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A survey of the Russell County Training School Library Hurtsboro, Alabama, 1968-1969

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A SURVEY OF THE RUSSELL COUNTY TRAINING SCHOOL LIBRARY
HURTSBORO, ALABAMA, 1968-1969

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 KATE STOVALL

SCHOOL OF LIBRARY SERVICE

ATLANTA, GEORGIA

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CHAPTER I

INTRODUCTION

This study concerns itself with school library services. The services rendered are dependent to a large extent upon various factors such as: (1) the impact of change in society; (2) library facilities; (3) organization of materials; (4) needs of students; (5) needs of teachers; and (6) reading guidance.

Many changes have taken place within the last decade. Factors producing these changes are the population explosion, mobility of individuals and families, advances in space travel, the explosion of knowledge, newer and faster ways of transmitting ideas and many other advances in technology. These changes have also had their impact on our educational goals and especially the school library as a facility through which these goals may be achieved.¹

The potentiality for change in education is so great that educators cannot rest on the concept of yester years to plan for the challenge of tomorrow. Nor can we accept the changing times as proof that the goals or purposes of education must also change.² However, the goals in education must continue to include within their limitations, the shaping of an intelligent and informed electorate, the transmission of

¹J. Lloyd Trump and Dorsey Baynham, Focus on Change Guide to Better Schools (Chicago: Rand McNally & Company, 1961), p. 3.

²Kenneth W. Lund, "New Definitions of Educational Goals" in New Definitions of School Library Service, ed. by Sara Innis Fenwick (Chicago: University of Chicago Press, 1960), p. 10.

our cultural heritage, the mastery of skills, and the shaping of ideas for good human relations, and competence in the communication of skills adequate for a full life in an ever changing world.¹

It has been predicted by Trump that on the basis of experiments currently in operation, there will be revolutionary changes in the area of organization and instruction.² To further substantiate this view, in a report from the Educational Facilities Laboratories,³ it is stated that not only is education changing, but its goals, methods, and even the school house are undergoing transformation. There is a shift in the range of subject matter taught to include driver education, sex education, and other subject matter arising from the present day needs brought about by new problems faced by parents and children. Consequently, there is a current interest in the development of curriculum patterns and teaching methods that help students learn how to solve their own problems as well as acquire information on their own.⁴ A similar opinion is expressed by James L. Taylor in Library Facilities for Elementary and Secondary Schools.⁵

The physical facilities of the library are also undergoing change,

¹Ibid., p. 11.

²J. Lloyd Trump, "Images of the Future for School Libraries," ALA Bulletin, LV, No. 2 (February, 1961), 131.

³Ralph E. Ellworth, The School Library: Facilities for Independent Study in the Secondary School (New York: Educational Facilities Laboratories, Inc., 1963), p. 11.

⁴Ibid.

⁵James L. Taylor, Library Facilities for Elementary Schools and Secondary Schools (Washington: U.S. Government Printing Office, 1965), p. 1.

for the library must adapt its physical setting to service the needs of its clientele. The fact that the library exists primarily as a facility for its readers, and everything therein is for the sole purpose of serving them,¹ indicates that facilities and quarters must be fashioned with these views in mind. Buildings are structured to achieve the objectives of the organization, likewise schools of the future will be built to achieve the goals in education² and these goals must be embodied in the objectives of the school library. The new implications here are that new educational goals demand library facilities and quarters necessary for "organizing, distributing, and housing the instructional materials and equipment"³ of the school library.

Advances in technology have been factors producing changes. This is evidenced in the many mechanical aids used in the retrieval of information, the organization and accessibility of materials and teaching techniques.⁴ Regarding these changes, Conant also mentioned the "new technology" as a factor bringing about changes in the American school library.⁵ He indicated that it is feasible to believe that with the use of television, a classroom teacher may have at his fingertips, mater-

¹Ellsworth, op.cit., p. 45.

²Trump and Baynham, op.cit., p. 35.

³Margaret Hayes Grazier, "Implications of the New Educational Goals for School Libraries on the Secondary Level" in New Definitions of School Library Services, op.cit., p. 40.

