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An analysis of the literature related to school libraries in Georgia and North Carolina, 1937-1966

Inez Jane Singfield

Atlanta University

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AN ANALYSIS OF THE LITERATURE RELATED TO SCHOOL LIBRARIES
IN GEORGIA AND NORTH CAROLINA, 1937-1966

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
INEZ JANE SINGFIELD

SCHOOL OF LIBRARY SERVICE

ATLANTA, GEORGIA
AUGUST 1968
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CHAPTER I

INTRODUCTION

Although the school library had a small beginning, it came into existence early in the twentieth century.\(^1\) In fact, it "developed out of a corner of the principal's office into the school's leading agency for improving instruction."\(^2\) Also, "it is equipped and designed specifically to furnish the materials and experiences of enrichment."\(^3\)

Since that small beginning, school libraries have developed immensely. A report issued by the United States Office of Education in September, 1964, revealed that a little more than 75 percent of all schools in this country now have centralized libraries. However, the secondary school library program is further developed than that of the elementary school. According to this same report, while 93 percent of secondary schools with libraries are served by school librarians, only 51 percent of elementary schools with centralized libraries have school librarians.\(^4\)

Certainly a school library cannot exist without materials, nor can these be well-kept unless there are library quarters and a

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\(^2\) Ibid.

\(^3\) Ibid.

properly trained person to select, preserve, and prepare these materials for use. "It is evident that fully integrated work occurs only when an excellent assortment of books and related materials of learning is housed within school walls, and when pupils, librarians and teachers mingle daily and hourly in educational activities."  

Although all school libraries are alike in some respects, they do differ in other ways. The skilled librarian knows this, so she plans and executes the school's library program accordingly. "The ideal school library shows careful adjustment of service to type of institution, and to pupil age level: to public and private schools; to elementary, junior and senior high schools." 

The activities of a school library are numerous. "It is difficult to visualize what goes on in a busy school library because the picture changes so rapidly and presents so many different facets." An elementary library, like a high school library, may present a picture of students reading, groups working on projects, or teachers with classes deep in research study; however, the former has added activities such as storytelling and record playing.

Whatever its activities, the library must be used if it is of any value, and if its materials are used to their greatest extent.

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2 Ibid.


4 Fargo, op.cit., p.34.
the students must be taught how to use them. The early standards for an effective library program of the elementary school library state that the library must "teach and encourage the use of library tools and materials." One of the requirements for Southern Association High Schools is that:

Orientation in the use of the library should be given early in the first year of high school and should be the joint responsibility of the librarian and the teachers. More detailed instruction should be part of the class work of every pupil for each school year throughout the high school period.2

Even with more library supervisors and more librarians, there still are not enough persons serving as members of library staffs. "Unfortunately, school libraries have always been understaffed, and the vast majority of them are still one person operations."3 Therefore, it is most helpful for students to assist in the library. "The librarian's job will undoubtedly be more pleasurable, and from the point of view of discipline, far easier when shared with a group of eager and willing helpers whose very presence adds immeasurably to a homelike atmosphere."4

The Elementary and Secondary Education Act of 1965 served to merely point out the fact that the progress made in the development of school libraries has not been sufficient to develop a high enough percentage of school libraries that are well-equipped, and served by

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2Ibid.


trained librarians. This is especially true since "it is a rare school these days in which increased demands have not been made on the school library as a result of re-appraisal of some phase of the curriculum program." It may be that if even greater improvements are made soon, they will have to be obtained through the training of volunteer workers, whether they are students or parents.

**Purpose and Scope**

**Purpose.**—The basic purpose of this study is to analyze the periodical literature concerning school libraries in Georgia and North Carolina, as indexed in Library Literature, from 1937-1966. There were some years in which no references to the subject appeared. These were 1933, 1942-1950, 1953, and 1959.

The specific purposes of this examination are: (1) to analyze the contents of the articles; (2) to organize the contents of the articles according to criteria based on the table of contents in Lucile Fargo's The Library in the School; and (3) to present the opinions and developments contained in these articles read.

**Scope.**—An investigation of Library Literature from 1937-1966 showed that 55 articles on School Libraries in Georgia and North Carolina were published in 10 periodicals (see Table 1). The highest number of articles appearing in a single periodical was 25, and these were in Library Journal.

The largest number of articles published in any one year was 11, in 1964 (see Table 2). Six articles appeared in 1955, and four

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1Youngmeyer, op.cit.
<table>
<thead>
<tr>
<th>Title of Periodical</th>
<th>Number of Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Library Journal</td>
<td>25</td>
</tr>
<tr>
<td>2. Southeastern Librarian</td>
<td>8</td>
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<tr>
<td>4. ALA Bulletin</td>
<td>5</td>
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<tr>
<td>5. School Libraries</td>
<td>4</td>
</tr>
<tr>
<td>6. Educational Methods</td>
<td>3</td>
</tr>
<tr>
<td>7. Negro History Bulletin</td>
<td>1</td>
</tr>
<tr>
<td>8. North Carolina Libraries</td>
<td>1</td>
</tr>
<tr>
<td>9. Phi Delta Kappan</td>
<td>1</td>
</tr>
<tr>
<td>10. Top of the News</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
</tr>
<tr>
<td>Year</td>
<td>Number of Articles</td>
</tr>
<tr>
<td>------</td>
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</tr>
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<td>2</td>
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<tr>
<td>1939</td>
<td>3</td>
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<td>1940</td>
<td>1</td>
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<tr>
<td>1941</td>
<td>1</td>
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<td>1951</td>
<td>3</td>
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<td>1952</td>
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<td>11</td>
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<td>1965</td>
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<td>1966</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>
were found in 1952 and 1956. In each of the following years three articles were published: 1939, 1951, 1954, 1957, 1960 and 1961. Two articles per year were found for 1937, 1963, 1965 and 1966, and one appeared each year in 1940, 1941, 1958 and 1962.

Second to Library Journal's 25 articles came the eight printed Southeastern Librarian. Wilson Library Bulletin ranked third with the publication of six articles. Five articles were found in the ALA Bulletin, and four were published in School Libraries. Educational Methods printed three articles, and the remaining periodicals contained one or two each (see Table 1).

Methodology

Library Literature was searched to locate articles pertaining to school libraries in Georgia and North Carolina, and 55 articles were found suitable for inclusion in this study. The articles were read and bibliographic information and detailed content notes for each article were recorded on 5" x 8" cards. The articles have been grouped by state according to the main idea or ideas discussed.

The first step in the analysis of the articles was to show the frequency with which these articles appeared in specific periodicals. Next, the number of articles published in each year from 1937 through 1966 was charted. Tables have been included to show the number of articles appearing during each of the 18 years for which they were found, and the number of articles related to different subjects.

The next step was the analysis of the subject content of the articles. For this purpose a checklist was constructed from the subjects
covered in the articles as they were read. This checklist was adapted from the contents of Lucile Fargo's *The Library in the School.* Additional topics and adaptations of wording were used, necessitated by the material in the articles. The checklist consists of the following topics: Standards and administrative unit; Librarian and staff; Library quarters, supplies and equipment; Funds; Library functions and activities; and Library service and Library services.

An analysis of the contents of the articles is presented in Chapter II. A list of references arranged chronologically is included in Chapter III. References in the body of the paper will be made by number to these articles comprising the list of references.

