6-1-1960

A survey of the annual library reports from a selected number of public school systems

Mae Dora Harris Stafford
Atlanta University

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

Part of the Library and Information Science Commons

Recommended Citation
A SURVEY OF THE ANNUAL LIBRARY REPORTS FROM
A SELECTED NUMBER OF PUBLIC
SCHOOL SYSTEMS

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
MAE DORA HARRIS STAFFORD

SCHOOL OF LIBRARY SERVICE

ATLANTA UNIVERSITY
JUNE, 1960
TABLE OF CONTENTS

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

Chapter

I. INTRODUCTION ....................................... 1
   Purpose and Scope
   Significance
   Methodology
   Analysis of Participating Schools

II. REPORTING POLICIES AND PRACTICES ............. 18
   Practices of Making Reports
   Officials to Whom Reports Are Made
   Special Forms
   Readers for Whom Reports Are Intended
   Distribution of Reports
   Usual Format of Reports
   Other Publications in Which Reports or Parts
   of Reports Appeared
   Summary

III. ANALYSIS OF THE CONTENTS OF REPORTS .......... 38
   Mechanical Make-up of Reports
   Contents of Reports
   Style, Language, Illustrations and Arrangement
   of Reports
   Summary

IV. SUMMARY AND CONCLUSIONS ....................... 53
   Summary
   Conclusions and Recommendations

APPENDICES
   A. LETTERS TO LIBRARIANS ............................ 61
   B. CHECKLIST SENT TO LIBRARIANS ................. 62
   C. SCHEDULE FOR CHECKING NARRATIVE LIBRARY REPORTS 65
   D. SCHEDULE FOR CHECKING SCHOOL LIBRARY REPORTS .... 66

BIBLIOGRAPHY ............................................. 67
<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School Systems Contacted for The Study of Annual Library Reports</td>
<td>7</td>
</tr>
<tr>
<td>2.</td>
<td>Responses Received From Schools Contacted for The Study of Annual Reports</td>
<td>11</td>
</tr>
<tr>
<td>3.</td>
<td>Number and Type of Library Personnel</td>
<td>16</td>
</tr>
<tr>
<td>4.</td>
<td>Reporting Practices of Libraries</td>
<td>21</td>
</tr>
<tr>
<td>5.</td>
<td>Persons To Whom Library Reports Were Submitted</td>
<td>23</td>
</tr>
<tr>
<td>6.</td>
<td>Types of Library Records Kept</td>
<td>28</td>
</tr>
<tr>
<td>7.</td>
<td>Identification Used on Annual Reports</td>
<td>42</td>
</tr>
<tr>
<td>8.</td>
<td>Frequency of Inventory Items on Annual Reports</td>
<td>43</td>
</tr>
<tr>
<td>9.</td>
<td>Frequency of Items Relating to Growth, Use and Service of the Library</td>
<td>45</td>
</tr>
<tr>
<td>10.</td>
<td>Frequency of Items Offering Comparative Data on Libraries</td>
<td>46</td>
</tr>
<tr>
<td>11.</td>
<td>Frequency of Items Showing Miscellaneous Library Services</td>
<td>47</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

The recent rapid development and emphasis on the school library has led to increased evaluation of its programs and objectives. Within the school, the librarians, principals, system administrators, and teachers show increased concern about the goals of the school library as related to the over-all objectives of the school. Agencies outside the school, such as state, regional and national library associations, graduate library schools, faculty groups and parents show their interest in the school library through extensive efforts to collect and record data, and to study the data and offer aid to local administrators.

Frances Henne¹ reported in 1943 that a decided change was found in the areas of interest of the various groups engaged in evaluation of the school library. She noted that at one time interest was centered on the material aspects of the library with little emphasis on qualitative values. The material aspects referred to the library's holdings, budget, space and staff as compared with current standards. Another point of interest was the achievement

of students as reflected by their scores on tests dealing with library skills. Although these two areas remain significant, the concentration of interest has changed to the measurement of the educational functionalism of the library in which participation of the library in the personal development of the individual pupil assumes primary importance.\(^1\)

Henne advises educators to remember that the total evaluation of the school library encompasses so many aspects of school librarianship and of education that one cannot make final or arbitrary generalizations pertaining to its theory and procedure.\(^2\) A program of evaluation should be well planned and studied at regular intervals. The American Library Association Committee on Post-War Planning also recognized this concept that adequate school library service should include provisions for a continuing evaluation of the library services to the school.\(^3\)

A program of evaluation should be based upon adequate records which report qualitatively as well as interpretively what the library now does; what the library could do with its present facilities that it is not now doing; and what the library potentially might do but cannot because of the limitations of its facilities. According to Henne's study, the evidence necessary for evaluative study comes from three sources: the evidence obtained from the application of

---

\(^1\)Ibid., p. 334.

\(^2\)Ibid.

\(^3\)American Library Association Committee on Post-War Planning, School Libraries Today and Tomorrow (Chicago: American Library Association, 1943), p. 34.
standards to a given library, the results of tests administered to
students, and the data obtained by keeping records. Henne makes
the following comment in support of record-keeping:¹

...Records provide the evidence that prevents eva-
ulation from becoming merely subjective opinion of casual
observation. Suggestions for proposed changes or recom-
mandations for long-range planning can be made more effec-
tively when predicated upon the factual records of what
has been done in the past.

All librarians do not share Miss Henne's enthusiasm for
record-keeping. Many librarians, on the other hand, have deplored
the lack of uniformity in style of reports, record-keeping, and
contents of reports. A typical criticism is made by Sylvia Ziskind²
who states that:

unless an explanation accompanies circulation reports,
or all schools adopt the same practices in their
libraries, it is of little use to consider circulation
statistics as a quantitative or qualitative measure of
the library's service.

Most school libraries are believed to keep some kinds of
records for a certain span of time. The academic year usually forms
the time unit for reporting on the records kept. Both the time unit
and the kind of records kept may often be determined by some agency
outside the school, such as the accrediting association and the
system administrator. A widely accepted view on the matter of monthly
and annual reports by the librarian is expressed by John Coulbourn

¹Henne, op. cit., p. 342.
²Sylvia Ziskind, "Why Count the Circulation?", Wilson
who states that:

"...It is to be specifically pointed out that the sole responsibility for requiring records and reports and of using the reports for educational interpretation rests with the administrator. Nevertheless, even though the administrator does not require it, the librarian should submit such reports. She owes it to her profession and herself. Furthermore, such reports can and will lead to a better understanding between the librarian and the administrator, to a quickening of interest by the latter, and eventually to their utilization in familiarizing teachers and pupils with the services and objectives of the library."  

Purpose and Scope

The purpose of this study is to ascertain the library reporting practices and policies of the largest urban public school systems in the southern area of the United States. An effort was made to determine the types of records kept by the librarians for use in compiling reports or making evaluative studies. The annual reporting forms of each school system were studied to compare the form, arrangement and content of the various reports, and to determine the frequency with which the same items appeared on each reporting form.

The previously cited report on evaluation by Henne was used in this survey as the basis for a study of the record-keeping practices of the libraries. Henne noted that the library cannot be evaluated in isolation from the total school scene. She expects most schools to incorporate the type of objectives used by the Evaluation Staff of the Eight-Year Study of the Progressive Education

---

1John Coulbourn, Administering the School Library (Minneapolis, Minnesota: Educational Publishers, 1942), pp. 35-36.

2Henne, op. cit., p. 342.
Association. These objectives were used in this study in lieu of individual sets of objectives from each school studied. The librarians' reports on the records they keep and their annual reports were studied to determine which items found on the records and reports could be used to evaluate the library's participation in the achievement of the school's objectives.

The school systems used in this study were those located in 13 states geographically referred to as southern. Twelve of the states are listed in the American School Library Directory, Part I, Southern States. The state of Texas is not included in the reference, but it is included in this study because of its geographic proximity and similarity in customs and traditions to the 12 states listed in the above source. The school systems selected met two requirements. First, they were either independent city school systems or they were located in the cities listed as urban centers in the United States Office of Education, Education Directory. Secondly, the population figures of the Education Directory must have shown that the selected cities each had a population of 100,000 or that they represented the largest cities in population in their states.


All of the selected high schools had an enrollment of at least 1,000 pupils and the elementary schools selected had an enrollment of at least 500 pupils. The number of schools contacted in each system did not exceed five nor were less than two. Table 1 shows the 27 cities included in the study, and the type and number of schools contacted. Of the total of 61 schools, 39 are senior high schools, six are junior high schools with grades seven to nine; two are combination elementary and junior high schools including grades one through nine, and 14 are elementary schools of grades one through six or seven. The enrollment figures are those reported in the Office of Education's Education Directory.¹

Significance

This study may help to justify the school library annual report and substantiate the validity of some proposals that it be made obligatory and become standardized for widespread use. Or it may help to prove the contentions of those who see the report as too time consuming, or too weak and vague for public school library use. In any case, the study should reveal the present policies and practices of a selected number of school systems in regard to this important aspect of school library administration and evaluation.