⁴Jean E. Lowrie, "Elementary-School Libraries Today" in ibid., p. 28.

⁵James B. Conant, The Comprehensive High School, A Second Report to Interested Citizens (New York: McGraw-Hill Book Company, 1967), p. 71.

ials that would be the equivalent of a "library of instructional material." Many technological developments have already been employed in many school buildings both old and new. Some of these are TV, tape recordings, teaching machines, language laboratories, films and filmstrips.¹

Students' needs represent a determining factor in the kind of service provided through the library. The kinds of service provided will depend to a large extent upon what students do when they come to the library. While in the library, students may work on assignments, secure materials for project, view filmstrips of films and listen to records, tapes, etc. Whatever their needs, the library staff will have the responsibility of providing such services that will fit the needs of the students.² These needs may be in the form of tapes for teaching machines or other media, but the library will supply them just as it does printed books, pamphlets, slides and motion pictures, as legitimate material.³ Considering all that has been said, services of necessity must become more vital and important to the education of our youth otherwise the library will have no further need for existing.⁴

Just as service to students depends upon the needs of students, service to teachers depends upon the needs of the teachers. Teachers

¹National Education Association, Schools for the Sixties (New York: McGraw-Hill Book Company, 1963), p. 116.

²Ellsworth, op.cit., p. 25.

³Ibid.

⁴Lowrie, op.cit., p. 27.

who tend to accept change and adapt to innovations will automatically need more and varied services from the library. This is true because the role of the library is that of making the instructional materials readily accessible as well as housing these materials. Teachers will be given first priority in service because only in this manner can the library actually serve the students. Materials needed by teachers and guidance counselors will be furnished by the library for use in the classroom and for vocational and personal guidance.¹

Individual guidance is a vital part of the school's instructional program. Lowrie² and Grazier³ emphasize reading guidance as very significant in today's elementary school program and that individualized reading guidance requires the cooperative work of the teacher and the librarian. A school-wide reading program in which teachers and librarians cooperate is advocated. Lund advocates a quality of personalized service through guidance that will aid in self realization.⁴ In order to develop the power of independent intellectual inquiry and mastery of skills necessary to report the results of his experiments and research, a student must receive the help he needs. This necessitates individual assistance in the library and the laboratory.

¹Grazier, op. cit., pp.45-46.

²Lowrie, op.cit., p. 31.

³Grazier, op.cit., p. 39.

⁴Lund, op.cit., p. 11.

Community Background

Hurtsboro, Alabama, a small rural town in Russell County, has a population of 1,056 persons according to the 1960 Census.¹ Between 1950 and 1960 there was an increase in population of 136 persons. This town is situated in the southwest corner of the county about two miles inside the county line on the west, bordering Bullock County. Hurtsboro is located 3/4 miles southwest of Phenix City, Alabama, which is the county seat.

In Hurtsboro, there are two lumber mills, both of which are owned by one family. There are also a ski factory and the Carroll Motor Company, a division of the Chevrolet Company, which are also controlled by this same family. Two banks serve the Hurtsboro area and there are two cotton gins, several food, hardware and general merchandise stores, and one drug store. Five churches are in the city and three serve the Negro population.

It has been observed that there are persons of both sexes and races who seek and find employment outside the state of Alabama. They commute 35 miles daily to Columbus, Georgia, where they are employed by various firms. Others stay home and do farm work, janitorial chores in schools, churches and other business establishments. There are others who are dependent upon public welfare and social security checks.

There are no recreational facilities provided for the Negro population. For the white, there is a lighted field that may be used for

¹U.S. Bureau of the Census, Census of the Population: 1960 (Washington, D.C.: U.S. Government Printing Office, 1961), Vol.I, pt. 2, p. 15.

playing soft ball or other outdoor games. During the regular school term, the school provides the only recreational activities available to the Negro children and adults of the community.

Russell County is served by 12 schools. Two of these are located in Hurtsboro. One is Russell County Training School designed for Negroes and Hurtsboro High School designed for whites.

