. The terms elementary and grade school were explained since some of the participants came from schools bearing these different names.

Members of the twelfth grade were observed closely as they used the library for a period of six weeks prior to the time when the test was given. This was done in order to see what materials the students were using so that the test-questionnaire could be worded within their experience range.

Personal interviews were held with school principals or teachers of the eight elementary schools in this school district. These interviews were designed to secure basic background information concerning the policies of the school in which these participants were enrolled before they came to high school. This was necessary because there was no printed material available, published or
unpublished, concerning the elementary schools in this school district.

Permission to administer the test-questionnaire to the seniors was obtained from the principal of Long High School.

Significance

This study should be significant for the following reasons:

1. A study of this kind has not been made for high-school libraries in South Carolina.

2. It should encourage educators, administrators and librarians to work more diligently for expanded library facilities and to use to the greatest extent whatever facilities they may already have.

3. It should serve as a guide for further studies of this type.
CHAPTER II

AN ANALYSIS OF THE PUPILS AND THEIR
ELEMENTARY SCHOOLS

The school library is an important part of every school; however, all schools have not recognized the fundamental part which the library plays if the newer techniques of teaching are to be utilized.¹ In such cases, the library facilities are generally inadequate as were those of the elementary schools completed by the participants in this study.

School District Two, in which Long High School is located is in Cheraw in Chesterfield County, which is in the northeastern part of South Carolina. This district covers a radius of 36 square miles and has 10 elementary schools for Negroes (see Diagram 1). All of these schools are public schools and they all have some form of a library. Forty-eight of the 50 participants completed eight of these schools, the other two completed elementary schools outside of the district.

CHESTERFIELD COUNTY, SOUTH CAROLINA

DIAGRAM I

Chesterfield County showing locations of elementary schools completed by participants in School District Two.
Characteristics of the Participants

Of the 50 high school pupils participating in this study, 20 males and 30 females, 45 were single, one female was married and four were veterans. Of the four veterans, one was married.

Ages.—The participants ages were as follows: one was 15 years of age, six were 16 years of age, 18 were 17 years of age and 14 were 18 years of age. Not any of the participants were in the 21 year old age bracket; however, one was 22 years of age and three were 23 years old (see Table 1).

<table>
<thead>
<tr>
<th>Age</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>15</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
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<td>6</td>
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<td>7</td>
<td>7</td>
<td>14</td>
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<td>19</td>
<td>2</td>
<td>3</td>
<td>5</td>
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<td>20</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>21</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>22</td>
<td>1</td>
<td>...</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>3</td>
<td>...</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>30</td>
<td>50</td>
</tr>
</tbody>
</table>

Years of completing elementary school.—Elementary school was completed by all of the participants between 1947 and 1952.
One participant finished elementary school in 1947, two in 1948, five in 1950, nine in 1951 and 33 completed elementary school in 1952 (see Table 2).

**TABLE 2**

YEARS IN WHICH PARTICIPANTS COMPLETED ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1947</td>
<td>1</td>
</tr>
<tr>
<td>1948</td>
<td>2</td>
</tr>
<tr>
<td>1949</td>
<td>0</td>
</tr>
<tr>
<td>1950</td>
<td>5</td>
</tr>
<tr>
<td>1951</td>
<td>9</td>
</tr>
<tr>
<td>1952</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
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</table>

District Two Elementary Schools Completed by Participants

Of the 50 high school pupils participating in this study, 31 graduated from the Robert Small Elementary School which is located near the down-town section of Cheraw. From Fisher's Hill are four pupils and three each came from Orange Hill and Patrick. Juniper, Linton and Young elementary schools are each represented with one pupil (see Table 3). None of the elementary schools was reported as having a library club.