¹Ibid.
<table>
<thead>
<tr>
<th>Selected Cities</th>
<th>Selected Schools by Type and Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Senior High 1,000 Or More</td>
</tr>
<tr>
<td>Alabama (5)</td>
<td></td>
</tr>
<tr>
<td>Birmingham</td>
<td>1</td>
</tr>
<tr>
<td>Montgomery</td>
<td>1</td>
</tr>
<tr>
<td>Mobile</td>
<td>1</td>
</tr>
<tr>
<td>Arkansas (4)</td>
<td></td>
</tr>
<tr>
<td>Little Rock</td>
<td>2</td>
</tr>
<tr>
<td>Florida (5)</td>
<td></td>
</tr>
<tr>
<td>Miami</td>
<td>2</td>
</tr>
<tr>
<td>Jacksonville</td>
<td>1</td>
</tr>
<tr>
<td>Tampa</td>
<td>...</td>
</tr>
<tr>
<td>Georgia (5)</td>
<td></td>
</tr>
<tr>
<td>Atlanta</td>
<td>2</td>
</tr>
<tr>
<td>Savannah</td>
<td>1</td>
</tr>
<tr>
<td>Kentucky (4)</td>
<td></td>
</tr>
<tr>
<td>Louisville</td>
<td>3</td>
</tr>
<tr>
<td>Louisiana (5)</td>
<td></td>
</tr>
<tr>
<td>Baton Rouge</td>
<td>1</td>
</tr>
<tr>
<td>New Orleans</td>
<td>2</td>
</tr>
<tr>
<td>Shreveport</td>
<td>...</td>
</tr>
<tr>
<td>Maryland (5)</td>
<td></td>
</tr>
<tr>
<td>Baltimore</td>
<td>3</td>
</tr>
<tr>
<td>Mississippi (4)</td>
<td></td>
</tr>
<tr>
<td>Jackson</td>
<td>2</td>
</tr>
<tr>
<td>North Carolina (5)</td>
<td></td>
</tr>
<tr>
<td>Charlotte</td>
<td>3</td>
</tr>
<tr>
<td>Winston-Salem</td>
<td>1</td>
</tr>
</tbody>
</table>
### TABLE 1 - Continued

<table>
<thead>
<tr>
<th>Selected Cities</th>
<th>Selected Schools by Type and Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Senior High 1,000 Or More</td>
</tr>
<tr>
<td>South Carolina (4)</td>
<td></td>
</tr>
<tr>
<td>Columbia</td>
<td>2</td>
</tr>
<tr>
<td>Charleston</td>
<td>1</td>
</tr>
<tr>
<td>Tennessee (5)</td>
<td></td>
</tr>
<tr>
<td>Chattanooga</td>
<td>1</td>
</tr>
<tr>
<td>Memphis</td>
<td>1</td>
</tr>
<tr>
<td>Nashville</td>
<td>2</td>
</tr>
<tr>
<td>Texas (5)</td>
<td></td>
</tr>
<tr>
<td>Houston</td>
<td>1</td>
</tr>
<tr>
<td>San Antonio</td>
<td>1</td>
</tr>
<tr>
<td>Fort Worth</td>
<td>1</td>
</tr>
<tr>
<td>Virginia (5)</td>
<td></td>
</tr>
<tr>
<td>Norfolk</td>
<td>1</td>
</tr>
<tr>
<td>Richmond</td>
<td>2</td>
</tr>
<tr>
<td>Total (61)</td>
<td>39</td>
</tr>
</tbody>
</table>

**Methodology**

The information for this study was obtained by sending out 61 letters, one to the librarian of each selected public school, requesting the librarian to fill out and return an enclosed check-list designed to secure information about policies and practices of reporting. Each letter also requested a copy of the latest annual library report or reporting form used by the school. The
letter set forth the purpose of the study and assured the institutions that the material submitted would be kept confidential and that no school nor school system would be identified by name.

Of the 61 checklists sent out, 39 went to senior high schools; six were sent to junior high schools; two went to combination elementary and junior high schools; and 12 checklists went to elementary schools. The senior high schools returned 30 checklists and the junior high schools returned three. The two checklists sent to combination elementary and junior high schools were returned and the elementary schools returned six. This made a total of 41 checklists returned which was 67 per cent of those sent out.

Fewer annual reports were received. From the 39 senior high schools contacted, 20 schools sent their annual reports or reporting forms and one junior high school report was sent. Neither of the two combination elementary-junior high schools sent annual reports. Two elementary school annual reports were sent, giving a total of 23 annual reports or reporting forms received. The number of annual reports received represented 35 per cent of the schools contacted. Five schools reported that annual reports were never made. Of this number, three were senior high schools, one was a combination elementary-junior high school and one was an elementary school.

From the checklists information was gathered about the libraries' personnel, readers for whom reports were intended, distribution of reports, format of reports, and the library records upon which the annual reports were based. A copy of the complete checklist is found in Appendix B. The annual reports received were
evaluated by a schedule made up of information taken from Minster,¹
Ridley,² and Farr.³

Table 2 summarizes the statistics relating to the number of
checklists sent to the various school systems and the number of check-
lists and annual reports received for this study.

**Analysis of Participating Schools**

All of the 61 schools contacted for this study were in
large urban localities. Forty-five of these schools were a part
of independent city school systems. These city school systems are
"independent" in the sense that they are not operated as part of a
larger administrative unit such as a county. Most cities have inde-
pendent school administrative districts, each with its own superin-
tendent. In some urban localities, however, the schools are administered
as a part of the county unit school systems. Forty-five schools within
18 of the school systems contacted for this study are parts of in-
dependent city school systems. Sixteen schools in nine school systems
are in urban localities and are administered by a county unit.

The majority of the schools used in the study are within
city school systems. The data on characteristics of city school
systems as given in a report by the United States Office of Education⁴

---

¹Maude Minster, *Practical School Library Organization*

²Clarence Ridley, "Evaluating Library Reports", *ALA Bulletin*,
XXVIII (July, 1934), 394-396.

³H. E. Farr, "School Librarian's Annual Report", *Bulletin of
School Library Association of California, Southern Section, VI* (March,
1936), 1-3.

Systems, Staff, Pupils and Finances, 1953-54* (Washington: United
| States Contacted For the Study | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports | Number of Schools | Checklists Received | Annual Reports |
|-------------------------------|------------------|----------------------|----------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|------------------|----------------|------------------|------------------|
| Alabama                      | 3                | 3                    | 2              | ...              | ...              | ...             | 1                | 1                | ...              | ...              | 1                | ...              | ...              | 5                | 4                | 2 |
| Arkansas                      | 2                | 1                    | ...             | 1                | ...              | ...             | ...              | ...              | ...              | ...              | ...              | ...              | ...              | 4                | 1                |
| Florida                       | 3                | 2                    | 1               | 1                | ...              | ...             | ...              | ...              | ...              | ...              | 1                | ...              | ...              | 5                | 2                | 1 |
| Georgia                       | 3                | 2                    | 2               | 1                | 1                | ...             | 1                | 1                | 1                | ...              | ...              | ...              | 5                | 4                | 4 |
| Kentucky                      | 3                | 2                    | 2               | ...              | ...              | ...             | ...              | ...              | ...              | ...              | 1                | ...              | ...              | 4                | 3                | 2 |
| Louisiana                     | 3                | 3                    | 2               | 1                | 1                | ...             | 1                | ...              | ...              | ...              | ...              | ...              | 5                | 4                | 2 |
| Maryland                      | 3                | 1                    | 1               | 1                | ...              | ...             | 1                | 1                | 1                | ...              | ...              | ...              | 5                | 2                | 2 |
| Mississippi                   | 2                | 1                    | ...             | ...              | ...              | ...             | 1                | 1                | ...              | ...              | 1                | ...              | ...              | 4                | 2                |
| North Carolina                | 4                | 4                    | 2               | ...              | ...              | ...             | ...              | ...              | 1                | 1                | ...              | ...              | ...              | 5                | 5                | 2 |
| South Carolina                | 3                | 3                    | 3               | ...              | ...              | ...             | ...              | ...              | ...              | ...              | ...              | ...              | ...              | 4                | 3                | 3 |
| Tennessee                     | 4                | 3                    | 3               | ...              | ...              | ...             | 1                | 1                | ...              | ...              | 1                | ...              | ...              | 5                | 4                | 3 |
| Texas                         | 3                | 2                    | ...             | 1                | 1                | ...             | 1                | ...              | 1                | ...              | 2                | ...              | ...              | 5                | 3                | 2 |
| Virginia                      | 3                | 3                    | 2               | ...              | ...              | ...             | 2                | ...              | ...              | ...              | ...              | ...              | ...              | 5                | 3                | 2 |
| Total                         | 39               | 30                   | 20              | 6                | 3                | 1               | 2                | 2                | 14              | 6                | 2                | 61               | 41               | 23               |
highlights some general facts about enrollment, financial status
and growth of city school systems. A summary included in that study
notes the following:

1. In the school year 1953-1954 there were in the United
   States, 3,775 independent public school systems in cities
   with a population of 2,500 or more.

2. Enrollment in city school systems rose 10.4 per cent in
   the biennium from 1951-52 to 1953-54 to a level of
   15,912,000 pupils. This represents an increase of
   1,498,000 pupils.

3. City school systems' salaries are in general, higher
   than school salaries in rural areas or in the nation as
   a whole.

4. Expenditures for sites, new buildings, additions, im-
   provingments and new equipment in 1953-54 came to approxi-
   mately $885 million. This was $64.13 per pupil enrolled.