Russell County Training School

Russell County Training School was first organized at Uchee Valley, in Russell County, in 1927, and it was moved to Hurtsboro the following year. It opened with approximately six teachers and a principal. This school has had nine principals in the past 40 years.¹

Since 1927, the history of the school has been marked by continuous growth in size and curriculum. The faculty in 1968-69 consisted of 37 persons. For the year 1968-69 school term, the student enrollment reached a peak of 980. The bulk of the enrollment is in grades one through six with an enrollment of 558. There are 422 students enrolled in grades seven through 12. This distribution of student enrollment is indicated in Tables 1 and 2.

Since 1967, one assistant to the guidance counselor and an assistant to the librarian have been added to the staff. Classroom teachers are assisted by teacher-aides which were made possible by Elementary Secondary Education Act Title II.

Extra-curricular activities include the student council, the

¹Bulletin of Russell County Training School, Hurtsboro, Alabama, compiled by the faculty and staff of the Russell County Training School, 1953-1954, p. 2.

TABLE 1

DISTRIBUTION OF ELEMENTARY STUDENTS BY GRADE

Grade	Number of Students
One	104
Two	79
Three	99
Four	91
Five	92
Six	78
Special class	15
Total	558

TABLE 2

DISTRIBUTION OF HIGH SCHOOL STUDENTS BY GRADE

Grade	Number of Students
Seven	117
Eight	89
Nine	58
Ten	58
Eleven	55
Twelve	45
Total	422

library assistants' club, the choir, the band, the 4-H club, Boy Scouts, Hi-Y club, and Y-Teens. There are other clubs such as language, science, home economics and mathematics clubs that are classroom related.

The Russell County Training School is served by a board of education consisting of five members who are elected from the county at large. The County Superintendent of Education is appointed by the board.

The school's program is supported by the local Parent Teacher Association. This organization sponsors an annual project from which funds are realized and used to supplement some of the school's needs such as the purchasing of band and library materials.

The school plant consists of six separate brick structures, two small wooden structures and two trailer units. All buildings except the school's cafeteria are used for classroom purposes as the school is overcrowded.

During the fall of 1967, the guidance department of the Russell County Training School conducted a Study of the Graduating Classes of 1965, 1966 and 1967. It was interesting to note that of the 69 graduates responding to the questionnaires, "thirty-six percent (25) have had further training since high school graduation; 10 percent have entered college; 17 percent have had other training such as 'on the job training.'¹ These revealing facts certainly have implications for school librarians and teachers who have the responsibility of shaping the minds of these boys and girls who will, to a great extent, determine the future world.

¹"Follow-Up Study of the Graduating Classes of 1965, 1966 and 1967, Russell County Training School," Hurtsboro, Alabama, 1967. (Mimeographed.)

Purpose and Scope

The purposes of this study are to: (a) ascertain the existing services and facilities available to the students, faculty and staff of the Russell County Training School in Hurtsboro, Alabama, during the 1968-69 school year; (b) determine the extent to which the library meets the needs of the students, faculty and staff of the Russell County Training School at Hurtsboro, Alabama, by using the state, regional and American Library Association standards as guides.

The scope of this study is limited to the Russell County Training School Library for the 1968-69 school term. It includes the historical background, organization of the school library and librarian's services and relationship with the Russell County Training School students, faculty and staff. A similar study of this school library was made during the 1954-55 academic year.

Methodology

Background information was obtained from the reading of theses and articles pertaining to surveys made of other school libraries and articles pertaining to library services and facilities. A circulation record was kept for a period of two weeks to determine the number of books used during that span of time. It was also used to determine the subject matter areas in which books were most frequently used.

An individual reading record was kept to determine what pupils were reading, their grade levels, and the nature of their reading. A similar record was kept for faculty members to determine the nature and frequency of materials used by them.

The book collection was examined for both qualitative and quantitative adequacy. A Planning Guide for the High School Library Program¹ was used as a guide or checklist for services performed.

The Evaluative Criteria, 1960,² was used as a checklist for services and facilities of the library. This was used to determine the ratings of the services as to excellent, good, fair or poor.