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1Fargo, *op. cit.*, xi.
CHAPTER II

ANALYSIS OF THE LITERATURE

Objectives, Standards and Administrative Unit

Objectives and standards of school libraries were mentioned 13 times. In regard to North Carolina there were five references, and in regard to Georgia there were eight (see Table 3).

Objectives.—Georgia's "Plan of Library Development" reached one of its immediate objectives in fulfilling its need for a trained librarian to guide and direct school libraries. A State school library supervisor was appointed to begin August 1, 1937, to direct the expenditure of funds. Five of the objectives registered as needs in Georgia's "Plan of Library Development," were reached within 18 months from the time the program was set up (2).

The library clinics held throughout the state of Georgia, in 1940, had some discussion centered on broad policies and objectives, as stated by Sarah Jones. She felt that an exchange of ideas among librarians of similar training and experience was essential for harmony of opinion in producing an effective school library program (7).

Three persons, Marvin R. A. Johnson (North Carolina), Virginia McJenkin (Georgia) and Dwayne E. Gardner (North Carolina), all agree that objectives should be considered in planning a library program. Johnson said that the library's purpose needs to be known (24), and McJenkin and Gardner stated that educational objectives must be known (31, 42).
### TABLE 3

**STANDARDS AND ADMINISTRATIVE UNIT**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Frequency</th>
<th>North Carolina</th>
<th>Georgia</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives and Standards</td>
<td></td>
<td>6</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Administrative Unit (General)</td>
<td></td>
<td>7</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Supervisor or Advisor</td>
<td></td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Board of Education</td>
<td></td>
<td>5</td>
<td>...</td>
<td>5</td>
</tr>
<tr>
<td>Superintendent or Principal</td>
<td></td>
<td>8</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>33</strong></td>
<td><strong>22</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

**Standards.**—As far as student library assistant groups are concerned, standards were very formal, at first. Willene Webster said that sincerity and interest were the main qualifications in one high school (14). Standards were explained early in the year, so that students knew what to expect (13).

State and regional standards have been important in the improvement of the school library. Cora Paul Bomar said that standards advanced with the advancement of the total school program until they were a part of the general requirements for state accreditation (18). Frances Kennon Johnson and Bomar noted that state and regional standards reinforce the acceptance of the school library as an essential element of instructional programs (43). Leonard L. Johnson
said that these standards serve as guides in improving school library use (44).

Standards for school libraries have not always been specific. In her talk at the opening session of the Atlanta Conference on School Library Standards, Sarah L. Jones pointed out that there was no uniformity and no stability in evaluating the standards; however, she said that some states assumed more responsibility than others in setting up standards for school library services. This indefiniteness led to the preparation of comparative standards relating to personnel, printed materials, finance and facilities for elementary and high schools (46).

Jones and McJenkin presented a report of working for improvement of school library standards with the regional accrediting association in Georgia. Standards were revised to meet the changing objectives of education. School library leaders pooled resources to work to improve school library standards. Attention was focused on problems and needs of school library service in the Southern Association Region in the publication *Achieving Quality in School Library Service*, by the Southern States Work Conference. The schedule for the revision of standards was approved and published in *Principles and Standards for Secondary Schools*—1963, and the *Revision of Standards for the Cooperative Program in Elementary Education* was adopted on November 28, 1962, and made effective as of 1965. It replaced the *Guide to Evaluation and Accreditation of Elementary Schools*, published in 1959 (47).

In her report of a case study of selected elementary schools
in the Southern states, Sara Krentzman Srygley pointed out that in spite of evidence of widespread development, some schools in the Southern states would not meet standards for accreditation by 1967. The case study did reveal that some individual elementary schools and entire elementary school systems did meet the revised standards. Furthermore, the majority of school systems reporting indicated plans to meet the 10 books per pupil requirement by 1967, at least (51).

**Administrative Unit**

The Administrative Unit was treated 40 times. With reference to North Carolina there were 31 instances and there nine with reference to Georgia (see Table 3).

**Administrative Unit**—Interest in an effective school library program was aroused on the part of school administrators by the one day in-service training library clinics held in Georgia in 1961 (7). Bomar and Philip J. Weaver brought out the fact that administrators recognized their responsibility in providing libraries for all school children (18, 27). Also, Elizabeth Wharton Newland and Sara Jaffarian wrote that administrators realized the importance of a librarian (30).

More reports on progress of school libraries in North Carolina made it known that administrative units were still carrying out their responsibility in 1964 (43, 44, 50). In Georgia, Jones and McJenkin revealed that awareness on the part of administrators, especially, has been responsible for improvement of school library standards, for they had helped in planning and evaluation of them. This was in spite of
the anticipated opposition in encouraging the Secondary Committee of the Southern Association to upgrade the required per pupil expenditures for high school library materials approximately 50 percent \(^{47}\).

When Bomar and Clara Jenkins told about Durham County, North Carolina, receiving first place in the annual Encyclopedia Britannica School Library Awards Competition in 1964, they reported that there had been a marked increase of interest, enjoyment, and pride in elementary school libraries by administrators. They had been influential in the development of elementary school libraries \(^{52}\). Laura Dell Justin believes that school administrators should even be involved in the book selection policy for it to be properly formulated \(^{54}\).

**Supervisor.**—Bomar stated that many people credit a well established state school library supervisory program for the acceptance of the place of the library in the school \(^{18}\), and Leonard Johnson said that the practice of utilizing fully the services available from the state library supervisor tended to improve the use of the school library \(^{44}\).

State School Library Supervisors cooperated in improving school library standards in the Southern states in 1964. Jones and McJenkin told about their giving outstanding leadership and assistance \(^{47}\).

When the case was conducted by Srygley, in which library services in selected elementary schools in Southern states were studied, the state supervisors helped. They were asked to identify five elementary school library programs that met the revised standards or had plans to do so. They discussed the need for the case study with appropriate educational personnel in these selected situations and asked for their
A belief that it seemed obvious that a director or supervisor of libraries was needed for the school system, was voiced by Weaver in 1956 (27). Marvin Johnson also realized then that the supervisor could play an important role in the progress of school libraries (24), and McJenkins spoke of the school library supervisor needing to know the school's educational program, in 1958 (31).

Frances Johnson and Bomar (43) agree with Gardner (42) as does Leonard Johnson (44) in the usefulness of the supervisor for planning library quarters. Leonard Johnson added that the supervisor works with the administrators teaching the staff and other supervisors to provide overall direction of a planned program of school library service (44).

North Carolina was reported, in 1964, as having library supervisors in 48 out of its 171 administrative units. These supervisors have systemwide responsibility for school libraries (50).

Board of Education, superintendent and principal.— In a complaint about school boards and superintendents not realizing the importance of the school library, Benjamin L. Smith expressed concern with their making such little provisions for the school library (23). Marvin Johnson and Weaver feel that school boards and superintendents should know more about libraries so they could help improve them (24, 27). All of these authors think that school boards and superintendents can help produce a coordinated program of library services. In fact, as Leonard Johnson put it, "School Boards and superintendents have the greatest responsibility and opportunity" (44).
An experiment in the use of the student forum in the high school, sponsored by a field counselor of the Federal Forum Project, received cooperation from one superintendent in North Carolina. He was the sponsor for weekly meetings of the two clubs of approximately 50 students each, grouped on bases of age and interests. One club was formed for freshmen and the other was for upperclassmen. Sudie Kennon said that liveliness and intimacy were the result of the superintendent's participation (5). 

Principals have also united with others in the development of the school library. Webster said that the principal gave his approval of library assistants in a high school at Fairburn, Georgia (14). 