5. The value of the school plants in city systems was over
   $11.5 billion or $845 per pupil enrolled.¹

Another general picture of the schools included in this study
may be obtained from a summary of the school library personnel as
listed on the returned checklists which were sent to each school.
Thirty-three of the 111 responding schools reported that they were
served by full-time professional librarians. Full-time professional
librarians were reported by 26 senior high schools, three junior high
schools, two combination schools and two elementary schools. One
senior high school reported the services of three full-time profes-
sional librarians; 12 senior high schools reported two full-time

¹Ibid., p. 1.
professional librarians; 13 senior high schools reported being served by one full-time professional librarian.

Thirteen schools reported being served by one or more full-time teachers with some library training. Nine of these schools were senior high schools; one was a junior high school and three were elementary schools. One elementary school reported the services of four teachers with library training. One senior high school library reported the services of four teacher-librarians in addition to one full-time professional librarian. In eight cases reported by senior high school libraries, the full-time professional librarians were assisted by one or more full-time teacher-librarians. Only one senior high school had a full-time teacher-librarian serving alone or without the services of a full-time professional librarian.

The responses received indicated that only three schools out of the 41 reporting, were served by part-time professional librarians. One such librarian noted that she was called a traveling librarian and served three elementary and one junior high school on a part-time basis. Other schools reported variations of this plan whereby a teacher or a professionally-trained librarian served more than one school. Of the three schools reporting the services of a part-time professional librarian, one was a senior high school in which the part-time librarian represented the only library staff member with formal library training. No junior high school nor combination junior high-elementary school reported the services of a part-time professional librarian. In two of the responding elementary schools,
the part-time professional librarian was the only library staff member with any formal library training.

Four schools reported the services of a part-time teacher librarian. The part-time teacher librarian refers to a full-time teacher who is released from the classroom for various periods of the school day to work in the library. The teacher-librarian must have a certain number of semester hours in library service in order to meet the requirements of a local accrediting agency. Two senior high schools reported the services of a part-time teacher librarian who served with the full-time professional librarian. One junior high school reported a part-time teacher librarian working with a full-time professional librarian. In one combination junior high-elementary school the part-time teacher librarian was the only library staff member with any library training.

Other library personnel reported included clerical assistants, P.T.A. mothers and in one case, cadet teachers from a near-by college. Nine senior high schools were served by one or more full-time library clerical workers. One of the nine senior high schools reported two clerk-typists. Only one junior high school reported clerical assistants. A note from one combination junior high-elementary school mentioned occasional service of cadet teachers. No elementary school reported a clerical worker. One elementary school used P.T.A. mothers as part-time helpers.

Most of the reporting schools used student assistants. Only three elementary and two junior high schools out of the 41 responding
schools indicated that they did not have any student assistants. Fifteen senior high schools reported between 10 and 25 student assistants. No senior high school reported less than four student assistants. Table 3 summarizes the number and type of personnel reported by the responding schools.

A final analysis of the school libraries used in this study may be made from a review of the degree to which the size of the library staff measures with recommendations of national library organizations. The 1945 standards for personnel recommended by the American Library Association Committee on Post-War Planning state:

One trained, experienced, full-time school librarian can serve effectively a school enrollment of not more than 500 pupils ... An additional trained, full-time school librarian is needed for each additional 500 pupils or major fraction thereof ...

All of the senior and junior high schools used in this study had 1,000 or more pupils. The combination junior high-elementary schools also had enrollments of 1,000 or more. The elementary schools had enrollments of 500 or more. On the basis of the American Library Association recommendations, each of the 30 responding senior high schools, the three junior high schools and the two combination schools were eligible for at least two full-time professional librarians. All six of the responding elementary schools were eligible for at least one full-time professional librarian. Two elementary

---

1American Library Association Committee on Post-War Planning, op. cit., p. 17.
<table>
<thead>
<tr>
<th>Type of Schools Reporting</th>
<th>Number of Full-time Professional Librarians</th>
<th>Number of Full-time Teachers with Library Training</th>
<th>Number of Part-time Professional Librarians</th>
<th>Number of Part-time Teacher Librarians</th>
<th>Number of Clerks and Others</th>
<th>Number of Student Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No or More</td>
<td>One</td>
<td>None</td>
<td>No or More</td>
<td>One</td>
<td>None</td>
</tr>
<tr>
<td>Senior High</td>
<td>13</td>
<td>13</td>
<td>4</td>
<td>...</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>Junior High</td>
<td>...</td>
<td>3</td>
<td>3</td>
<td>...</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Combination</td>
<td>...</td>
<td>2</td>
<td>...</td>
<td>...</td>
<td>2</td>
<td>...</td>
</tr>
<tr>
<td>Elementary</td>
<td>...</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Totals</td>
<td>13</td>
<td>20</td>
<td>11</td>
<td>3</td>
<td>10</td>
<td>28</td>
</tr>
</tbody>
</table>
schools reported one full-time professional librarian. Only 15 of the 44 responding schools reported that they were staffed by the quality and quantity of personnel as recommended by the American Library Association. This number included 13 senior high schools and two elementary schools.
CHAPTER II
REPORTING POLICIES AND PRACTICES

Practices of Making Reports

This chapter will indicate the trends in the policies and practices of annual reporting as found to be prevalent in a summary of the 41 checklists received from the school libraries participating in this study. Some questions of primary concern are whether or not the library made reports, by whom were reports required and the degree of regularity with which they were required. McDiarmid suggests that in evaluating library records, an important consideration is that they should be timely and available immediately or shortly after the periods they cover.

The findings indicate that out of the 41 responding schools, 36 or 93 per cent of them made library reports. Twenty-seven of the 30 responding high schools were required to make annual library reports. Three senior high schools indicated that reports were not required. One librarian noted, however, that reports were made although they were not required and two senior high school librarians indicated that reports were not required and were never made. A summary of senior high school practices of making reports would

---

indicate, therefore, that reports were made by 28 of the 30 senior high schools.

Among the three responding junior high schools, two schools reported that they were not required to make library reports but reports were made anyway and the other reported that it was required to make reports. The two responding combination junior high-elementary schools prepared annual reports. One was required to make reports and the other was not. Reports were required of five of the six responding elementary schools. The remaining one had never made them.

The next point of interest in studying the reporting practices was to determine the person or agency responsible for requiring the librarians to submit reports. Thirty of the 41 reporting schools, representing 73 per cent of the total, indicated that the order came from the local superintendent's office. These 30 schools included 24 senior high schools, two junior high schools, one combination junior high-elementary school and three elementary schools. Three senior high schools reported that the local school superintendent did not require library reports.

The school principal was responsible for requiring reports in a total of 15 schools or 36 per cent of the schools reporting. These 15 schools included 13 senior high schools, one combination junior high-elementary school, and one elementary school. In eleven senior high schools, the librarians were required to make reports by both the school principal and the system superintendent. Five senior
high schools mentioned that the State Department of Education required annual library reports. These five schools represented three states.

The degree of regularity with which library reports were submitted varied from monthly to annual reporting. Thirty-five schools reported that they made library reports annually. Thirty-one schools listed May or June as the time for making their annual reports and three schools, two senior high and one elementary, listed September, October or November. Semi-annual library reports were made in June and January by two senior high schools and none made quarterly reports. However, 10 schools made monthly and annual reports. These 10 schools included eight senior high schools, one junior high school and one elementary school. Table 4 summarizes the findings on the practices of reporting as revealed by the checklists received from the schools contacted for this study.

Officials to Whom Reports are Made

Henne\(^1\) advises against keeping a variety of records and reports with no purposive plan for their ultimate use. She suggests that the librarian should have an understanding of the ways in which the records will be used before deciding what records to keep. The future progress and effectiveness of the library report may be determined by the person or agency designated to receive it. The checklists

\(^1\)Henne, op. cit., p. 342.
received from librarians were used to determine the person or agencies to whom the library reports were submitted.

Twenty-six schools, representing the majority of responding schools, submitted their annual library reports to the library supervisor of the local school system. These 26 schools included 20 senior high schools, three junior high schools, one combination junior high-elementary and two elementary schools. One librarian noted that the library supervisor compiled all the annual library reports in the system and presented the compilation to the system superintendent. Twenty-two schools reported that their annual reports were submitted to the school principal. Many librarians

<table>
<thead>
<tr>
<th>Types of Schools</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Responding Reports</td>
</tr>
<tr>
<td>Senior High</td>
<td>30 27</td>
</tr>
<tr>
<td>Junior High</td>
<td>3 1</td>
</tr>
<tr>
<td>Combination</td>
<td>2 1</td>
</tr>
<tr>
<td>Elementary</td>
<td>6 5</td>
</tr>
<tr>
<td>Total</td>
<td>41 34</td>
</tr>
</tbody>
</table>
noted that the principal used parts of the annual library report in making the school's annual report to the superintendent. The schools submitting their reports directly to the superintendent's office included 13 senior high schools, one junior high and one elementary school. None of the reporting schools indicated that their library reports were submitted to a library faculty committee, but one librarian reported that some facts included in the annual report were discussed at various faculty meetings during the school year. Four senior high school librarians stated that they submitted their reports to the State Department of Education. Table 5 summarizes the findings of the study on persons to whom library reports were submitted.