Standards for School Media Programs by the American Library Association and National Education Association³ was used to determine from a qualitative and quantitative point of view how well the needs of the students, faculty and staff of the Russell County Training School are being met. Standards for the state were secured as a measuring tool to determine how well the needs of the students, faculty and staff of the Russell County Training School are being met.

After all data were collected, they were classified and discussed and later interpreted through the use of charts and tables. A final report of the summary with recommendations was made.

¹Frances Henne, Ruth Ersted and Alice Lohrer, A Planning Guide for the High School Library Program (Chicago: American Library Association, 1951).

²National Study of Secondary School Evaluation, Evaluative Criteria, 1960 (Washington, D.C.: U.S. Government Printing Office, 1960).

³American Library Association and National Education Association, Standards for School Media Programs (Chicago: American Library Association; Washington, D.C.: National Education Association, 1969).

CHAPTER II

ORGANIZATION AND ADMINISTRATION

Personnel

The Russell County Training School is served by a librarian and an assistant librarian who work together in an effort to effectively and adequately provide for the needs of the pupils, faculty and personnel of the Russell County Training School. In order to achieve this goal, it is necessary to have special training in the area of librarianship in addition to training in general education. According to the American Library Association and the National Education Association,¹ the librarians, now referred to as the media specialists should acquire, as part of their professional preparation, a knowledge of certain fundamentals in the general field of education and in areas related to media resources and services.

The librarian received a master's degree in elementary education with a concentration of fifteen quarter hours in library service. In addition, she attended an NDEA Institute for school librarians held at East Carolina College (recently changed to the University of North Carolina), Greenville, North Carolina. Still feeling the need for more training for self improvement, she is currently attending Atlanta University, where, upon completion of a thesis, she will have fulfilled the requirements for the degree of Master of Science in Library Service.

¹Ibid., p. 12.

Before entering the field of librarianship, the librarian served eight years as an elementary public school teacher until coming to the present job as librarian at the Russell County Training School. The librarian serves on a full-time basis with a salary commensurate with that of other faculty members with equal qualifications. The library is open fifteen minutes before school begins, during the lunch hour, and is usually open from 25-45 minutes after the school day ends. The school day begins at 8:00 A.M. and ends at 3:00 P.M. During the summer months the library is usually closed except for those weeks during the summer when a summer program is being conducted at the school as a result of a federally-sponsored program.

The librarian serves as chairman of the Faculty Library Committee which aids in setting up school library policies, and sets up the program for the Children's Book Week and National Library Week. This committee, in a limited manner, has sought to aid in selecting books and suggesting ways in which school library services could be improved.

Finance

The Russell County Training School Library receives an annual allocation which is to be used for the purchasing of books, materials, supplies and equipment. ESEA Title II and NDEA Title III funds have been used to supplement the library budget. During the school terms 1966-67, \$3,865.26 was spent for library materials; for 1967-1968, an amount of \$1,141.30 was spent, and for the school term 1968-69, \$2,169.25 was spent. Table 3 shows the distribution of funds for these years.

TABLE 3

DISTRIBUTION OF FUNDS ALLOCATED

Type of Materials	1966-67	1967-1968	1968-1969
Books	\$2,331.48	\$ 700.00	\$1,460.00
Periodicals	163.25	97.20	142.38
Newspapers	104.90	104.90	104.90
Audiovisual Materials	918.85	162.00	261.00
Supplies	124.02	89.20	67.40
Furnishings	222.76	-	178.75
Total	\$3,865.26	\$1,153.30	\$2,169.25

Physical Facilities

The area used to house library materials is very limited. The main reading room provides 792 square feet of floor space. Seven tables, including one round table provide for the seating of 52 pupils. The standards as set up by the American Library Association and the National Education Association recommend that the reading room should be large enough to seat 15 percent of the student enrollment at 40 square feet per student.¹ It was also recommended that schools with fewer than 350 students should provide space for no less than 50 students. The Russell County Training School had an enrollment of 980

¹Ibid., p. 40.

with 422 of those being in the high school department.