**Kinds of Libraries Used By Participants Before Coming to High School**

Two of the participants had used school and public libraries before coming to high school. Forty-eight of the participants had
### Table 3

**Elementary Schools of District Two Completed by Participants by Sex**

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fisher's Hill</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Juniper</td>
<td>1</td>
<td>...</td>
<td>1</td>
</tr>
<tr>
<td>Linton</td>
<td>...</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Orange Hill</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Patrick</td>
<td>...</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Robert Small</td>
<td>14</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>Smithville</td>
<td>1</td>
<td>...</td>
<td>1</td>
</tr>
<tr>
<td>Young</td>
<td>...</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>30</td>
<td>48</td>
</tr>
</tbody>
</table>

*Two of the male pupils completed elementary school outside of the district.

used only the library found in their respective elementary schools. The 31 students who came from Robert Small School, (the one elementary school with a library room) did not know if the person in charge of the library did any teaching or not.

**Books and Quarters**

Of the eight Negro elementary schools in District Two, completed by the participants, only one, Robert Small School, had a separate room which was used for library purposes. The other seven schools had classroom collections. Some of the books for the Robert Small School are purchased with the school's funds and
others are issued from the district superintendent's office. The books that are issued from the superintendent's office are selected by him. The funds to pay for these books come from the fund that is appropriated by the district for the operation of its schools. There are no criteria for the selection of these materials and in many instances duplicates of already owned materials are selected.

The books in the other seven schools, located from three to 13 miles from Cheraw, are, in four cases, issued from the superintendent's office. In three instances teachers have developed the collections with their personal funds or by raising money through school activities. In no cases were the collections found to be adequate nor did they provide for a variety of reading materials. The few volumes available were purely for reference purposes with a few books to be read for pleasure.

All of the schools are in need of adequate library quarters. In seven elementary schools there were corner shelves in classrooms. In one case there was a small room with book shelves, one table and six chairs. There were no magazines, newspapers, vertical files, audio-visual materials (such as films, slides, records, et cetera). There is a definite need for money with which to buy materials and a greater need for trained personnel whose duty will be to select materials suitable for the pupils who are to use it.

Use of encyclopedias in the elementary school.—Most of the pupils said that they had used an encyclopedia while they were in elementary school, however five of them could not recall the title
of the work. One pupil specified Compton's Pictured Encyclopedia; 37 had used the World Book Encyclopedia and two had used three different encyclopedias namely: Britannica Junior, the World Book and Compton's Pictured Encyclopedia.

Summary

The greater portion of the participants was single (48 were single, two were married) and the majority of them completed elementary school in 1952 and entered high school immediately. By the time most of the participants reached the senior high class they were between the ages of 16 and 18.

Only one school has a library room; all others have classroom collections. The books in the one school with a library room are purchased partly with school funds and others are sent from the superintendent's office. The remaining seven schools get some books from the superintendent's office or from the teachers' personal funds or from money raising projects held in the school.

The encyclopedia which seemed to have been used most widely in elementary school was The World Book Encyclopedia reported by 39 of the 50 participants.

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CHAPTER III

SENIORS' USE OF THEIR HIGH SCHOOL LIBRARIES

Most educators support the belief that a strong foundation of reading and library usage must be developed in the young child if he is to be expected to utilize library materials to help him solve his problems in later years. Therefore, the school library should serve as a laboratory for reference work. To do this the library must have a wealth of materials of all kinds, organized with the educational needs of the particular school in mind and directed by personnel familiar with the school's program. Satisfactory school library service is also dependent upon adequate financial resources.¹

Long High School Library

Long High School, which is located just outside of the western city limits of Cheraw, South Carolina, receives its library funds from the district budget on the basis of the enrollment of the previous school year. During the year 1955-1956 the enrollment of Long High School was 449. According to Standards for Accredited High Schools of South Carolina:

¹Douglas, op. cit., pp. 6-7.
Each accredited high school shall appropriate and spend annually for books, periodicals, and supplies exclusive of salaries a sum of money based on the schedule listed below: 

Long High School falls in this category:

... enrollment of 401 to 1,000 pupils an annual appropriation of at least $550.00 plus $1.00 per pupil above 400.  