Principals supported the advisory council of school librarians in working with the officers of the High School Librarians' Association of West Georgia. It was formed in May, 1952, and by December, it had over 400 members (13). 

McJenkin said that the principal should give help to the supervisor in planning a library (31). Leonard Johnson stated that the principal must assume leadership in encouraging wide use of the library by students and teachers (44). 

The summer reading program in Atlanta, Georgia, has received cooperation from school principals. Many give parties to recognize and reward children who receive certificates for reading 10 or more books. Margaret Ewing Fife reported that there is evidence of the value of this program. If used regularly by certain elementary school children, it either maintains or improves the reading level of those children. There was an increase in the number of certificates issued;
from 8,573 in 1962 to 10,524 the following year (41).

**Librarian and Staff**

The term "Librarian and Staff" is used loosely in this paper. It includes all persons working in the library for any given period. Though quite informal in some cases, such persons are still classed as staff members. For example, a committee of teachers or a group of parents might fall within this classification.

There were 88 references to the librarian and her staff. Of these references, there were 36 for North Carolina, and 52 for Georgia (see Table 4).

**Need for librarian.**—The estimation of the school librarian has gradually risen to where she is regarded as a valuable person. Librarians themselves are partially responsible for this. Granville Tilghman wrote about one early librarian, Sally Heard, who was so interested in librarianship that she began a library at Middleton, Georgia, in 1898, with 12 books from the personal library of her son, who had died at the age of 12 years. She was the first librarian of the famous Seaboard Air Line Railway Free Traveling Library System. She trained girls to help her and her daughter, Susan, became librarian after her death. When Susan died, Elizabeth Langston, a librarian, married her widower and continued the service until her death in 1955 (34).

The teachers in Davis High and Elementary School at Avans, Georgia, felt the need for a librarian very strongly. They took over the five period a day classes of one teacher so that she would be
free to serve as librarian, according to Annie Rae Jennings (20). Awareness of the need for a competent librarian was expressed by North Carolinian Weaver (27), and Newland and Jaffarian reported in North Carolina that there were professional school librarians in 1957 (30). New emphasis in instruction was the cause given for librarians generally increasing in number throughout North Carolina (50).

In Georgia, it was reported, in 1960, there were 111 librarians

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Frequency</th>
<th>North Carolina</th>
<th>Georgia</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>Librarian and Staff</td>
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<td>19</td>
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</tr>
<tr>
<td>Librarian's Training</td>
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<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Librarian's in-Service Training</td>
<td></td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Librarian's Duties</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Librarian's Selection and Selection Policies</td>
<td></td>
<td>...</td>
<td>1</td>
<td>1</td>
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<td>Teachers--Committees</td>
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<td>Parents or P.T.A.</td>
<td></td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>36</td>
<td>52</td>
<td>88</td>
</tr>
</tbody>
</table>
working full time in one or more schools. A total of 190 elementary schools were served by librarians, either full or part time, and 78 of these schools had full-time librarians (36).

Webster and McJenkin of Georgia believe that the librarian and teachers should work together with the library program (37, 49). Webster noted that better understanding of each other's problems was brought about between the librarian and teachers by having a special library day for science classes. The effect of the work of a dedicated librarian was indeed good (37). McJenkin said that such cooperative planning for class assignments insures satisfying results (49).

Librarian's training.--Consciousness of the need for librarians soon led to the realization that these worthwhile workers needed training. McJenkin realized that trained librarians were needed (10, 25). A survey of school libraries in Georgia, in 1950, revealed that of the librarians reporting, 67 had degrees in library science, 16 had from 24-30 hours of training, and 85 had from 12-24 hours of training. Eleven librarians had less than 12 hours, and 35 reported no formal library training (8). By the autumn of 1951 the picture had changed; there were 59 with library science degrees, and 33 working toward a degree. Training of 24 was held by 15, and 90 had 12 hours of training, and 33 had no training (12).

In pressing for better libraries, Benjamin L. Smith said that library schools should bring their programs of preparation for school librarians alongside the preparations of public and college librarians. He also said that "school librarians should be the most winsome and
Among the other characteristics of librarians given by him were: a willingness to serve and teaching experience (23). Bomar agreed that trained librarians were needed. She said that the assembly line workshop used to speed up preparation of materials was, in the estimation of Mary W. Hall, elementary supervisor of the Granville County Schools in North Carolina, "not a satisfactory permanent substitute for a trained librarian" (18).

All Fulton County, Georgia, schools were reported by McJenkin as having trained librarians in 1963 (39). However, the problem of the lack of trained personnel elsewhere had become noticeable. When T. A. Carmichael, Director of the Division of Negro Education and Robert L. Cousins talked this problem over, they came up an immediate solution for Georgia. Margaret L. Walker had made it known that the Southern Education Foundation provided a grant for a six-week summer school training session in 1962. Funds were available for room, board, tuition and fees for a total of 45 elementary teachers to take two basic courses in library science at three state colleges. Fifteen would attend each college -- Albany State, Fort Valley State and Savannah State. The grants were available to teachers from schools where no one on the staff had any formal training in library science. An evaluation of the library programs after this trial evidenced success, so that the grant was repeated in the summer of 1963 (40).

Expressing the difference in standards for school librarians, Jones worked to establish uniformity in Georgia when the standards were improved in 1963 (46). Jaffarian told about trained librarians
in North Carolina working together to take advantage of the National Defense Education Act provisions to strengthen the libraries there (33).

The fact that librarians need training for book selection was commented on by Kalp and Justin (46, 54). Srygley's report on the case study of Southern elementary schools stated a need for more librarians fully certified or qualified, as a result of this study in 1964 (51).

In 1965, and again in 1966, E. J. Josey said that trained librarians were still needed (53, 55). He feels that few schools have librarians qualified to help disadvantaged readers (53), and believes that training in librarianship may even increase the librarian's usefulness as a trustee (55).

In-service training may be a necessary short-cut for quickly raising the efficiency of librarians. The library clinic, such as the one in Georgia that Jones wrote about in 1941, is one useful type of in-service training (7). Mary Peacock Douglas also wrote about in-service training. Teacher-librarians in North Carolina requested library science courses for credit so they could become better prepared. Courses were designed with the teachers' limited time taken into account, and training was given (4).

In giving her philosophy as a principal, Mildred English stated that the librarian should accept principles involving consideration of individual needs as basic to the development of a library program (6), and numerous other writers have given accounts of librarians successfully performing their duties, especially teaching, in a similar way. Among these writers are: Page Ackerman and Alice Bohannon (3),
Webster (14), Vernell G. Palmer (22), Jaffarian (28), and Lois Brown (19). Ackerman and Bohannon wrote about the librarian at Druid Hills High School, in Georgia, giving assistance to students in the selection of materials. At this time, the librarian guided the students, teaching them the use of library tools (3). The librarian in a Fulton County, Georgia, high school felt that she could teach a group rather than individuals, so an elective English course of one half credit per year, consisting of one library period each day, was included in the curriculum (14). Georgians, Palmer and Jaffarian, told of the librarian teaching students in the practical use of materials such as for term papers (22), or helping to stimulate thinking and satisfy curiosity (28). Even the teaching of the care of books to small children merited consideration as the librarian's duty, according to Brown (19).