**Special Forms**

Frances Henne\(^1\) recommends that the methods by which data are to be collected for special records should be decided upon before determining what records to keep. The methods decided upon may make use of one or more of several forms such as: question-blanks, interviews, surveys, anecdotal records, unit measurements, case-histories, check-lists and observation or record sheets which have been devised to meet the particular needs of the investigation. For the purpose of evaluation the kinds of records selected should be based upon what is to be evaluated and the objectives of the evaluation. The most important aspect of evaluating the school library concerns the

---

\(^1\)Henne, *op. cit.*, p. 343.
library's participation in the achievement of the school's objectives.\(^1\) Using the 10 objectives set forth by the Evaluation Staff of the Eight-Year Study of the Progressive Education Association\(^2\) as basic, general-type objectives incorporated by most schools, Miss Henne suggested some library activities that should be evaluated and reported. The following are suggested areas to be evaluated and the records necessary for the studies.\(^3\)

\(^1\)Ibid., p. 338.

\(^2\)North Central Association of Colleges and Secondary Schools, op. cit., p. 299.

\(^3\)Henne, op. cit., p. 343.
Areas To Be Evaluated

I. Material aspects of the library

II. Measure of performance in relation to the demand and requirements of the school.

III. Evidence necessary for evaluating the library's participation in the school's objectives.

IV. Insight concerning the educational activities of the library as contrasted with the amount of time spent in technical or clerical work.

V. The educational functions of the library and evidence about individual students which are of value to teachers and guidance workers.

Suggested Records

I. A. Circulation records
B. Assesment and inventory records
C. Attendance
D. Financial records.

II. A. Records noting services the library was asked to perform but which it could not undertake because of limitations of staff, space or time.
B. Records of facts relating to both actual and potential service for planning more effectively for the future.

III. A. Case histories of reading guidance.
B. Records about student projects
C. Anecdotal records of student's growth and behavior
D. Reports about individual pupils
E. Reading records.

IV. The time analysis of the librarian's work.

V. Time profiles of what students do in the library

The annual report should summarize the library's participation in one or more of the above areas of investigation. Questions on the checklist sent to the school librarians were designed to secure information on the type of background records kept and used to gather
information for their annual reports. Information from the check-
list was also studied to determine the number of school systems that
provided their individual schools with special forms for making reports.

The findings indicate that 20 of the 41 responding schools kept
records of the circulation of books, periodicals and other materials
in relation to the number of teachers in the school. These 20 schools
included 16 senior high schools, three junior high schools, and one
elementary school. Sixteen schools (eight senior high schools,
three junior high schools, two combination junior high-elementary
schools and one elementary school) kept records of the circulation of
books and other materials and related them to the number of students
per grade level. Interlibrary loan records were kept by three senior
high schools and one junior high school. A record of the number of
reserve books used each period was kept by five senior high schools,
one junior high school and one elementary school.

Accession and inventory records were reported by 22 senior
high schools, three junior high schools, one combination school and
three elementary schools to make a total of 29 out of the 41 res-
ponding schools. Only four senior high schools and one elementary
school kept records showing the number of unfulfilled requests for
materials and the reasons why the requests could not be fulfilled.
Records showing the number of reference questions answered for
students and teachers; and the number of reference questions not
answered and reasons why they were unanswered were kept by five
schools which included three senior high schools, one junior high
school and one elementary school. Two librarians, one senior high
and one junior high reported that they kept case histories of reading
guidance which involved planning or which required a sequence of con-
ferences with the student. A total of 14 schools kept records showing
the number of book lists, bibliographies, or similar lists made for
teachers, individual pupils, or for other use. These 14 schools
included 10 senior high schools, two junior high schools, and two
elementary schools.

Attendance records showing the number of classes brought or
sent to the library by teachers were kept by 24 of the responding
schools. Included among these were 20 senior high schools, two
junior high schools and two combination schools. Records showing
pupil and faculty attendance in the library each period of the day
were kept by 22 schools which included 18 senior high schools, two
junior high schools, one combination school and one elementary school.
Five schools kept records showing the number of school hours spent
in the library per school year per student. These five schools in-
cluded three senior high schools, one junior high and one elementary
school. None of the schools kept records showing the number of
visitors from outside the school.

Records briefly describing the student projects sponsored
by the library were kept by 10 schools, including seven senior high
schools, two junior high schools, and one combination junior high-
elementary school. Only two senior high schools kept pertinent
anecdotal records of student behavior and growth. Eight schools kept reading records of individual students showing materials read, sources from which material was obtained, and the purpose or motivation of the reading. These eight schools included six senior high schools, one junior high school and one combination school. Financial records were kept by 23 schools, including 17 senior high schools, three junior high schools, one combination school and two elementary schools.

Records of statements from faculty members and students concerning their opinions about the library were kept by five senior high schools, one junior high school and one elementary school for a total of seven schools making this record. Twelve schools reported that they kept records showing the amount of material sent to classrooms and, where possible, records showing the use made of this material. The 12 schools included eight senior high schools, two junior high schools, one combination and one elementary school. Records for a small but reliable sample of time showing the work activities of the librarian were kept by three senior high schools, one junior high school and one elementary for a total of five schools. Records for a small but reliable sample of time showing the activities of students in the library during school periods and frequency tabulations of the types of materials used by students were kept by two senior high librarians (see Table 6).

The introduction of this study contains a criticism of annual
### TABLE 6

**TYPES OF LIBRARY RECORDS KEPT**

<table>
<thead>
<tr>
<th>Type of Schools</th>
<th>Type of Records by Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Circulation of Books and Other Materials</td>
</tr>
<tr>
<td>Senior High</td>
<td>16</td>
</tr>
<tr>
<td>Junior High</td>
<td>3</td>
</tr>
<tr>
<td>Combination</td>
<td>...</td>
</tr>
<tr>
<td>Elementary</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>

Reports as made by Sylvia Ziskind. Miss Ziskind decryes the lack of uniformity in reporting forms and procedures. The checklists received from librarians included information on the number of school systems requiring a special form of reporting. Thirty-one schools reported that their school systems did require a special form of reporting. These 31 schools included 22 senior high schools, three junior high schools, one combination high and elementary school, and

---

1 Ziskind, *op. cit.*, p. 625.
five elementary schools.

Readers For Whom Reports Are Intended

Every good business is expected to issue reports. As a publicity medium, the annual report serves to summarize and evaluate the year’s activities. Its principal publicity purposes for the school may be to create good will and to advertise the library. Fargo states that oftentimes the failure of library publicity projects may be because two very important questions have been overlooked: At whom is the publicity aimed? And what is the result desired? Many recommendations have been made urging that the form of the annual report be suited to the readers for whom it is intended. An example of such recommendation is found in an article by John F. Harvey which suggests that librarians prepare two forms of the annual report. One of the reports should be fully detailed and would be of interest to the officials to whom the librarian reports, to other librarians, and to the library staff. The other report, recommended by Harvey, would be "the briefly summarized and popularized report ... of publicity value and interest to the general public".

The findings of this study indicated that of the 41 responding schools, 32 libraries intended their report to be read by administrative officials of the local school system. These 32 schools

---


included 21 senior high schools, two junior high schools, two combination junior high-elementary schools, and four elementary schools. Twenty-five libraries intended their reports for the school principal. Included among the 25 schools were 21 senior high schools, two junior high schools, and two elementary schools. Many schools indicated that their reports were prepared for two or more different groups of readers. The faculty of the school was the intended reader of the library reports in seven schools, which included six senior high schools and one junior high school. Three schools, two senior high and one elementary school, intended for their reports to be read by members of the Parent-Teacher Association. Only one school, a senior high school, intended its report to be read by the public in general. Four senior high schools expected their reports to be read by their library staff members. Twenty schools expected their reports to be read by accrediting agencies. These 20 schools included 15 senior high schools, two junior high schools, one combination junior high-elementary school and two elementary schools. Only one senior high school reported that its annual library report was intended for readers in a library school. The United States Office of Education was the intended reader of two senior high school library reports. Eighteen schools intended their reports to be read by officials of the State Department of Education. These 18 schools included 15 senior high schools and three elementary schools. Only one school, a senior high school, intended its report for an agency of the American
Library Association and nobody mentioned the pupils. The four groups of readers for whom 50 per cent or more of the reporting schools prepared their reports or were expected to be readers of the report included (1) the administrative officials of the local school system, (2) the local school principal, (3) accrediting agencies, and (4) the State Department of Education.

Distribution of Reports

The number of copies prepared and their distribution are significant factors in evaluating the publicity aspect of annual reports. The findings from the 41 responding schools indicated that 26 schools made two or three copies of the annual library report. Fifteen schools made three copies. These 15 schools included 11 senior high schools, two junior high schools, and two combination schools. Among the 11 schools making only two copies of their report were seven senior high schools, one junior high school, one combination school and two elementary schools. None of the reporting schools made just one copy of their report. A total of 11 schools reported that more than three copies of the report were made. Four schools, three senior high schools and one elementary school, made five copies of their annual report. One senior high school made six copies and one senior high school reported that 20 copies of the annual report were made. Out of the total of 30 schools replying to the question concerning the distribution of reports, only one school reported exchanging its annual report with other libraries or library groups.
Usual Format of Report

One factor which may influence the distribution of the annual report is the expense in terms of time and money required to reproduce copies of it. None of the reporting schools prepared handwritten reports. The usual format prepared by 17 of the 38 schools which made reports was typewritten. These 17 schools included 10 senior high schools, three junior high schools, two combination junior high-elementary schools and two elementary schools. The 18 schools which reported a mimeographed format of the report included 17 senior high schools and one elementary school. Three schools indicated that their reports were usually on printed forms supplied by the local school system. These three schools included two senior high schools and one elementary school.