In addition to an annual budget, the library receives some materials (books, filmstrips, pamphlets and clippings) from the district superintendent's office. The total number of books received in 1955-56 from the superintendent's office was about 30; the number of filmstrips, six; and, about 100 pamphlets. These materials were selected by the superintendent and the filmstrips and books were duplicates of those already owned by the library.

It is also stated in the Standards for Accredited High Schools of South Carolina that:

Each accredited high school must have five library books per pupil exclusive of government documents and textbooks. No accredited school may have fewer than 500 books. Books are to be selected from the lists prepared by the Library Committee of the State Department of Education or some other lists approved by the State Department of Education, such as the H. W. Wilson, Standard Catalog for High School Libraries, the American Library Association Basic Book Collection for High Schools, and lists prepared by the U. S. Office of Education.  

1 South Carolina State Committee on Accreditation Standards, op. cit., p. 41.

2 Ibid.


5 South Carolina State Committee on Accreditation Standards, op. cit., p. 40.
It is important that all school libraries have an information and picture file and audio-visual materials which meet the needs of the individual school.\(^1\)

The library at Long High School has approximately 2,500 books, 83 filmstrips, 25 records, and about 200 pictures and pamphlets for the vertical files.

South Carolina accreditation standards state that:

\[\ldots\] for schools having enrollments of more than 200 pupils one periodical for each 20 pupils up to a maximum of 50 periodicals suitable for pupils' use and two newspapers.\(^2\)

Long High School Library has subscriptions to 35 magazines, some for each subject department in the school plus some to be read for enjoyment. There are three daily newspapers, two of which are of local interest and one is of national coverage. In addition there are three weekly newspapers of local, state and national interest respectively.

The main reading room of the library has seats for 54. There is a combination conference-listening room which seats six comfortably. This room also serves as a magazine reference room. Back issues (beginning with 1954) of magazines that are indexed in the Abridged Readers' Guide to Periodical Literature\(^3\) are housed here. The main library storage room is used as a place for previewing films and filmstrips.

\(^1\)Ibid., p. 44.

\(^2\)Ibid.

The library is open daily from 8:00 A.M. to 3:15 P.M., a half hour before school and 15 minutes after school. Since the most of the students ride school buses and leave immediately after school, it is not necessary for the library to remain open very long after school closes. There is a full-time librarian and a total of 12 student assistants. Two student assistants are in the library for each class period to help to make the library as conducive to study as possible.

**Library Visitation-Time and Purposes**

Of the 50 pupils participating in this study, 10 visited the library every day when they spent one school period of 50 minutes; 23 visited the library almost everyday spending about two periods and 17 visited the library once a week spending about three periods.

The following purposes for visiting the library were reported: "To get an assignment" was reported by 43 of the pupils, "to study on our own", by 41; to read the newspapers and magazines, by 27; to get a book, by 25; to return a book, by 17; to read for pleasure and to get a library assignment was checked by 15 pupils respectively; and to play a record was checked by 10 pupils.

All of the pupils said that they enjoy using the school library in order to get out assignments but the library was not the only place where they used books other than their textbooks for getting lessons. Other places named for study were the home, classrooms and homes of friends.
Instruction in The Use of the Library

Because of changes in methods of teaching and the new emphasis on the use of varied materials in all areas of the curriculum, pupils must be taught how to use books and libraries.\(^1\) In regard to this, the Standards for Accredited High Schools of South Carolina had this statement:

\[
\text{In each accredited high school, a minimum of ten lessons in the use of the library shall be given. It is recommended that these be integrated with the classroom work and that they be the joint responsibility of the librarian and the teacher.} \quad 2
\]

The aims or objectives of library instruction, to a certain extent parallel the aims of the school library in that they aspire to create an interest in the school library and an appreciation of it; to help develop the reading habit; to help students acquire correct study techniques and to provide opportunity for the practice of citizenship.\(^3\)

Forty-nine of the 50 pupils participating in this study had been taught to use the school library since they entered high school and only one pupil reported that he had had no instruction in library use. This one student had been enrolled at Long High School, for the first time, just three days prior to the date that the library experience questionnaire was administered.