The librarian is also classed as a useful and important person in planning the library area. Gardner (42), and Marvin Johnson (24, 45), are in agreement on this phase of the study. Gardner says that the librarian is ready to consider the activities to be carried on in the library, and its relationship to other areas of the school after knowing the educational objectives and curriculum (42). Johnson says that the librarian should make known what goes on in the school library, its purposes and the kinds of materials to be displayed and stored, how materials are processed, circulated and made available, so that library quarters may be planned accordingly (24). Later, he said that the librarian helps mostly in the planning process before the architect draws the plans. He believes that the major services
the librarian can provide are: the organizing of information about library services, about the needs for facilities, and reviewing and evaluating the plans in progress.

**Duties.**—In discussing the librarian's job or duties, Ackerman and Bohannon of Georgia stressed acquisition (3). They said that the librarian's job is (a) to gather and distribute and help in the use of all available book buying guides and (b) to provide criteria for the evaluation of books and list and explain steps involved in buying books for the library, which should be done individually and in lecture periods. The effects of the project at Druid Hills High School, at Emory, were first an awareness of and a more critical attitude toward the books in the library, and greater ease in the use of library tools. Douglas of North Carolina spoke of the librarian's job as one to plan for making all parts of the library collection available (15). Then, she discussed keeping circulation records and to what extent this record keeping met or missed the needs.

**Selection and selection policies.**—In North Carolina, Justin said that the need for quality librarians demands quality selection. She also added that only a few schools have a selection policy (54). A book selection policy involves teachers, administrators, and librarians. A selection policy gives the librarian an opportunity to read more widely, and the assurance that the library contains a quality selection of materials. In the case of censorship, it will give the librarian some basis for purchasing books. Material selection, by a criteria that is clearly defined and which gives in unambiguous language some techniques for applying it, will be much better and more useful
than otherwise. A written statement of policies and procedures is an aid in keeping the community informed on the selection of material (54).

**Teachers' cooperation.** Teachers have been deservedly congratulated for their help in the improvement of library service. They were congratulated, in 1951, along with administrators and librarians in Georgia (8). Through school library clinics in Georgia, they participated in worthwhile discussions with librarians involving an exchange of ideas, in 1956 (7).

McJenkin pointed out, in 1951, that teachers in Georgia were encouraged to use various types of books and other materials when they were available (10). She further stated that teacher cooperation had reached the point that faculty committees served several small schools where there was no service available from a librarian. Teachers likewise supported the High School Librarians' Association of West Georgia when it was formed in 1952 (13). Teachers in Georgia often had to organize and administer a library without the help of trained library personnel during the early history of school libraries, according to Sarah Jones. In 1954, they showed their desire to learn about this necessary work by attending a three-day Work Conference sponsored by the Elementary Library Sub-Committee of the Georgia Library Association, of which Virginia McJenkin was chairman (16).

Bomar, of North Carolina, reported in 1955, that afternoon workshops of two-hour sessions for teachers helped the success of the school library (18). These workshops included instruction in storytelling, poetry reading, the preparation of bulletin boards, and the use
of reference tools. This training introduced better prepared teachers. Bomar said that she had learned to appreciate teachers who listen when she tells of what books have done for her and can do for people.

A good example of teachers furthering the advancement of school libraries is the one, Georgian writer Jennings, told about in 1955 (20). She stressed how the willingness of teachers to take over the classes of the person who became the librarian of Davis High and Elementary Schools in Avans, Georgia, made it possible for this school to improve its library service.

Again teachers cooperated with the development of library services, in 1955, by working out details in helping students with term paper work at Boyden High School in Salisbury, North Carolina, Palmer relates (22). Teachers in the areas of English and history, who were deeply interested in library use, worked with the librarian in preparing students to use the necessary reference books. Georgia writer McJenkin said that interested teachers help add up to an ideal elementary school library service (25).

In Georgia, the teachers' cooperation brought about a better understanding of each other's problems between faculty members and the librarian at a Fulton County high school. Teachers got to know the library collection in specific areas such as science, Spanish, American history and art. Students became more conscious of types of books, better acquainted with books in specific areas, and read more books in correlation with classwork, according to Webster (37).

Concerning the work of an architect in building a library, Marvin R. A. Johnson of North Carolina, stresses the need for teacher
cooperation (45). He says that the library personnel may wish to make sure that the school personnel, including teachers, knows how the library facilities are planned and intended to be used after the school is in use.

North Carolina writer, Bomar, gave an account of teacher cooperation in developing the elementary school libraries of Durham County. She said that it became evident when this school system engaged in the self-appraisal necessary to apply for the annual Encyclopedia Britannica School Library Awards in 1964. Teachers had managed the libraries in all except two of the city's elementary schools up to 1961 when full-time librarians were employed for each elementary school (52).

Quality teachers should influence the types of material chosen for school libraries (54). Justin of North Carolina says that the quality of teachers greatly affects the quality of education. Teachers should help form the committee which formulates a book selection policy.

Clerical assistants.—Although the report on a survey made of Georgia's school libraries, in 1951, gave evidence of 10 of the larger schools having either assistant librarians or clerical assistants, and two smaller schools having part-time clerical assistants (6), the picture seems to have changed by 1963. McJenkin stated then that there were no paid clerical assistants in Fulton County (39). When she painted a word picture of her pipe dreams about libraries in 1956, she said that the clerical assistants should share the responsibility for organizing, circulating and handling borrowed materials (25).

In North Carolina, Jaffarian and Newland cited the need for clerical help in 1957 (30). If there were no centralized cataloging,
clerks would be the means of lightening the school librarian's load.

**Student assistants.**—As early as 1939, there was noted some student participation in library work. Page and Bohannon told of an experiment at the Druid Hills High School in Atlanta (3). When the librarian had $35.00 free to spend, she enlisted the help of students. Students were carefully selected and honored, because the student body and its needs were given consideration.

Around this same time, in North Carolina, students helped in the preparation of books (4). Douglas stated that when one city employed a coordinator for its 11 elementary schools, teacher-librarians were appointed for each school, and they solicited and profited from the student help.

North Carolina school libraries had the highest percentage of student assistants, as of December, 1952, as reported from the 970 questionnaires returned from nine Southern states. The report was made by a sub-committee of the School Librarians Committee of the Southeastern Librarians' Association at its biennial meeting in Atlanta, Ruby Ethel Cundiff reported (11).

Qualifications for student assistants varied. A majority of the responses on the questionnaires indicated that certain academic standards had to be met.

The duties of the students included charging books, keeping the library in order, discharging books, reading shelves, checking overdues, filing book cards, checking in magazines, pasting pockets, arranging displays, mending, mounting pictures, preparing materials for the vertical file, lettering books, doing preliminary filing in
the card catalog, and typing book cards.

It seemed that student library assistants helped the library and made for good relations between students and the librarian. In response to questions regarding compensation for this help, many schools reported social awards, extracurricular points, pins, letters, certificates, pay, gifts, or lunch.

A few years later, a report stated that at the Ninth Annual Convention of the North Carolina High School Library Association in April, 1956, library assistants and their responsibilities were discussed (26).

Two 1952 reports about assistants in Georgia were mentioned (12, 13). One hundred and forty-four librarians reported having four or more student assistants, and one school had 53. However, 35 schools had none. Certificates were given for their voluntary work. Librarians were reading articles and books about students assistants, according to Weester. She said that the school in which she was librarian, Campbell High School in Fairburn, Georgia, had 24 student library assistants who worked one period per day as volunteers. They were accepted with the approval of the principal and counselor (14).