Other Publications in Which Reports or Parts Of Reports Appeared

Many articles and reports have expressed the desirability for maximum distribution of library annual reports. Statements in an article by M. J. Rand\(^1\) point out the necessity for wide distribution of all school reports:

> Citizens who are investing money in their schools deserve and want a report on the school district's financial and educational status... The function of an annual report should be to share rather than to sell the educational program... The report should enjoy the largest distribution possible in the community...

\(1\) M. J. Rand, "A Small School Can Publish Its Annual Report", Nation's Schools, LIII (September, 1953), 53.
An article by Harvey\(^1\) suggests that items from the annual report of libraries may also receive wide distribution through such media as official bulletins, booklets, announcements, press releases, handbooks, exhibit signs and labels and other media.

The checklists received from the responding schools indicated that parts of the schools' annual library reports appeared in the state or local school directories for five senior high schools and two elementary schools. Eight senior high schools, one junior high, one combination school and two elementary schools had parts of their reports to appear in official bulletins from the central administrative offices. Three schools had parts of their reports to appear in the principal's or faculty's bulletins to parents. These three schools included two senior high schools and one elementary school. Parts of the annual reports appeared in faculty newsletters of six schools which included five senior high schools and one junior high school. Only two senior high schools had parts of their library reports to appear in the local community press, however, four schools reported that the student newspaper carried segments of their reports. These four schools included two senior high schools, one junior high school and one combination school. A total of 23 schools reported that parts of their annual library reports appeared in the principal's annual report. These included 17 senior high schools,

\(^1\)Harvey, op. cit., p. 783.
one junior high school, two combination schools and three elementary schools. One senior high school reported that parts of its annual report appeared in the annual report of the local, system-wide materials center. One senior high school reported that parts of its report appeared in the student handbook for newcomers to the school.

**Summary**

The policies and practices of annual reporting that were found to be most prevalent among the 111 schools participating in the study are:

1. The findings indicate that out of the total of 111 schools, 35 schools were required to make library reports and six schools had no such rules or requirements. Three of the schools that were not required to make reports indicated that reports were made anyway despite the lack of requirements to do so. A total of 38 schools reported that library reports were made for their libraries.

2. A general conclusion to be drawn from these findings is that the majority of all schools participating in this study were required to make library reports by the local school system superintendent. Thirty of the 111 schools reported that the superintendent required the library to make reports.

3. Reports were most often made at annual periods. Thirty-five of the 111 schools made annual reports. These 35
schools included 26 senior high schools, three junior high schools, two combination junior high-elementary schools and four elementary schools. Most schools, a total of 31 schools, listed May or June as the month for submitting their annual reports.

4. The majority of the schools, 26 or 68 per cent of those reporting, submitted their reports directly to a library supervisor of their local school system. Librarians in 22 schools submitted their reports to the principal. The findings of this study as recorded in Chapter I indicate that the principals in only 15 schools required their librarians to submit reports. The disparity between the number of principals requiring reports and those to whom reports are submitted indicate that seven schools may have voluntarily submitted library reports to the principal.

5. A study of the practices for keeping records upon which the annual reports were based, revealed that the most frequently kept records included records showing the circulation of books, periodicals and other materials per capita student. These records were kept by 20 schools. Other frequently kept records included accession and inventory records which were kept by 29 schools; attendance records showing the number of classes brought or sent to the library by teachers which
were kept by 24 schools; records showing pupil and faculty attendance in the library each period of the day which were kept by 24 schools and financial records which were kept by 23 schools.

6. The majority of the responding schools, 31 of the 44, were in school systems which required the report to be in a special form. These 31 schools included 22 senior high schools, three junior high schools, one combination junior high-elementary school and five elementary schools.

7. The four groups of readers for whom 50 per cent or more of the reporting schools prepared their reports or were expected to be readers of the report included (1) the administrative officials of the local school system; (2) the local school principal; (3) accrediting agencies; and (4) the State Department of Education. Most schools, representing 64 per cent of the total, intended their reports to be read by the local administrative officials.

8. Most schools made at least three copies of their annual reports. Fifteen schools made three copies and 11 schools made two copies. None of the reporting schools made just one copy. Eleven schools reported that more than three copies of the report were made. The number of copies made by the latter group ranged from five copies to the 20 copies made by one senior high school.

9. Most annual reports are usually of a mimeographed format
although a typewritten format is almost as prevalent. Eighteen schools reported a mimeographed format and 17 schools reported typewritten format for their annual reports. The schools that reported the use of printed annual reports also indicated that the printed report forms were supplied by the local school system.

10. Parts of the library report appeared in a variety of publications, such as school directories, official bulletins from central administrative offices and the principal's or faculty's bulletins to parents. Other places where parts of the library report were found included faculty newsletters, the community press, student newspapers, the principal's annual report and the student handbook for newcomers to the school.

Parts of the library report were most often found in the principal's annual report.
CHAPTER III

ANALYSIS OF THE CONTENTS OF REPORTS

This chapter records the findings of an appraisal and comparative analysis of the contents of 23 annual reports received from the schools participating in this study. Thirty-five of the responding schools indicated that they made annual library reports. Copies of the annual report or reporting forms were received from 20 senior high schools, one junior high school and two elementary schools. The appraisal considers the mechanical makeup of the reports and the style, language, balance and arrangement of the contents.

An article by Ridley\(^1\) suggested using 20 points for the evaluation of public library annual reports. Other articles on the evaluation of school library annual reports by Minster\(^2\) and Farr\(^3\) also served as references for preparing a schedule for evaluating the contents of annual reports and suggestions from an article on general school reports by Felix Ulrich\(^4\) were also

\(^1\)Ridley, op. cit., p. 394-396.
\(^2\)Minster, op. cit., p. 70.
\(^3\)Farr, op. cit., p. 1-3.
considered.

**Mechanical Make-up of Reports**

The mechanical make-up of the annual reports refers to such factors as the quality of paper used in the report, the type of cover or binding, the size and length of the report, and the marks of identification found on it. The marks of identification to be noted are the name of the school, name of the city or state, the date the report was issued, the dates of the period covered by the report and the official signatures found. Ridley\(^1\) recommends that six by nine inches should be taken as a standard size for library reports. Other writers, including Ulrich,\(^2\) recommend that the size of the report should be convenient for its intended use and that it should be condensed as much as possible. Only two sizes of reports were represented among the 23 received. Sixteen measured 81/2" x 11". Seven reports measured 8\(\frac{3}{4}\)" x 11". All of the reports received could have been folded and placed in a legal size envelope for mailing; or the reports could have been placed flat in a letter or legal size folder for convenient filing.

None of the annual reports was bound nor had there been any obvious attempts to make the reports outwardly attractive. Only two senior high school reports had a title page. Twenty-one consisted of nothing more than a text, with or without subheadings and statistical tables. The length of the reports varied from a one-page checklist-

---

\(^1\)Ridley, *op. cit.*, p. 394.

type of report to a narrative report containing 10 typewritten pages. The nine annual reports which consisted of only one page were from three senior high schools, two junior high schools, two combination schools and two elementary schools. The four schools that had two-page reports included two senior high schools, one junior high school, and one elementary school. Two senior high schools had reports consisting of three pages and two senior high schools had four pages. There were five pages in the reports of two senior high schools and one elementary school. One senior high school library report consisted of seven pages, one had nine pages, and one had 10 pages. Ridley\(^1\) recommended that a public library report rated as superior should have no more than 16 pages.

Twenty of the reports were written or mimeographed on medium-weight bond paper of the type that is used for general office typing and mimeographing work. Three of the reports received were carbon copies on a lighter weight paper. This kind of paper met the recommendations of Ulrich\(^2\) who suggested that the paper should be pleasing to the sight and touch and should be sufficiently durable, but light enough in weight to avoid bulkiness. The size and style of type used for writing each of the 23 reports was large and clear and could be read with ease.

Farr\(^3\) suggests that the school library report "should bear

\(^{1}\)Ridley, op. cit., p. 394.
\(^{2}\)Ulrich, op. cit., p. 48.
\(^{3}\)Farr, op. cit., p. 1.
the name of the library, the city and state and also the dates of the period which the report covers..." Using Farr's suggestions as criteria for studying the identification marks on the library reports received, the findings indicated that 19 of the 23 reports had the name of the library written on them. Five senior high schools did not include the name of the school nor did they indicate the type of school. Sixteen schools included the name of the city and state on the annual reports. Six senior high schools and one elementary school did not have this information. Sixteen schools included the date the report was issued. The seven that did not have the date of issue were all senior high schools. Twenty-one annual reports showed the dates of the periods covered by the report. One senior high school and one elementary school did not show the dates covered by the report. Table 7 shows the mode of identification that was found on the reports that were received for this study.

Contents of Reports

The annual reports received were checked to determine the frequency with which the same items appeared on the library reports or reporting forms of schools from various cities responding to this study. The 23 reports received were from 18 separate cities. Fourteen of the city school systems had a special reporting form. The schedule in Appendix B was used to check the contents of the reports.

Financial statements.—Minster¹ and Ridley² recommended that

¹Minster, op. cit., p. 70.
²Ridley, op. cit., p. 395.
the annual report should contain a statement of appropriations for the library books, periodicals, supplies and other expenses. The reporting forms from 11 cities indicated that the reports of 13 school systems included financial statements showing the amount spent for new books, binding, magazines and newspapers, library supplies and miscellaneous expenses. Only one reporting form omitted this important area. Three school systems' reports showed the per pupil expenditure for library materials.