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\(^2\)South Carolina State Committee on Accreditation Standards, op. cit., p. 42.

Ten of the participants were taught by the librarian to use the library; five were taught by the English teacher; four by a friend; 17 had received instruction from three persons, the English teacher, the librarian and the homeroom teacher.

The 49 participants who had received instruction in the use of the library since they were in high school were taught in a class with other students and individually in the library when necessary. Twenty-eight received this instruction in the library, eight in the classroom and 13 received instruction both in the classroom and the library.

Book Borrowers And Their Reactions

No school can develop or produce effective work without a strong library as its center. Since educational methods have changed, both faculty and students are dependent upon the library and a knowledge of its use is essential as a timesaver.¹ Our democracy needs citizens who can tackle problems under their own steam, get the facts, and use discriminating judgment in interpreting them.²

All of the pupils concerned in this study had borrowed books from the high school library and indicated that they know what to do when they wish to charge out a book for home use or when they want a back issue of a magazine. In answer to the question "How did you feel the first time you borrowed a book?" 32 of the pupils felt at ease, seven felt shy, one was embarrassed, 10 were

confused, no one of them admitted that he felt "completely lost."

Those pupils who felt shy, embarrassed or confused upon their first visit to the library had overcome such reactions by the time they had reached the 12th grade. Those who felt at ease upon their first visit to the library still feel that way. All of the participants claim that they are usually able to get the books they want.

If a book that is requested is not available, eight of the respondents ask where it is, four give up and leave the library, but 38 of them ask for a substitute. If the substitute book does not supply the needed information 23 would ask for another book, five were undecided as to what they would do and 22 said they would ask the librarian for help.

**Use Of The Card Catalog**

The card catalog is an index or directory to the library's holdings. Long High School has a complete card catalog arranged in alphabetical order by author, title and subject. The books are on labeled open shelves. Of the 50 respondents, 35 could find what they wanted without using the card catalog, and 15 could not. Thirty-four pupils who use the card catalog can find what they want but 16 cannot and must ask the librarian for help.

**Use of Reference Books**

A group of books selected to answer specific questions which arise as a part of the school work and as a result of pupil interest
is called the reference collection.¹ The books in the Long High School Library's reference collection are marked with an "R" preceding the classification number. These books are not allowed to circulate for home use. Following is an indication of the 50 seniors' use and non-use of some basic reference books: 40 had used the Abridged Readers' Guide to Periodical Literature, 10 had not; 50 had used an encyclopedia and an unabridged dictionary; 38 had used Hazeltine's Holidays and Anniversaries² and Who's Who in America³ against 12 who had not used either book; 47 had used Emily Post's Etiquette⁴ and three had not (see Table 4).

All of the seniors know where pamphlets and clippings are kept and have used them. Only three pupils expressed having difficulty in using the vertical files for the first time but after asking for and receiving help from the librarian, they report no trouble at all now.

Summary

The Long High School Library is open every period during the school day under the supervision of a full-time librarian who is assisted by 12 student assistants. There is a collection of

¹Douglas, op. cit., p. 96.
³Who's Who in America (Chicago: A. N. Marquis & Company, 1899-).
books, magazines and newspapers for general as well as specific reading. Filmstrips and records as well as pamphlets and clippings are available also. Individual instruction in the use of the library is given to those pupils who ask for help or show an indication of needing some assistance.

The 50 seniors of Long High School were constant visitors to the library and they used the library to read for pleasure as well as to get assignments. All except one of them had received instruction in the use of the library, and a majority of them had borrowed books to take home, had used some selected basic reference books, the card catalog and the vertical files.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

This study was made in order to determine to what extent use is made of the Long High School Library and its facilities by 12th grade students in order to bring to light any weakness that may be discerned in the library's program and to suggest methods and means of correcting these conditions.