Student assistants helped in the planning and preparation of the Special Library Science Day at this same school with this same librarian nine years later, in 1961 (37). A student assistant prepared a description of the books on display and planned an explanation of the location and classification of science books in the library. He gained many more experiences about books on other special subjects such as Spanish, music, American history, and art when special days
or occasions were observed in the school.

McJenkin related that student assistants helped at the desk in the Fulton County school libraries in 1963 (39). They also tracked down missing materials, mended, and collected overdue books in some schools.

Pupils have shown interest in the school library even when they did not serve as library assistants. They showed a marked increase in interest, enjoyment, and pride in the Durham County, North Carolina, schools when the County won first place in the Encyclopedia Britannica School Library Awards in 1964 (52).

Parents.--Parents have done much to further school library development. Their interest and cooperation have been shown individually and through groups such as the P.T.A. The P.T.A. purchased library materials in Fulton County, Georgia, in 1951 (10), and in 1954 it helped teachers prepare library books (16). Parents have encouraged their children to read by signing children's applications for public library service (17). In 1963, they helped check new book orders, typed and inserted cards and pockets, date due slips and stamped ownership in books, in Fulton County, Georgia (39).

In North Carolina parents were helping foster the school library program in Granville County, in 1951. Tom W. Johnson says that they helped "in the best utilization of facilities and funds" (9). He added that they were enthused over books and promised help in getting them.

An assembly line workshop made it possible to process more than 1,700 books, due to the aid of parents in the early years of beginning
school libraries. In this way many of the North Carolina schools got their library books prepared for student use, according to Bomar (18).

The P.T.A. groups of the two elementary schools that had paid personnel staffing their libraries, in Durham County, North Carolina, paid these part-time workers. Bomar and Jenkins reported this as the situation in 1949. Parents were sharing in the interest in developing school libraries throughout the County by 1965 (52). They had done much to help push the school library program to its status of this year.

**Quarters**

Library quarters, supplies and equipment were mentioned 40 times. In regard to North Carolina there were 19 references, and in regard to Georgia there were 21 (see Table 5).

**Quarters and location.**--Quarters and location in North Carolina were mentioned eight times and in Georgia 10 times. In 1939, it was reported that the coordinator of elementary school libraries in North Carolina said that some schools in one city had library rooms, but others did not. In Durham, a teacher of one school, in 1939, persuaded the principal to have the woodworking teacher moved to the gymnasium so that his classroom could be used for the library (4). Separate library quarters for elementary and high school students were reported in six out of the nine consolidated high schools in Granville County, North Carolina, in 1951 (9).

After Mildred English had pointed out an advantage of having the library and study hall combined in one area, in 1940, because this made
TABLE 5

LIBRARY QUARTERS, SUPPLIES AND EQUIPMENT

<table>
<thead>
<tr>
<th>Subjects</th>
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<tr>
<td></td>
<td>North Carolina</td>
<td>Georgia</td>
<td></td>
</tr>
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<td>Quarters</td>
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<td>10</td>
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<td>Space</td>
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<td>2</td>
<td>6</td>
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<tr>
<td>Arrangement and atmosphere</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Supplies and equipment</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>21</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

reading guidance easier (6), it was indicated in 1951 that the library and study hall were still combined in some Georgia schools. The findings of a survey of school libraries in Georgia revealed in its summary report that 137 libraries were used as study halls from part of the day to all day, and that 32 schools had new or enlarged quarters (8). Also, during 1951, it was stated that 45 elementary schools in Fulton County, Georgia, had library rooms, that there were plans for remodeling or building libraries in 10 schools, and that there were 12 high schools with library quarters meeting requirements of the Southern Association for Colleges and Secondary Schools (10).

Specific standards for state accreditation in 1955 assumed that there would be provisions for adequate school library quarters in North Carolina (18). A Georgia high and elementary school in 1955 had for its library quarters a portion of the school's auditorium.
after two fires had destroyed the original library room (20).

In discussing the design for construction of a library in 1956, Marvin R. A. Johnson, with reference to North Carolina, proposed that a "coordinated" plan be used for the library, since what goes on in the school library, its purpose and kinds of materials to be displayed determine the library structure (24). In 1956, Virginia McJenkin pictured an ideal school library; she stated that attractive and well-planned library quarters make for the ideal elementary school library service (25).

A Seaboard Air Line Railway coach once served as a library for the collection of books that began in 1898 from 12 personal books belonging to a boy who died at the age of 12 years (34). These books had once been housed in the home of a prominent citizen, and actually became school library materials in 1960 when they were given to the Albion County, Georgia, schools.

North Carolina school library quarters were noted in 1960, also. There was a statement about library quarters included in the National Defense Education Act schedule regarding physical facilities which aided schools in obtaining federal assistance (33).

Out of 876 elementary schools serving white children in Fulton County, Georgia, 724 had centralized libraries in 1961 (36). By 1963, all of these schools were said to have central libraries (39). In 1963, it was also reported that special centralized library facilities had been provided in the Georgia state school building program (40).

By 1964, in North Carolina, the educational specifications for
a school library included a description of the location of library quarters in relation to classroom areas. Consideration of a need for quiet study areas was important (42).

By 1964, North Carolina was providing more centralized libraries either through new construction or renovation of old buildings. Frances K. Johnson and Bomar expressed the opinion "that the growing demand for school libraries springs partly from the increased population, but more significantly from the pressure of increasing acceptance of the school library as an essential element of instructional programs" (43). Leonard Johnson said that it was the responsibility of school boards and superintendents to provide sufficient space in all schools for functional library quarters (44).

In Srygley's report of the case study of library services in selected elementary schools in Southern states, in 1964, the needs for library improvement included the needs for additional space for libraries (51).

Space.—Space was discussed six times, four about North Carolina and twice about Georgia. In 1954, adequate space was being emphasized in both states (15, 25). Some considerations that must be taken into account to determine adequate space are: the type of program the school offers, the number of pupils who will use the library at any one time, and the need for class groups or committees working together in the library. The desirability of spacious reading rooms, workrooms, and storage was expressed. Minimum space needs were defined as a space the width of a classroom for 70 pupils if the school's enrollment is from 500 to 600, or an area 24 by 70 feet (15). A
45 by 75 feet space was recommended in 1956 (25). Large schools need a librarian's office and conference room, while larger schools need a library classroom and space for housing audio-visual materials. It was stressed that, in striving to utilize space, even the window area could have a seat, with low shelves for magazines beneath it (15).

In 1954, it was stated that, in schools of Georgia, aiming for library improvement where there was no librarian, a committee should study the resources for space first. Lack of space is one of the main obstacles of the library program, but it was made known that a school could start a library with part of the space it already has (16).

Benjamin L. Smith, a school superintendent in North Carolina, complained in 1955 that some superintendents and school boards were building new schools with only "cubbypoles" or no space for the library. He added that the school library should be the most carefully planned and the most attractive place in the school building (23).

In 1956 and 1958, it was noted that the library should not be a static space, but should admit change and growth as the personnel and school grow, and as the educational program is altered and developed. The librarian should help and encourage the designer of the library to provide the kind of space that will make it especially a wonderful place in which to learn and work (24).