**Inventory statement.**—According to Minster, the library annual report should contain an inventory statement which reports on such topics as (1) additions of books and file materials, (2) withdrawals, (3) number of books on hand, (4) magazines bound, and (5) gifts. All
14 school systems required that the librarian's report on the additions of books that were made during the reporting period. A record of the books lost or discarded was required by 13 systems. One school system required the librarian to report on the number of books found that were reported missing on previous inventories. All 14 school systems' reporting forms had a space for the number of volumes on hand at the end of the school year. Eleven systems reported on the number of magazines to which the library subscribed. None of the reporting forms inquired about the number of magazines that were bound.

Directions for making statements about gifts were found on three of the forms. Book collection statistics were required to be listed by Dewey Decimal Classification numbers on five school systems' reports. Table 8 summarizes the findings on the inventory statements.

**TABLE 8**

FREQUENCY OF INVENTORY ITEMS ON ANNUAL REPORTS

<table>
<thead>
<tr>
<th>Reporting Items</th>
<th>Number of School Systems Including Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additions</td>
<td>14</td>
</tr>
<tr>
<td>Number of Volumes on Hand</td>
<td>14</td>
</tr>
<tr>
<td>Books Lost or Discarded</td>
<td>13</td>
</tr>
<tr>
<td>Number of Magazine Subscriptions</td>
<td>11</td>
</tr>
<tr>
<td>Classified Book Collection</td>
<td>5</td>
</tr>
<tr>
<td>Gifts</td>
<td>3</td>
</tr>
<tr>
<td>Books Found, Reported Missing in Previous Inventories</td>
<td>1</td>
</tr>
<tr>
<td>Number of Magazines Bound</td>
<td>...</td>
</tr>
</tbody>
</table>
Growth, use and service of the library.—Ridley\(^1\) recommended that the library report should have social significance by offering evidence of the library's aid to the individual student, and the extent to which the library assists various school groups. He further recommended that important facts should be set forth in such typographical fashion that the pertinent data can be easily grasped. Six of the 11 school systems' reports included the number of library staff members, both professional and clerical assistants. Only four of the reports included items on student assistants. The reporting forms of five school systems provided for reporting on library instruction and on the integration of the library program with the curriculum. Eleven reports provided for the school enrollment. Six forms showed the number of hours per week that the library was open and statements indicating the students' attendance for the year were included on 11 reports. Twelve reports included statements on the total number of books circulated during the school year and seven had statements about classroom loans. Table 9 illustrates the above discussed pertinent facts.

Comparative data.—Minster\(^2\) recommends that each library should be regularly compared with standards recommended by state and national library associations. Ridley\(^3\) recommends that library annual reports should contain comparative data to show the library's status

\(^{1}\text{Ibid.}\)
\(^{2}\text{Minster, op. cit., p. 70.}\)
\(^{3}\text{Ridley, op. cit., p. 395.}\)
TABLE 9
FREQUENCY OF ITEMS RELATING TO GROWTH, USE AND SERVICE OF THE LIBRARY

<table>
<thead>
<tr>
<th>Reporting Items</th>
<th>Number of Reporting Forms Which Included Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation of Books</td>
<td>12</td>
</tr>
<tr>
<td>School Enrollment</td>
<td>11</td>
</tr>
<tr>
<td>Student Attendance</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Loans</td>
<td>7</td>
</tr>
<tr>
<td>Number of Hours Library Was Open</td>
<td>6</td>
</tr>
<tr>
<td>Size of Library Staff</td>
<td>6</td>
</tr>
<tr>
<td>Library Instruction</td>
<td>5</td>
</tr>
<tr>
<td>Number of Student Assistants</td>
<td>4</td>
</tr>
</tbody>
</table>

in the current year with that of previous years. Five school systems' reporting forms included provisions for comparing the size of the staff and the library quarters with the recommendations on state and national standards. Seven annual reports contained items for comparing the number of books per student and the number of periodicals with the standards of the regional accrediting association. Seven reporting forms requested the librarian to compare the reference books owned by the library with a recommended list of reference books. All 14 school systems' annual reporting forms contained provisions for comparing the library's total book collection with the previous year's collection. Six forms asked the librarian to list any improvements which had been made during the current reporting period. Table 10
summarizes the findings on items relating to comparative data.

### TABLE 10

**FREQUENCY OF ITEMS OFFERING COMPARATIVE DATA ON LIBRARIES**

<table>
<thead>
<tr>
<th>Reporting Items</th>
<th>Number of School Systems Which Included Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seating Capacity</td>
<td>9</td>
</tr>
<tr>
<td>Size of Staff</td>
<td>9</td>
</tr>
<tr>
<td>Reference Tools</td>
<td>8</td>
</tr>
<tr>
<td>Number of Books Per Student</td>
<td>7</td>
</tr>
<tr>
<td>Periodicals</td>
<td>7</td>
</tr>
<tr>
<td>Statements Comparing Current Year With Previous Year</td>
<td>6</td>
</tr>
<tr>
<td>Budget</td>
<td>1</td>
</tr>
</tbody>
</table>

**Miscellaneous service.**—Ridley\(^1\) advised librarians to add an epitome to their annual reports in which they present a brief summary of the year's significant accomplishments and perhaps a brief statement on the program for the coming year. Items found on the library reporting forms offered information on a variety of topics. The reports of three school systems inquired about the number of bibliographies prepared by the library. Information on the number of book talks prepared by the librarian was requested by four school systems. Ten forms inquired about assembly programs and other extra-curricular

---

\(^1\)Ibid.
activities. Two librarians volunteered information about the visitors to the library and library meetings and conventions that had been attended by staff members. Questions about the librarians' qualifications were included on nine reporting forms and the number of teachers in the school was on three reports. Statements on audiovisual materials were found on eight reporting forms. Table 11 summarizes the miscellaneous items that were found on library reports.

**TABLE 11**

**FREQUENCY OF ITEMS SHOWING MISCELLANEOUS LIBRARY SERVICES**

<table>
<thead>
<tr>
<th>Reporting Items</th>
<th>Number of School Systems Including Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly Programs</td>
<td>10</td>
</tr>
<tr>
<td>Librarian's Qualifications</td>
<td>9</td>
</tr>
<tr>
<td>Audio-Visual Materials</td>
<td>8</td>
</tr>
<tr>
<td>Book Talks Prepared by Librarian</td>
<td>4</td>
</tr>
<tr>
<td>Number of Bibliographies Prepared by the Librarian</td>
<td>3</td>
</tr>
<tr>
<td>Number of Teachers in the School</td>
<td>3</td>
</tr>
<tr>
<td>Meetings Attended by Librarian</td>
<td>2</td>
</tr>
<tr>
<td>Number of Library Visitors</td>
<td>2</td>
</tr>
</tbody>
</table>

*Librarian's recommendations included on annual reports.*

The annual reporting forms of 12 school systems contained provisions for listing recommendations for the next year's library program. The forms of 10 school systems had spaces with directions to the librarian to specify the library's plans and specific needs in certain areas.
Among the items for which recommendations were made were: furniture, and equipment, repairs, budget and staff. Questions concerning library attendance, improving library instruction, and improving the book collection were also listed.

Style, Language, Illustrations and Arrangement of Reports

Ridley\(^1\) recommends that the judging of the readability of library reports should consider clear, concise sentences, short paragraphs and many topical headings. In considering arrangement, the grouping of material should be in some logical sequence. The contents should be balanced to the degree that each activity is given its appropriate share of attention. He further suggests that simple, forceful graphs and bar charts may be used for setting forth significant facts. Simple statistical tables may be used for presenting certain statistical data.

Ferguson\(^2\) states that the prime ingredient of a good report is good clear writing. She suggests that the librarian may give life, individuality and interest to annual reports without the luxuries of beautiful printing and art work by using illustrative stories, comments to interpret bare facts, and notes showing interesting contacts made. Twelve of the 23 annual reports that were received for this study were not limited to statistical reporting, but contained some material in

\(^1\)Ibid.

narrative form. These reports with narrative material were evaluated by a schedule composed of material from Ridley and Ferguson (see Appendix C).

Two of the 12 reports contained a few sentences with misspelled words and some grammatical errors. Only one report had paragraphs which were considered too lengthy and detailed. Nine were written in the language of the layman, but three contained many technical references that could decrease the reports' appeal to the layman. Each narrative report scored superior when evaluated on the manner in which the library's story of service and quality was emphasized more often than costs. Three of the five completely narrative reports scored low for lack of continuity in some paragraphs. Each of the 12 reports contained at least one paragraph which described some student projects or activities, but none emphasized, nor even mentioned the purpose of the pupils' activities.

Four reports contained brief anecdotal accounts about the pupils or staff. One noticeable report was written in a friendly, newsletter manner. Here the librarian wrote in the first person and recounted personal experiences in the library in order to make the report as warm and friendly as a letter shared among friends. Another narrative report, however, was very formal in that it used an outline style and appropriate topical headings. Three reports were rather moderate in style when compared with the two described above. These more moderate-toned reports were not written in outline form and used the pronoun "we" when describing the year's activities. None of the
23 annual reports received contained any photographs or drawings and there were no indications from the librarians that any pictorial illustrations had been used. Neither were any charts, graphs or tables used in any of the reports.