Leading from the reading room one will find a small room to which entrance is gained through the main reading room. This room measures 72 square feet of floor space. In the original building of this room where were no shelving, sink or running water. Although repeated requests were made for the installation of running water and a sink, the room is still minus these items. In an effort to utilize this room to its fullest extent under the existing circumstances, the librarian was able to secure the services of the vocational agriculture teacher and his boys who built a cabinet in this room to house audiovisual equipment. The materials were paid for with funds from a book fair, which is an annual project sponsored by the Student Library Assistant Club.

In addition to the seven tables mentioned earlier, library furnishings include: two standard classroom desks with drawers which serve as circulation desks, two filmstrip cabinets about four feet in height, one dictionary stand, one six-drawer card catalog, two movable magazine racks, one wall paper rack, one movable paper rack, one small metal record cabinet, one vertical file and one TV stand. Other equipment includes: one typewriter; three charging trays; three daters; one stamp pad; one electrical stylus; and one book holder for lettering books.

There are no carrels for individual study although the trend is towards individualized study with provision for the independent use of filmstrips and recordings. Strangely enough, until the spring of 1969, there was only one electrical outlet in the library quarters, the second outlet being installed after a request for two additional outlets.

If one could visualize this room providing for the seating of approximately 48-52 pupils with its various pieces of furniture and equipment, one may pause in awe wondering how does one find the librarian and her assistant. By taking a closer look, the librarian and the assistant may be found surrounded by students at the circulation desk, filmstrip cabinet or at a book shelf searching for material in an attempt to aid some student or students with their assignments. Because of the need for additional clerical help, the librarian and assistant have had to perform clerical duties which have consumed time needed for services to pupils and teachers. It has been observed that because of this need, both students and teachers have come in and observed that the librarian and assistant were obviously occupied and indicated that they would return later for the desired services.

According to the standards set up by the Southern Association of Colleges and Secondary Schools,¹ schools with enrollments of 300 or more pupils must provide the services of a full-time professionally qualified librarian. Schools with an enrollment of 750 students must provide a full-time clerical assistant in order that the professional library staff may perform their services efficiently.

Printed Materials

Because advances in technology have sped up both the acquisition and dissemination of knowledge, this has led to the rapid expansion of knowledge through media other than the printed page. In spite of

¹Southern Association of Colleges and Schools, Proceedings of Seventy-third Annual Meeting (Atlanta, Georgia, December, 1968), p. 237.

these advances, print remains the common media of communication for all peoples of the world. Thus it is necessary that the library acquire and maintain basic collections in print as well as the other media of transmission of knowledge in order to effectively serve its clientele. It is interesting to observe at this point that Havighurst mentioned the implications that educational changes have for the library.¹ He states that the "users of the library are either educated people or people in search of education--that is, students." He further stated that the users of the library between the ages of five and 34, have increased 70 percent between 1950 and 1967. This means a rapidly growing population of library clientele. Therefore, the library must inevitably plan to serve these individuals in the most effective manner possible, making sure that the materials needed are easily acquired and conveniently located. Knowledge must be gained quickly and it must come from reliable sources. For this reason, criteria in book selection have been set up for librarians. McJenkin, former president of the American Association of School Librarians,² mentioned that the explosion of knowledge and the enormous increase in the availability of books and other instructional materials make it an impossibility to examine and evaluate all materials prior to making purchases. Therefore a collection of numerous and varied authoritative selection aids

¹Robert J. Havighurst, "Educational Changes: Their Implications for the Library," ALA Bulletin, LXI (May, 1967), 537.

²The American Association of School Librarians, Selecting Materials for School Libraries: Guidelines and Selection Sources to Insure Quality Collections (Chicago: American Library Association, 1965), p. 2.

is necessary.

Table 4 shows a book collection of 2,307 titles exclusive of encyclopedias, dictionaries and other reference materials. Of these titles the greatest number is found in fiction.