In 1964, a need still existed for proper and sufficient space in school libraries. A North Carolina writer said that the kinds of space needed and requirements for each area should be constructed according to educational specifications. These, he said, should be
Arrangement and atmosphere.—Four references were made to school library arrangement, one about North Carolina, and three about Georgia. Marvin Johnson said that an out-of-door reading area with a glass wall between it and the indoor area would be desirable, and that the school library should use good design in order to attract students to use it. McJenkin's plan of an ideal school library portrayed an arrangement which would consist of a reading room, a conference room, and a combination office-workroom. Adjustable shelves, a reference book section, and 12-inch deep slanting shelves for magazines were also mentioned. Bulletin boards, a window seat, a rocker and two lounge chairs might be included, with the charging desk, card catalog, cabinets, book truck and dictionary stand near the center. Glass partitions and low shelving to separate the conference room and the office-workroom from the reading room were recommended. The workroom would have a sink, and a plastic counter with drawers. The conference room would have a table, chairs, a filmstrip viewer, and a record player. The library ought to be well-arranged for service, comfortable and beautiful.

The atmosphere of the school library was mentioned once, in 1955, in Georgia. After an elementary and high school had two destructive fires, it attempted to maintain a library, although the materials were not centralized, by placing them in the principal's office and classrooms. This arrangement did not lend to proper library atmosphere, so a decision was made to convert a part of the school's large auditorium into library quarters.
Supplies and equipment.—Twelve references were made to supplies and equipment. Authors from North Carolina and Georgia each wrote of them six times.

An ideal library must have A-V equipment and other essential equipment (25), and this equipment should allow for changes as the library grows (24). In 1951, a North Carolina author, Tom W. Johnson, stated that a county superintendent had pointed up the need for better library equipment (9). A survey summary of Georgia school libraries reported 25 libraries with new equipment in 1951 (8). It was stated that in Fulton County, Georgia, the 45 elementary schools with libraries had adequately equipped library rooms (10).

In Raleigh, North Carolina, quarters were suitably equipped, including films, filmstrips, slide projectors, and record players, in 1954 (15). In 1954, Sarah Jones noted that resources for equipment should be studied when a school is working toward library improvement (16). In 1955, the school library which was burned bought equipment which included a card catalog, a record player, and a film projector (20).

The trend in 1956 was toward a central library for every school, because it was believed that no school could offer the best instructional program without a well-equipped library (27). However, some expensive equipment need not be purchased for individual libraries when centralized processing is done (27). The activities of the library should determine the types of equipment needed (31).

In 1962, an account of North Carolina's library progress made known that each of its 100 counties and 73 city school administrative
units had purchased equipment under Titles III and V of the National Defense Education Act. This was done after committees had created the guidelines and standards for its purchase (38).

Architects need advice on the new school plant, including equipment and furniture to be housed. In addition, according to a North Carolina writer, basic information on standards and specifications for library furniture is useful (42).

Funds

Funds for the school library were mentioned 29 times, 14 times in connection with North Carolina and 15 in connection with Georgia (see Table 6).

Quarters and materials.—The needs and accomplishments of libraries should be presented to administrators and school boards so that sufficient funds might be made available for improvement of the library program (27). The lack of money for building libraries has been one of the main obstacles in the school library program (16); and the librarian should realize that she may not get everything she needs in regard to the library because there may not be enough money. A priority list should be made, a look into what other schools are doing should be taken, and architectural and educational magazine articles should be studied (42).

Of the seven references to the use of funds for library quarters and materials related to North Carolina, it was noted that, in 1951, funds were provided for materials in Granville County during that year. The Board of Education gave $300 yearly for each of its nine schools, and 48 cents per pupil for library use (9).
TABLE 6

Funds

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Frequency</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>North Carolina</td>
<td>Georgia</td>
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</tr>
<tr>
<td>Quarters and materials</td>
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<td>9</td>
<td>16</td>
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</tr>
<tr>
<td>Governmental sources</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Other sources</td>
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<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>17</td>
<td>29</td>
</tr>
</tbody>
</table>

In 1960, it was reported that the state of North Carolina would receive almost five million dollars of federal aid, if matched, under Titles III, V and VIII of the National Defense Education Act. This money was designated for library materials (38).

In 1961, one North Carolina writer, Leonard Johnson, stressed that the principal should take a lead in providing funds for the school library program (44), and that the school library standards should guide him in this procedure. Marvin Johnson of North Carolina stressed that a major responsibility of the superintendent or his representative is the assurance that funds will be provided for school building programs (45).

Library materials were purchased by the Durham County, North Carolina, School System when it was named the recipient of the First
Prize Award in the Encyclopedia Britannica Library Awards Contest for that year. The $2,500 prize money, awarded during National Library Week, in 1964, was spent for books and magazines (52).

Nine references to funds for library quarters and materials in Georgia were found. The State Department of Education provided the sum of $100,000 for books as a matching fund for elementary school libraries in 1937. Georgia appointed a state school library supervisor that same year (1), and the expenditure of the State's funds was to be directed by the State Supervisor (2). The state of Georgia allocated funds, according to the number of teachers, to the school where fires had destroyed the library (20).

In 1939, a sum of $35, left after other expenses had been paid, was used for the purchase of books in a Georgia high school where students were guided by the librarian in making selections (3). The private book collection that became the property of schools in Elbert County, Georgia, had grown in 57 years, from 12 to 10,000 books, greatly aided by a $1,000 contribution from Andrew Carnegie (34).

Growth.—One reference to funds for general library growth was found in North Carolina, and one was written in regard to Georgia. The award given the Durham County, North Carolina, School System by the Encyclopedia Britannica Incorporated, in 1964, was for the purpose of highlighting the importance of good school libraries to quality education, and to encourage citizen planning for their development (52).

In 1963, it was reported that, under the School Library Development Project, funds had been allocated for the training of librarians
in Georgia. Teachers working in school libraries with no formal training in library service, qualified for grants providing free training for school librarianship in the summers of 1962 and 1963 (40).

American Library Association.—Funds from the American Library Association made it possible for a total of 45 elementary school teachers to take two basic courses in library science at state schools, permitting room, board, tuition and fees to be paid for summer study (40). This was done through Georgia's participation in the School Library Development Project sponsored by the American Library Association.

Governmental sources.—Four references, giving an account of financial aid from the federal government, were made about North Carolina. Note should be taken that the annual $300 and additional 48 cents per pupil allotment to the nine schools in North Carolina's Granville County were given by the board of education (9). Two authors wrote separately, in 1960, describing the National Defense Education Act money for library materials (32, 33). The money was used for purchasing materials for the expansion and improvement of the library program according to the school's individual needs (32), and also for supplementary textbooks (33). In 1962, it was reported that the purchase of "new, interesting books in the 500-539 and biology sections of the Dewey Classification brought color, life, and a face-lifting to the entire collection, increasing its general appeal." Hallie S. Bacelli said that state funds were not usable, so the local boards had to pay half of the amount spent under the National Defense Education Act (38).
Five references to the expenditures of state funds for libraries in Georgia were found. Two told of state financial aid being given in 1937 (1, 2), and another noted that $5,000 was given by the State Board of Education for school library books, magazines, maps and globes, in 1951 (10). During this same year, $30,000, exclusive of salaries, was provided by the Fulton County Board of Education for school libraries. The state gave money to the school where library books had burned (20), and by 1963 most Georgia schools were using state-matched funds for library materials (40).

Other sources.—Local schools and P.T.A. groups gave the sum of $18,000 to school libraries in Fulton County, Georgia, in 1951 (10). It was used for books and magazines.

Library Functions and Activities

Library functions and activities.—There were 33 references to library functions and activities. North Carolina's quota of 21 references and Georgia's 12 treatments indicated even in the early history of the school library that its function was stated (see Table 7).