The elementary school library has been especially slow in taking its place in the educational picture, although certain standards for elementary schools were drawn up as early as 1925. According to Standards For Accredited High Schools of South Carolina the elementary schools of South Carolina have never been placed on any approved list. There have been no uniform standards set up for them. Classroom libraries are more common than centralized libraries. This is especially true in School District Two. In most of the schools the classroom collection consists of teachers' personal books or gifts or a few books that have been deposited by the Superintendent. Some schools raise money for a relatively small collection of books. In the one school with a library, the book collection, quarters, furniture and financial support are inadequate.
There is a definite need for trained library personnel, to be in charge of the selection of library materials and for assisting both teachers and pupils in getting the maximum use of these materials. Until the elementary school library is given some very serious active consideration, the majority of the children in District Two will be deprived of good school library experience until they reach high school.

Most of the pupils in this study entered high school immediately after completing elementary school and by the time they reached the senior year in high school they were 17 years of age. The majority of the pupils never used a central school library until they reached high school. In most cases their knowledge of books was limited to encyclopedias and particularly *The World Book Encyclopedia* which had been used by 39 of the 50 participants while in elementary school. It is for this reason that basic instruction in the use of the library is a necessity on the high school level in School District Two.

Long High School, in District Two, is located just outside of the city limits on the western side of Cheraw, South Carolina. The funds for the support of the library come from the District budget. This library fund, according to *Standards for Accredited High Schools of South Carolina*, based on the enrollment of the previous year, is to be spent for books, periodicals and supplies.

Long High School Library received $600.00 for its support in 1955-1956. It received an additional sum of $200.00 from "surplus" funds making a total of $800.00 to be spent for books,
periodicals and supplies.

The library at Long High School has about 2,500 books, 83 filmstrips, 25 records and about 200 pictures and pamphlets. The number of books now owned by the library barely meets the state's requirements of five books per pupil exclusive of textbooks and government documents. There are no extra books to allow for discards and for worn out or misplaced books.

The library has 35 magazines and five newspapers which meet the state's requirements of one periodical for each 20 pupils and two newspapers for each 200 pupils.

It is recommended in Standards for Accredited High Schools of South Carolina that in schools of 400 or more, the library quarters should be large enough to seat 15 per cent of the first 500 enrollment. Long High School Library room is not large enough to do this and it is in need of more tables and chairs since it only has seats for 54 pupils. It should seat about 75 pupils.

There is need for additional funds with which to purchase records, filmstrips and films. At present the library does not own any 16 mm moving picture films.

The Long High School Library is open every period during the school day, a half hour before school and 15 minutes after school under the supervision of a full-time librarian who is assisted by 12 student assistants. Two of these assistants are in the library for each of the six class periods during the school day.
The 50 pupils participating in this study were constant visitors to the library. Ten of them spent one class period of 50 minutes daily; 23 spent two periods and 17 spent three periods about once a week in the library. Most of the pupils said they visited the library to get assignments, to study on their own and to read the newspapers and magazines.

Since South Carolina's school law requires that lessons in the use of the library be given, the pupils of Long High School have indicated that they have received the benefits of this law. In some cases the pupils were taught by the librarian, some by the English teacher and others the homeroom teacher. In a few instances the pupils were taught by all three. In most cases the instruction was given in the library by the librarian.

All of the participants in this study were book borrowers and indicated that they know what to do when they want a back issue of a magazine. Most of the pupils said they felt at ease upon their first visit to the library. Those pupils who felt shy, embarrassed or confused upon their first visit to the library had overcome such reactions by the time they reached the 12th grade. Those who felt at ease upon their first visit to the library still feel that way.

If a book that is requested is not available, most of the participants said they would ask for a substitute or ask the librarian for help. Five pupils were undecided as to what they would do.