Summary
This chapter has presented a discussion of topics as they were treated in the 23 school library annual reports that were received for this study. Each report was carefully studied in order to make an appraisal and comparative analysis of its contents. The most obvious features indicated that all of the reports were unbound and that no obvious attempts had been made to make them outwardly attractive. Twenty-one of the 23 reports consisted of nothing more than a text. Only two reports had a title page. Most reports, 16 in number, measured 8½" x 11" in over-all size. The remaining seven measured 8½" x 14". The number of pages in the reports varied from one to 10. Twenty reports were typewritten or mimeographed on medium-weight bond paper of the type that is often used for general office typing and mimeographing work. Seventy-five per cent of the reports showed the following marks of identification: the name of the library; the name of the city and state; date of issue of the report; dates of periods covered by the report; and the principal's or librarian's signature.

Among the 14 school systems which provided special reporting forms, this study revealed that 13 school systems inquire about the finances of the library. All 14 systems inquired about the library's
book collection with questions about the additions of books and other materials and the number of books on hand at the end of the year. Thirteen school systems inquired about the number of books lost or discarded. Fewer schools asked for a classified record of the book collection, or the number of gifts, or the number of books which were found that had been reported missing in previous inventories. More than 75 per cent of the school systems requested information about the circulation of books, the school enrollment and student attendance at the library. Less than half of the reporting school systems inquired about such factors as the size of the library staff, the number of student assistants, the number of hours the library was open, the program of library instruction and the number of classroom loans.

A small number of library reporting forms, less than half of those received, provided for a comparison of library facilities with previous years or with regional, state or national associations' recommendations. All 64 school systems' reporting forms contained provisions for comparing the library's total book collection with the previous year's collection. Seven forms contained items for comparing the number of books per student with the standards of the regional accrediting association. Seven forms requested the librarian to compare the reference books owned by the library with a recommended list of reference books. Statements comparing the current year's program with that of the previous year were found on six reporting forms.

Other frequently-requested items found on library reports were: the number of assembly programs, the librarian's qualifications and
the number of audio-visual materials owned and used by the school. Three reporting forms showed the number of teachers in the school and three showed the number of bibliographies or book lists prepared by the librarian. Twelve of the 14 reporting forms contained provisions for listing recommendations for the next year's program.

Twelve of the 23 reports received were not limited to statistical reporting, but contained some material in narrative form. Five reports were completely narrative with little statistical material. Each of the 12 contained at least one paragraph which described some student project or activities, but none emphasized, nor even mentioned the purpose of the pupils' activities. All 12 reports emphasized the library's service without over-emphasis on costs. Four reports contained brief anecdotal accounts about the pupils or staff. Only three reports were criticized for including too many technical references for a report that was intended for a layman. None of the 23 reports contained photographs, drawings, charts or graphs. There were no indications from the librarians that any pictorial illustrations had ever been used.
CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to find out how many public school libraries in a selected group of southern cities compile annual reports, and to determine the nature, form, arrangement and contents of the reports that are issued by the schools. The subject of annual reports and reporting practices evokes varying opinions from librarians. Some writers express great enthusiasm for reports because of the publicity value and the evidence they offer for evaluation. A minority opinion appears to be critical of annual reports because of the detailed amount of record-keeping required, the lack of uniformity in reports, and the suspicion that most reports are filed without having been carefully read. Of the 41 responses received from the 61 checklists sent out, 38 libraries maintained the practice of making an annual report and three did not do so. Three of those making reports were not required by school regulations to do so. Although the majority of the responding schools do make reports, only 23 schools sent the writer a copy of an annual report as requested for this study. These reports are usually required by superintendent of the local school system. The superintendent required reports in 30 schools and the school principal required
them in 15 schools. In the schools that do make reports, they are usually submitted in May or June.

Since the library supervisor is a member of the administrative staff of most school systems, it is not unusual that 68.4 per cent of the librarians stated that the library supervisor is the official to whom reports are submitted. Other officials, such as the school principal, officials in the superintendent's office and officials of the state department of education were also listed as persons to whom reports were submitted. An unusual feature, however, is that none of the schools mentioned other interested groups as being recipients of a copy of the report. These groups could include the faculty library committee, the full faculty, parents, students, library associations, other libraries and library schools. If the annual report is to achieve its full potential as a publicity medium, it needs to be distributed among varied groups of readers. The findings indicate that library reports are usually not intended for any reader except those connected with the schools in some official way. The majority of the annual reports were prepared for administrative officials, school principals and accrediting agencies.

Among factors which may extend the audience of the annual report are the format of the report, the number of copies made, and the distribution of parts of the reports in other publications. It was concluded from the 41 checklists that the majority of the schools made three copies of the report and that these were usually mimeographed or typewritten. Eighteen schools reported a mimeographed
format and 17 schools a typewritten format. The majority of schools reported that parts of their annual reports appeared in the principal's report to the superintendent. A small number of schools reported parts of their reports appearing in other publications such as state or local school directories, official bulletins from the central administrative offices, faculty newsletters, the community press, and student newspapers.

The statistical material found on the reporting forms emphasized the importance of regular and accurate record-keeping practices. The kinds of records kept by the library should be based upon what is to be evaluated and the purposes of the evaluation. The findings of this study indicate that the records kept by a majority (50 per cent or more) of the reporting schools were: records of circulation of books and other materials, accession and inventory records, attendance records and financial records. According to Henne, these type records are primarily useful for evaluation of facts about the material aspects of the library. Records which could provide evidence for evaluating the qualitative aspects of the library were kept by only a small fraction of the libraries. These records include those relating to both actual and potential service of the library, reports about individual pupils, reading records, time profiles of what students do in the library and time analyses of the librarian's work.

---

1Henne, op. cit., p. 345.
The size of the staff has some significance in the record-keeping practices of the library. Some librarians noted that the lack of effective reports was due to their heavy work loads. From the high enrollments of the reporting schools and the number of library personnel reported, there appears to be a relationship between the reporting practices and the size of the staff. Each of the 30 high schools, three junior high schools and two combination schools responding to this study was eligible for at least two full-time librarians according to the 1945 standards recommended by the American Library Association. Each of the six elementary schools was also eligible for at least one full-time librarian. Only 15 of the 11 schools were staffed by the number of personnel recommended by the American Library Association. These 15 schools include 13 senior high schools and two elementary schools. It appears that the need for more and better trained personnel in the school library may continue, however, unless more officials are made aware of the library's needs. The librarian may be failing to support an important device for improving public relations when she fails to make an annual report.

An appraisal of the 23 library reports or reporting forms indicated that most of them were unbound, written on medium weight bond paper of the quality and size used for general office typing and mimeographing work. Nine reports had only one page and the

---

1American Library Association Committee on Post-War Planning, op. cit., p. 17.
remaining 14 ranged from two to 10 pages in length. Most of the reports consisted of text only without any title page, charts or photographs. Some reports could not be easily identified by the reader. All did not show the name of the library, the city or state, the date of issue, or the dates covered by the report. The authorship of three reporting forms could be questioned because of the lack of an official signature. There appeared to be a total lack of uniformity in the arrangement of the reports and the frequency of items appearing on them. The greatest degree of uniformity of reporting items appeared in the financial and inventory statements of the 23 schools.

Conclusions and Recommendations

From this study the following recommendations are made:

In determining whether or not to make annual reports, it is recommended that the librarian study her particular situation and answer these two questions in an objective manner: What other publicity medium has the potential for describing the library's service, growth and needs to a great audience for such a modest cost as the annual report? Will generalities about the library's services and needs be as impressive as scientifically prepared statistics relating to quantitative and qualitative values of the library?

A complete, highly useful report is based upon facts, not guesswork. If the librarian plans to report on the circulation, attendance and other facts, then a plan must be instituted for determining the methods by which data are to be collected for special
records. A time span must be set in which records will be kept. Henne\(^1\) suggests that although the academic year usually forms the time unit, there may be some areas in which it is necessary to have evidence over a period of years before a valid judgment can be made about certain aspects of the work in the library. For less comprehensive reports a typical month or even a week in the school year may be selected for keeping records. The kinds of records kept should be based upon the objectives of the school, and should be necessary for making a valid evaluation of the library's participation in the achievement of the school's objectives. For example, some common school objectives\(^2\) include:

- The development of effective methods of thinking;
- the cultivation of useful work habits; the inculcation of social attitudes; the development of social sensitivity...; the achievement of better personal-social adjustment...

Henne suggests that each of these objectives can be evaluated if standards of achievement expected at the different grade levels are formulated and the progressive development of the students noted. Records necessary for such evaluation include case histories of reading guidance, records about student projects, anecdotal records of student's growth and behavior, reports about individual pupils and reading records.

Considering the time required to prepare reports, the librarian should consider Fargo's suggestions.\(^3\) She suggests that every librarian

\(^1\)Henne, op. cit., p. 343.

\(^2\)North Central Association of Colleges and Secondary Schools, op. cit., p. 299.

\(^3\)Fargo, op. cit., p. 276.
become competent and aware of adjustments or simplifications of standard practices. The school librarian has great need for inventiveness, and a mind quick to see new ways of accomplishing purposes. If some changes are made in routine, there is great likelihood that the time can be found for keeping the necessary library records. Staff members and student assistants can help in this task. The librarian may find routines and processes of record-keeping in other fields which may be adapted to her purposes.