In 1939, Douglas said, "The library has as its function the desire to be an open house of facts and fancy to satisfy the fertile mind" (4). Library activities were observed when teachers and librarians were still trying to arouse interest in the school library program on the part of administrators in 1956. A project for the purpose of improving the library staff and its general set-up, was implemented in Georgia with one-day in-service clinics (7).

When a library is to be built, the designer needs to know what
# TABLE 7

## LIBRARY FUNCTIONS AND ACTIVITIES

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Frequency</th>
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<td>Reading guidance</td>
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<td>Laboratory conditions</td>
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<td>Library attendance and use</td>
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<td>Library Instruction</td>
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<td><strong>Total</strong></td>
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<td>12</td>
<td>33</td>
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</table>

goes on in a library in order to estimate space properly (24). The librarian should tell the kinds of activities to be housed in the library, and should describe the kinds of activities involved in studies to be conducted there, such as reading (42).

**Reading center**—there are many activities that go on in a library and there can be no disputing the fact that the library is a reading center. When student forums were conducted at Chapel Hill School, North Carolina, the students did extensive reading (5). Much reading was done when students engaged in the special term paper project at Boyden High School in Salisbury, North Carolina (22).

As National Library week approached in 1965, E. J. Josey of
Georgia, remarked about how the National Book Committee and the A.L.A. had tried for eight years to focus attention on the importance of libraries and reading to our nation's general welfare. He stressed the importance of reading and said that nearly all children like to read or be read to. He added, "But this national desire can be frustrated and destroyed if reading is only a classroom chore, if there are no libraries to make it a journey of satisfaction and exploration" (53).

Reading Guidance.—Reading guidance must, of necessity, be a function of the library. Josey also said that few school libraries have trained librarians who can give proper reading guidance (53). In 1940, Mildred English said there was an advantage if the library was also a study hall. She believed that this could give the librarians a great opportunity to give reading guidance (6).

The librarian, Sudie Kennon, steered the course of the students' reading for the forums that were used after one of the Federal Forum Project counselors evoked their interest (5). She made a bibliography of preparatory and follow-up reading, and annotated some entries to indicate content and difficulty of reading.

Librarian Palmer guided the reading of students as they engaged in term paper teamwork in the field of United States history at Salisbury, North Carolina. She, too, made bibliographies. Books relevant to the subjects chosen were placed on a reserve shelf for student use (22).

Laboratory conditions.—Laboratory conditions in which students worked, studied, and learned to use library books together existed in
the high school where the student forums were organized and in the high school where the junior class wrote term papers (5, 22).

With librarian guidance and students working together, the library produced laboratory conditions.

Library attendance and use.—Special projects such as student forums, term paper writing, and special library days using subject areas -- science, art or music, should naturally boost library attendance since much reading for such purposes would have to be done in the library. The forums (5), and term paper projects in North Carolina high schools (22), and the Special Library Science Day, in a Georgia high school, brought such results. Many students attended the library not just to look at displays on the special days, but also to browse, and to examine and get basic information from the books (37).

Increased use of the library in all subject areas was reported as gains of the National Defense Education Act to Guilford County, North Carolina, in 1962 (38). Due to teachers challenging pupils to learn, there has been more enthusiasm for learning as evidenced by students in Georgia. It was called a "student use explosion," by McJenkin in 1964 (49). Increased reference assignments called for more use and there was more use of periodicals and advanced non-fiction (50). There was more extensive use of library resources in Durham County, North Carolina, after the county placed as one of the ten finalists in the First Encyclopedia Britannica School Library Awards Contest in 1963 (52).

Library instruction.—The library is designed to meet the
instructional needs of the school (25). It must be used if it is to serve its purpose. Its basic purpose is to help children and the only way to reach the different interests, needs and abilities of every child is by use of the school library (23). This means that the library also serves in learning the use of facts for making wise decisions and in solving problems (18).

Much instruction in library use is done informally as students do classroom assignments. Examples of this are the instruction given for the conducting of student forums (5), the writing of term papers (22), or the teaching of the evaluation of books such as that done at Druid Hills High School in Georgia in 1939 (3). These students were permitted to help select books to purchase for the library.

It may be necessary to teach students how to use the library in general. It was expressed along with the idea that a librarian could do well in a situation where the library is used as a study hall (6). One writer said that the books loaned by a bookmobile did not teach the children to use the library. It seems well known that library instruction could not exist without a library (20).

Even during the early existence of school libraries, there was library instruction. Lower grade children were taught to locate books and upper grade children were taught the Dewey Classification scheme, the use of dictionaries, encyclopedias, tables of contents, indexes of books and other tools (4). Small children should be instructed to take care of the books they love (19).

One of the areas, in which teachers and librarians should work together, is meaningful instruction in the use of the library (49).
according to McJenkin. The one cause given for North Carolina school librarians increasing in number is the emphasis on instruction (50).

Better planned instruction in the use of books and libraries was reported in Durham County, North Carolina, in 1964. It made more independent library users (52). This type of improvement occurred after the County placed as one of the 10 finalists in the first Encyclopedia Britannica School Library Awards competition in 1963, and most likely led to the actual winning of first place in 1964.

**Library Service and Library Services**

Library service was considered three times for North Carolina and twice for Georgia. The special services of the library were referred to 31 times for North Carolina and 29 times for Georgia (see Table 8). These references were published from 1939 to 1966. The general idea of library service will be discussed first. Then the specific services will be considered.

**Service.--**Improvement in library service during 1951 called for congratulations to Georgia administrators, teachers and librarians (18). In Fulton County, McJenkin said, "We believe that library service within the schools is an essential part of the educational heritage to which every child is entitled" (10).

In 1955, North Carolina writer Bomar said that the state school library supervisor gets involved in personal guidance when trying to find the right librarian for the right school. She also stated that she found that "this may help to open the door to better school library
TABLE 8

LIBRARY SERVICE AND LIBRARY SERVICES

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<tr>
<th>Subjects</th>
<th>Frequency</th>
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<th>Total</th>
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<td>Georgia</td>
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<tr>
<td>Selection</td>
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<td>8</td>
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<tr>
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<td>Reference</td>
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<tr>
<td>Classroom Collections</td>
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<tr>
<td>Cooperation with public library</td>
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<td>7</td>
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<tr>
<td>Central Library Department</td>
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<td>65</td>
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</tbody>
</table>

service in many schools" (18).

Benjamin L. Smith, also of North Carolina, said that the space problem was one of the obstacles standing in the way of general adequate library service. He felt that this was due to the failure on the part of some, if not most, schools to train administrators and teachers in appreciation of the library and its use in the education of youth. It was also his opinion that the most beneficial thing that the White
House Conference of 1955 could do would be to spread throughout the nation's schools a vital, effective library service (23).

In 1964, North Carolina writers Frances Kennon Johnson and Bomar expressed their opinions by saying that foresight is needed to make today's planned libraries fit tomorrow's programs. They believe that the librarian's ability to look ahead of the people involved in planning may depend on her vision and skill in communicating the potential for library service (43).

Services.—In 1951, a three-day conference for teachers, principals, supervisors, superintendents, librarians, and P.T.A. members was held at Emory University in Georgia. These participants anticipated that opportunities to plan together, to share ideas, and attack common problems would make it possible to provide library services for the boys and girls "until the librarian comes" (16). Sarah Jones, in this regard, pointed out that only a few Georgia elementary schools had full-time librarians, but it was possible for the administration to foster library services until librarians were a definite part of elementary education.