Thirty-four of the participants who use the card catalog can find what they want independently but 16 need to ask the
librarian for help.

All of the 50 senior participants in this study had used some of the following reference books at the time the questionnaire was administered. Forty had used the *Abridged Readers' Guide to Periodical Literature*; 50 had used an encyclopedia and an unabridged dictionary; 38 had used Hazeltine's *Holidays and Anniversaries* and *Who's Who in America* and 47 had used Emily Post's *Etiquette*. All of them know where pamphlets and clippings are kept and have used them.

Since it is quite evident that the pupils of Long High School are very familiar with their school library and how to use its limited facilities, it would seem that all possible efforts should be made to expand its materials collection and services in order to meet present day educational demands.

Further study in regard to the use of the Long High School Library in terms of the pupils' use of non-reference materials, especially those that would tend to contribute to the further understanding of human relationships, and to the stimulation of reading for aesthetic and inspirational purposes is needed. Results of further inquiry would help to determine to what extent the school library is successfully achieving its own aims and objectives as well as those of the school.
APPENDIX

LIBRARY EXPERIENCE QUESTIONNAIRE

PART A.

1. How old are you? _____

2. Please check the following spaces correctly: Check (X)
   Male ___ Female ___ Married ___ Single ___ Veteran ___

3. Give the name and location of the elementary school from which
   you finished. (Write in) Name of school _______________________
   County _______ City or town ______ State _______

4. Date completed 8th grade: Month ____ Year ____.

5. Was your elementary school a public school? Check (X)
   Yes ____ No ____

6. Check (X) the kinds of libraries you used before coming to
   high school: School ____ Public ____; Others (Write in)
   ______________________ None ______________________

7. Was there a library in the elementary school which you
   finished? Check (X) Yes ____; No ____.

IF YOUR ANSWER TO NUMBER 7 IS NO STOP!! WAIT UNTIL YOU ARE TOLD
TO GO ON WRITING
(a) Was the library Check (X)

1. ___ a group of books in your classroom?

2. ___ in a separate room?

3. ___ a collection of books kept in a hall-way?

4. ___ a collection of books kept in the principal’s office or in some other room?

5. ___ Other. Write in ____________________________

(b) Did the person who was in charge of your grade school library:

1. Work in the library all of the time? Yes ___; No ___; Don’t know ___.

2. Do any teaching? Yes ___; No ___; Don’t know ___.

(c) While you were in grade school did you use any of the books listed below? If yes, check (X) the ones you used.

1. ___ Compton’s Pictured Encyclopedia

2. ___ World Book Encyclopedia

3. ___ Britannica Junior

4. ___ Lincoln Library

5. ___ Some other encyclopedia. Write in the name ____________________________

6. ___ There are some other encyclopedias you used but you cannot remember the name.

(d) Was there a library club in your elementary school?

Check (X) Yes ___; No ___.

IF YOUR ANSWER IS NO STOP !!! WAIT UNTIL YOU ARE TOLD TO GO ON WRITING
PART A

1. If yes, were you a member? Check (X) Yes __ No ___
2. How often did it meet? Write in ________________
3. How long were you a member? Write in ________________

PART B

NOW THIS PART IS ABOUT YOUR OWN HIGH SCHOOL LIBRARY
EVERYONE MAY ANSWER THESE QUESTIONS

1. How often do you visit your high school library? Check (X)
   a. ___ everyday
   b. ___ almost everyday
   c. ___ once a week
   d. ___ about once every two weeks
   e. ___ very seldom
   f. ___ never

2. On the average about how many class periods do you spend in the library: Per day ____? Per Week ____? Per month ____?

3. Some pupils go to the library for different reasons. Please check (X) your purpose for using your school library
   a. ___ to study on your own
   b. ___ to get an assignment
   c. ___ to read the newspapers and magazines
   d. ___ to get a book
   e. ___ to return a book
   f. ___ to look around
   g. ___ to listen to the radio
   h. ___ to see a film
   i. ___ to read for pleasure
j. _ to play a record
k. _ to hear a speaker
l. _ to get a library assignment
m. _ to take a test
n. _ because the library is used as a study hall
o. _ your teacher takes your class to the library
p. _ you are sent to the library for misbehaving in class
q. _ other reasons. (Write in) ____________________________