Periodicals are vital to the printed materials collection. No library or instructional materials center can be complete without those periodicals that are considered basic to the collection. They must be provided in a manner and quantity to emphasize one or more of the various areas of the curriculum, reflect the world scene, and appeal to the interests and needs of the teachers and students.¹ To further substantiate the concept for the need of periodicals in the collection, the Standards for School Media Programs² recommend for schools of 250 students or over, the following:

Magazines

Elementary School (K-6)	40-50 titles (include some adult nonprofessional periodicals)
Elementary School (K-8)	50-75 titles
Junior High School	100-125 titles
Secondary School	125-175 titles
All Schools	In addition: Necessary magazine indexes and duplication of titles and indexes as required

¹National Study of Secondary School Evaluation, op. cit., p. 267.

²American Library Association and National Education Association, op.cit., p. 30.

TABLE 4

BOOK COLLECTION, 1968-1969

Classification	Number of Titles	Number of Volumes	Number of Titles Copyrighted within Five years	Evaluation
000 General Works	48	49	18	(4)
100 Philosophy	32	34	2	(4)
200 Religion	21	21	-	(4)
300 Social Sciences	333	337	61	(4)
400 Philology	13	13	3	(2a)
500 Pure Science	360	366	70	(2a)
600 Useful Arts	381	384	10	(3)
700 Fine Arts, recreation	111	111	12	(2a)
800 Literature	146	149	28	(4b)
900 History	237	237	52	(2a)
92-920 Biography	173	176	32	(2a)
F Fiction	452	499	54	(2a)
Total	2,307	2,376	342	-

Audiovisual Equipment and Storage

All audiovisual materials are housed in the school's library. Because of the lack of planning for the housing of audiovisual materials it became necessary, on the part of the librarian, to formulate some innovative ideas. Consequently, after some discussions with the school

library consultant from the Alabama State Department of Education, it was agreed that a cabinet of light weight wood would be constructed. As mentioned earlier in the text, this cabinet holds all of the movie and filmstrip projectors, tape recorders and some of the record players. Other pieces of equipment are placed in the best spot conceivable under such crowded circumstances. Space for housing and storing the audio-visuals is very inadequate. It is recommended that for an enrollment of 1,000 students or fewer, from 400 to 600 square feet of space should be provided for the distribution and storage of audiovisual materials.¹ The small room used for storing the school's audiovisual materials is only 72 square feet in area; therefore, only some of the equipment is stored here. Some of the equipment of necessity must remain on tables in the main reading room. Most of the globes are checked out to teachers who return them at the end of the school term.

The State of Alabama does not provide criteria for audiovisual materials. State school library standards only indicate that there should be "a basic collection of filmstrips, tapes, recordings, and other audio-visual materials."² The State of Alabama has set up no criteria for elementary school libraries; therefore, these standards are designed for high schools.

Services to Pupils and Teachers

Library services to pupils and teachers involve much more than

¹Ibid., p. 43.

²Alabama State Department of Education, Accreditation Standards for High Schools, Bulletin Number 13 (1966), Standard XIX, p. 20.

the average user of the library can visualize. Teachers and students are provided with a variety of services which include preparation of bibliographic materials, sending out notices of new materials, instructing new students in the use of the library, conferring with teachers relative to additional services that the librarian may be able to give, assisting teachers with the utilization of films and filmstrips and preparing displays to stimulate the use of the library. Each year at the beginning of the school term, the librarian, who is chairman of the Faculty Library Committee, meets with this group which sets up policies for good library service and plans activities for the regular school term. This is in keeping with the concept of the school library in carrying out the objectives of the school. The sole purpose of the library is the same as that of the school--that is, the education of children and youth.¹

The library staff often aids teachers in selecting program materials for assemblies, Parent Teacher Association meetings, and special occasions. In the fall of each year, a book fair is held in an effort to stimulate more pupils to read and own their books and to build a home library. The library staff and teachers work together in the selection of materials to be housed in the instructional materials center. In doing this, the librarian often sends basic selection aids to teachers and mentions other aids which are available in the library

¹Cora Paul Bomar, "The School Library Becomes a Materials Center: Stages of Development," in The School Library Materials Center: Its Resources and Their Utilization, ed. by Alice Lohrer (Champaign, Illinois: The Ullini Union Book Store, 1964), p. 94.

upon request. Sometimes typewritten notices about library materials and services are sent around or announcements are made over the inter-communication system at a specific time designated for special announcements.