Preparing the annual report should be a project for the library staff, with the cooperation of faculty members and students. An art teacher or a talented student can assist in preparing illustrations for the report. Every resource available to the librarian should be called upon in an effort to prepare a readable, clear, concise and attractive report. Although the local administration may prepare a special reporting form, the librarian can still prepare an attractive supplementary report. In their local group meetings, librarians should grasp every opportunity to suggest additions or improvements in the present reporting form.

In addition to the usual channels of distribution, the report should be presented and discussed at faculty meetings. Certain items on the report should be called to the attention of the students at every opportunity. The parents, friends of the school, library associations, graduate library schools and other librarians should be sent a copy of the report.

The annual report should be made more interesting and appealing
to the eye. A novel format, if possible, with drawings, charts or photographs would add to its attractiveness.

In looking ahead, it is recommended that librarians and library agencies work toward the development of certain uniform standards for the arrangement and the contents of reports. In the study of annual reports of large business concerns, William E. Jones made the following observations:

Large businesses such as banks and industrial organizations follow from year to year the same form of reporting which makes it easy to see where progress has been made or is being made. The format of these reports is very similar so that comparisons can be easily made even between companies.

The librarians' quest for more support and aid might be more easily realized if facts on the same subjects, attractively presented, and widely distributed were available in an annual report from every school.

---

APPENDIX A: LETTER SENT TO LIBRARIANS

Atlanta University
Atlanta, Georgia
October 15, 1959

Dear School Librarian:

An important issue of today in the library world is the question of the value of annual reports to the effective evaluation of the public school library. As a student of the Atlanta University School of Library Service working toward a master's degree, I am undertaking a study of school library annual reports from twenty-seven selected public school systems. The selection of school systems for the study was based upon the pupil enrollments of the largest urban school systems in thirteen states. The purpose of the study will be (1) to ascertain the present reporting policies and practices followed by some urban school libraries; (2) to determine the form, arrangement and the contents of the reports issued by each system, and (3) to compare the items found on library records and reports with general school objectives in an effort to determine the effectiveness of records in making qualitative evaluations.

As a basis for the study, I am asking your cooperation in the following manner:

1. Please fill out and check the enclosed checklist with the assurance that neither your name nor the name of your school or city will be revealed by the study.

2. Send a copy of your most recent annual report or reporting form along with the checklist. If for any reason the report cannot be given, would you be kind enough to lend me a copy? I promise to return the same within thirty days or earlier if you request it.

Enclosed is a stamped, self-addressed envelope for use in returning the report and the checklist. I would appreciate very much receiving them by December 1, 1959. If you would be interested in a summary of my findings it will be sent to you upon request. Please keep one copy of the checklist for your file.

Thank you for your cooperation.

Sincerely yours,

(Mrs.) Mae D. Stafford
APPENDIX E: CHECKLIST SENT TO LIBRARIANS

ATLANTA UNIVERSITY
SCHOOL OF LIBRARY SERVICE

CHECKLIST

The information requested on this checklist is for the purpose of completing a study of the annual library reports of a selected number of public schools.

Please check each statement that applies to your library. The blank spaces may be used for any additional information you may wish to give.

I. LIBRARY PERSONNEL: (Please state the number for each type of position)

   a. Number of full-time professional librarians.
   b. Number of full-time teachers with some library training.
   c. Number of part-time professional librarians.
   d. Part-time teacher-librarian.
   e. Number of student assistants.
   f. Others (please specify) _______________________________________

II. REPORTING PRACTICES (Please Check)

   a. Reports are required by the school system.
   b. Reports are required by principal.
   c. Reports are not required.
   d. Reports made annually ________________________ (Give date).
   e. Reports made semi-annually ________________________ (Give date).
   f. Reports made quarterly ________________________ (Give date).
   g. Monthly reports required.
   h. Reports never made.
      Other (Please specify) _______________________________________

Note: If you have checked "h" please stop here and return checklist to me. Thank you. M.D.S.

III. REPORT IS SUBMITTED TO: (Check ones pertaining to your situation)

   a. Library supervisor.
   b. Principal.
   c. Superintendent of school system.
   d. Faculty Library Committee.
   e. Others (Please specify) _______________________________________

   Is there a special form of reporting that your school system requires?

   Yes    No    Remarks ________________________

62
IV. READERS FOR WHOM REPORT IS INTENDED: (Please check)

a. Administrative officials of the local school system.
b. School principal.
c. Faculty of the school.
d. Parent-Teacher Association.
e. Public in general.
f. Library staff.
g. Faculty Library Committee.
h. Accrediting agencies.
i. Library schools.
j. United States Office of Education.
k. State Department of Education.
m. Other agencies (Please name these) 

V. PARTS OF REPORTS USUALLY APPEAR IN: (Please check)

a. State or local school directory.
b. Official bulletins from central administrative offices.
c. Principal or faculty bulletins to parents.
d. Faculty newsletters.
e. Local community press.
f. Student newspaper.
g. Principal's annual report.
h. Others (Please specify) 

VI. DISTRIBUTION OF REPORT: (Please give number)

a. Number of copies usually made.
b. Number of copies exchanged with other libraries.
c. Number of copies used for other purposes.

VII. USUAL FORMAT OF THE REPORT: (Please check)

a. Handwritten.
b. Typewritten.
c. Mimeographed.
d. Printed.
e. Other (Please specify)

VIII. RECORDS UPON WHICH REPORTS ARE BASED: (Please check if your library has kept any of the following records during the past two years).

1. Circulation Records
   b. Circulation of books and other materials per capita student per grade level.
c. Interlibrary loan.
d. Number of reserve books used each period.
e. Ratio between number of reserve books and number of non-reserve books circulated for home use per grade level.

2. Accession and inventory records.

3. Records showing the number of unfulfilled requests for materials and the reasons why the requests could not be kept, namely: material not owned by Library, material not on loan, not enough duplicate copies of reserve books, etc.

4. Records showing the number of reference questions answered for (a) students and (b) teachers; records showing the number of reference questions not answered and reasons why they were not answered.

5. Case histories of reading guidance which involved planning or which required a sequence of conferences with the student.
   a. Records showing the number of known reading guidance cases which could not be undertaken and the reasons why.

6. Records showing the number of book lists, bibliographies, or similar lists made for (a) teachers, (b) individual pupils, (c) general library use, (d) other purposes; the record to include for each item the number of entries and the time spent in its preparation.

7. Records showing the number of book lists or similar lists that could not be made although they were specifically requested by teachers or by students and the reasons why they could not be made.

8. Attendance records showing the number of classes brought or sent to the library by teachers.
   Records showing pupil and faculty attendance in the library each period of the day.
   Records showing the number of school hours spent in the library per school year per student.
   Records showing the number of visitors from outside the school.

9. Records briefly describing the student projects sponsored by the library.

10. Any pertinent anecdotal records of student behavior and growth.

11. Reading records of individual students showing materials read, source from which obtained, purpose and motivation of reading.


13. Statements from faculty members and from students concerning their opinions about the library.

14. Records showing the amount of material sent to the classrooms and, if possible, records showing the use made of this material.

15. Records for a small but reliable sample of time (Possibly an average week) showing the work activities of the librarian.

16. Records for a small but reliable sample of time showing the activities of students in the library during school periods; i.e., time profiles of activities of individual students and frequency tabulations of the types of materials used.

IV. POSITION OF PERSON FILLING OUT THIS CHECKLIST
APPENDIX C

Schedule for Checking Narrative Annual School Library Reports

A. Copy
1. Clear, concise sentences
2. Short paragraphs
3. Written in the language of the layman
4. "De-emphasize" costs and stress service and quality
5. Exhibit continuity
6. Emphasis placed on the purpose of pupil activities
7. Anecdotal stories

B. Photographs and Drawings
1. Show pupils in action
2. Well chosen and clearly produced prints
3. Attractively arranged
4. Easily read
5. Appropriate size

C. Charts, Graphs and Tables
1. Easily interpreted
2. Attractive
3. Inclusion can be justified
APPENDIX D: SCHEDULE FOR CHECKING SCHOOL LIBRARY REPORTS

A. Procedure
1. Form
   a. Typed
      (1) Statistics in tabulated form
      (2) Other material in paragraph form
      (3) Brief, dignified and to the point
   2. Report given to principal annually

B. Contents
1. Financial
   a. Appropriation: books, periodicals, supplies, other expenses.

2. Inventory
   a. Additions—books and file materials
   b. Withdrawals
   c. Number on hand
   d. Magazines bound
   e. Magazines rebound
   f. Gifts

3. Growth, Use and Service of the Library
   a. Student assistants
   b. Staff
   c. Library Instruction
   d. Integration with curriculum
   e. Library hours
   f. Use by students and faculty
   g. Classroom loans
   h. Laboratory periods

4. Library Compared With Standard Requirements
   a. Staff
   b. Budget
   c. Seating Capacity
   d. Number of Books per Student
   e. Periodicals

5. Miscellaneous Service
   a. Book lists, magazine lists, assembly programs, visits to other libraries, conventions attended, extra-curricular activities

6. Recommendations
   a. Budget, furniture, repairs, library attendance, library instruction, staff, magazines, books, etc.
BIBLIOGRAPHY

Public Documents


Books


Articles and Periodicals


**Unpublished Material**