4. Do you enjoy using your school library in order to get out your assignments? Check (X) Yes ___; No ___. If no - why don't you ____________________________

5. Is the school library the only place where you use books other than your textbooks for getting your lessons? Check (X) Yes ___; No ___.

6. If the answer to number 5 is "no" please check or write in the names of other places where you use books other than your textbooks for study.
   At home _____
   Other places (Write in) ____________________________

7. If you do not ever use your high school library check (X) the reason or reasons why
   a. _ you do not know much about the library and you do not want to be embarrassed.
b. ___ you have not had to go to the library in order to get assignments.

c. ___ you do not have time to go to the library

d. ___ you do not like the librarian in charge

e. ___ other reasons (Write in) ________________________________

8. Do you know what to do when you wish to take a library book home with you? Check (X); Yes ___; No ___;

9. Do you know what to do if you want a back issue of a magazine? Check (X) Yes ___; No ___.

PART C

1. Has anyone taught you how to use your school library since you have been in high school? Check (X) Yes ___; No ___.

a. If your answer is "yes", who taught you? (Check)(X):

1. ___ the librarian

2. ___ the English teacher

3. ___ your homeroom teacher

4. ___ your friend

5. ___ other persons. Write in ________________________________

b. How were you taught? Check (X)

1. ___ in a class with other students

2. ___ by yourself in the library whenever you needed help?

3. ___ other ways. Write in ________________________________
c. Where were you taught? Check (X)
   1. in the library?
   2. in the classroom?
   3. other places? Write in

2. Have you borrowed books from your high school library?
   Check (X) Yes _____; No _____.
   a. If the answer is "Yes" how did you feel the first time you
      borrowed a book? Check (X)
      At ease _____; Shy _____; Embarrassed _____; Confused _____;
      Completely lost _____.
   b. Do you still feel this way? Yes _____; No _____.

3. Are you usually able to get the books you want? Check (X)
   Yes _____; No _____; If not, why? ______________________

4. If you are told that you cannot get a book that you want, what
   do you do? Check (X)
   Ask where it is _____
   Give up and leave _____
   Ask for a substitute _____

5. If, after getting a book, you are still unable to find what
   you want in it, what do you do? ______________________

6. Can you find the books that you want by looking in the card
   Catalog? Check (X) Yes _____; No _____.
   a. If "No" do you ask for help? Check (X) Yes _____; No _____.
1. If "Yes", of whom do you ask help? Write in __________

b. Can you find what you want in the library without using the card catalog? Check (X) Yes __; No ___.

PART D

1. Have you used any of the following books in the school library? Please check (X):
   a. Readers' Guide to Periodical Literature? Yes ___; No ___.
   b. An encyclopedia? Yes ___; No ___.
   c. A very large dictionary? Yes ___; No ___.
   d. Who's Who in America? Yes ___; No ___.
   e. Emily Post's Etiquette? Yes ___; No ___.
   f. Robert's Rules of Order? Yes ___; No ___.
   g. Hazeltine. Holidays and Anniversaries? Yes ___; No ___.

2. Do you know where pamphlets and clippings are kept in the school library? Check (X) Yes ___; No ___.

3. Have you used the pamphlet and clipping file in your school library? Check (X) Yes ___; No ___.
   a. If "Yes" did you have any difficulty in finding what you wanted? Check (X) Yes ___; No ___.

Your name is not necessary for the completion of this questionnaire but it would be very much appreciated if you would write it in.

Thank you

NAME ________________________________
BIBLIOGRAPHY

Books


Articles and Periodicals