In a questionnaire sent to 37 faculty members of which there were 35 replies, all indicated that the librarians were helpful in locating materials. They were also asked to indicate the library materials and equipment used regularly. Table 5 shows that the filmstrip projector and record player were the items receiving the greatest amount of use. Each was used regularly by 33 teachers or by 94 percent of the teachers replying. Thirty-two, or 91 percent, of the teachers indicated that they used magazines regularly. Twenty-eight, or 80 percent, indicated that they used the spirit duplicator regularly.

Use of the Library for Other Purposes

The library serves many purposes besides its use as a reading room. Most of the faculty meetings are held in the library. This room also provides a familiar environment for the members of the Parent Teacher Association as many of its monthly meetings are held here. Faculty meetings are often held in the library to observe displays by persons exhibiting new media in education and in other areas of interest to educators. Special group and committee meetings are also held in the library. Occasionally, the trustees of the school hold their meetings in the library.

Before the 1960's many school libraries had inadequate quarters and facilities. This revelation was cited by Taylor who indicated that

TABLE 5

THE EXTENT TO WHICH LIBRARY MATERIALS AND EQUIPMENT WERE
USED BY FACULTY MEMBERS

Equipment and Materials Used	Frequency	Percent
Filmstrip projector	33	94
Record player	33	94
Magazines	32	91
Spirit duplicator	28	80
Newspaper	28	80
Mimeograph machine	25	71
Professional books	25	71
Tape recorders	22	63
Movie projector	20	57
Copier	11	31
Junior books	8	22
Adult fiction	4	11

even though libraries may be found to exist in most secondary schools the quality of the quarters and the facilities are inadequate.¹ It is impossible to render the most effective service if these inadequacies exist.

No provision has been made for the storage of materials and supplies, audiovisual equipment and materials not immediately needed

¹Taylor, op.cit., p. 5.

by pupils and teachers. The fact that much of the equipment had to be placed on tables in the reading and browsing area accounted for the unattractive library quarters. Because there is not adequate working space, it often becomes necessary to work in the main reading area. Tables are being used as counters for working. This space is needed by pupils and teachers who wish to use the library.

From a more favorable point of view, there has been a tremendous increase in both the numerical and qualitative adequacy of the book and materials collection. This was made possible by taking advantage of available federal funds from Title II and Title III. Therefore, the selections were made from acceptable sources and according to the needs of the pupils and teachers. Also, these materials were selected with the aid of a professionally trained librarian who meets the requirements of certification for the State of Alabama.

CHAPTER III

SUMMARY

After carefully examining the materials, equipment and physical facilities of the library using the Evaluative Criteria, Standards for School Media Programs and A Planning Guide for the School Library Program as guides, the writer has drawn some conclusions. There is not enough space to meet the requirements according to the size of the enrollment of the school. There is no classroom or conference room provided within the center. No provision is made for individualized study and learning. The new standards recommend 30 to 40 percent of the seating capacity for individual study areas equipped with electrical outlets for listening and viewing.¹ The school's library has only 792 square feet of space for 422 high school pupils. With such an enrollment it should seat 63 persons, but it has a seating capacity for 48 persons.

The lighting, heating and ventilation system may be considered fair. The library is not acoustically treated, which means that noise often distracts students involved in using the library. The library has no office--only a small room which once served as a work room but was recently converted into a room to house heavy equipment such as filmstrip projectors, tape recorders and record players. There was never any running water installed in this small room, therefore it did

¹American Library Association and National Education Association, op.cit., p. 41.

not serve effectively as a work room.

There is no library building or room designed to serve the pupils who are enrolled in the elementary school. Stimulation of reading should begin with the pre-school age child. Provision should be made for storytelling for elementary school children. It is recommended that individuals or small groups of children in the elementary grades have access to the library at all times during the day.¹

¹American Library Association and National Education Association, op.cit., p. 24.

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