Bomar said that the main objective of the office of the State School Library Advisor "is to aid in developing, improving, and promoting school library services in all the public schools of North Carolina" (18). Weaver expressed his opinion that there was encouragement in school boards and administrators recognizing the responsibility to make the services of a well-equipped library and competent librarian available to all school children, this same year, 1956 (27).

In 1958, McJenkin stated that a supervisor could help make the
library a reality, adequate and well-arranged for services, comfortable and beautiful -- ready to contribute effectively to the total educational program (31). This Georgia writer was presenting her ideas regarding the supervisor as an architect.

North Carolina expanded school library services at all levels -- auditory, visual, and printed, in 1960 (32). At this time, a statement on services was included in the National Defense Education Act questionnaire to qualify for funds usable for library materials (33).

Selection.—Materials selection was discussed five times by North Carolina authors, and three times by Georgia authors and for the most part in the 1960's. Mary Peacock Douglas said that books must be selected to meet the child's reading level, stimulation, and satisfaction without losing sight of his ever-increasing mental, physical and emotional status (4). It was the opinion of Cora Paul Bomar (32) and McJenkin (49) that book selection should be done by teachers and librarians cooperatively. Jaffarian tells of selection being made by the librarian and principal in choosing books under the National Defense Education Act (33).

Book selection should be done wisely, and a selection policy helps in this respect. A case of censorship in Savannah, Georgia, in which four books alleged to contain immoral material "were removed from high school libraries by order of Superintendent D. Leon McCormac," occurred in 1961 (35). The titles were: Laughing Boy, Black Boy, Walls Came Tumbling Down and Color Blind. The article about this event, in questioning the action of school authorities, stated that a more exhaustive study than had been made was in order.
The teachers and administrators should help select materials, but a selection policy is needed, according to Laura Dell Justin (54). The Institute held at Emory University, Georgia, in 1964, was for the purpose of teaching the selection of library materials. The panel discussion again supported the idea of having a selection policy. Also it was stressed that a sound knowledge of materials was a basis for selection and that the fitting of the selection of materials to the clientele is a necessity (48).

Georgia high school freshmen were guided by the librarian in individual selection and group selection when she had $35 left to spend in 1959. Those students used book selection tools as aids (3).

**Acquisitions.** Each North Carolina school administrative unit had provision for the acquisition of instructional materials under the National Defense Education Act in 1960 (32). Acquisitions were planned in the light of need and use. In 1960, the number of books added was 15,000, and 700 more were to be added in September of the same year. Acquisitions were for reference and resource materials for mathematics, science and modern foreign language under Titles III and V (33).

The acquisition of books in Georgia was aided immensely by a $100,000 state allocation for books (1, 2). The $35 left after a Georgia high school librarian had spent money for other purposes, was used for the acquisition of library books. The actual purchasing of books, involving a knowledge of jobbing houses and publishers' discounts, was discussed with the students (3).

State allocation of financial aid in the Georgia high and
elementary school that converted part of its large auditorium into a library, made the acquisition of books possible (20). The Seaboard Air Line Railway Library acquired books as gifts from publishers and editors, and through the $1,000 gift from Andrew Carnegie (34).

Preparations.—In school libraries the librarian often prepares library materials for use. In case a library is to be constructed, the librarian should let the designer know how materials are to be processed (24). During the organization of a Georgia high and elementary school library, it became obvious that someone needed to prepare library materials. The teacher serving as librarian learned to catalog, letter, paste, type catalog cards, and mend books (20). In the North Carolina city where a coordinator for elementary school libraries was employed, book collections were organized. The teacher-librarian in each school, and the coordinator, began classification of books according to the *Children’s Catalog* (4). A North Carolina librarian prepared special materials for the students participating in school forums. She reinforced or bound pamphlets, and pasted pockets in covers for clippings (5). Granville Tilghman said that the first books in the Seaboard Air Line Railway book collection were prepared by its founder, Sally Heard. Later, she trained girls how to catalog books (34).

Parents have helped with the preparation of school library materials in North Carolina and Georgia. More than 1,700 books were processed with their help in an assembly workshop in 1955 (18). A

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report on library progress in Fulton County, Georgia, revealed that parents helped check new book orders, typed and inserted cards, pockets and date due slips, and stamped the name of the school in books (39).

For some schools the preparation or processing of materials is done in a centralized department as in Greensboro, North Carolina (27). All National Defense Education Act book acquisitions were cataloged and processed by the North Carolina Central Library Department in 1960 (33). Since the library department of the Fulton County, Georgia School System provides a modified type of central processing and cataloging for non-book materials (29), some materials are processed and cataloged there (39).

Circulation.—Circulation is an important library service. Student assistants often help at the desk, and in collecting the due books in some schools (39). This permits the librarian to do other jobs while circulation can still go on.

A time for book exchange was allowed before and after school and at designated periods of the day in a North Carolina city where the city elementary school library coordinator worked with teacher-librarians to organize libraries in the 11 school buildings. Grades were scheduled to visit the library and some circulation was carried on then (14).

During the 1950-1951 school term, the Fulton County, Georgia, School System circulated 505,680 books, or an average of 14 books per child, for home use (10). By 1957, A-V materials and vertical file materials that were processed and cataloged through the library department
of Fulton County were circulated from local school libraries (29).

When a library is to be built, the services to be conducted therein, such as circulation should be made known. Marvin R. A. Johnson said that the librarian should let the designer know how materials are to be circulated in the library (24). Dwayne E. Gardner advised that recommendations for desired internal relationships such as the location of circulation activities be given to the architect (42).

Books are circulated from some public library bookmobiles through teachers. Those books are checked out to students by the teachers after they get the books from the mobile unit for their classes (17). The Seaboard Air Line Railway book collection was circulated to children by this free traveling library system (34). Some books are circulated from State Central Library Departments, such as in Greensboro, North Carolina (33), and Atlanta, Georgia (29).

Reference.—In a North Carolina high school where junior year students wrote term papers, many reference books were needed for the research necessary in writing these papers. A reserve shelf was devised and all relevant books on subjects chosen were placed on it (22). Pamphlets were used greatly for the forum discussions on current affairs in another North Carolina high school (5). North Carolina school libraries had grown, by 1961, to the extent that teachers had increased reference assignments, calling for the use of periodicals, and advanced nonfiction (50).

Educational specifications for the school library the same year included the description of library activities. Gardner clearly stated that the activities involving reference work should be given
to the architect (42).

Classroom collections.—When library clinics were held in the state of Georgia, in 1941, the librarians attending them visited classrooms and observed the use of library materials in the classroom (7). In 1951, a summary of a survey of Georgia school libraries reported that 109 school librarians extended services to elementary schools. They selected books for classroom collections (8). Some library books were placed in classrooms in the Georgia high and elementary school that found it necessary to use part of its auditorium as a library later (26).

Virginia McJenkin has the opinion that the librarian and other teachers should work together to promote the library program. She believes that the librarian knows the materials, and is capable of making classroom loans based on the teachers' knowledge of classroom needs (49).

Cooperation with public libraries.—School libraries have benefited from public library collections by borrowing books for school use, through bookmobile service as well as by taking classes to visit the public library. The public library's summer reading program is another means of increasing student attendance and the use of the public library.

In 1955, one librarian in a North Carolina high school borrowed books from a public library on school consignment to supplement the high school collection when the junior class wrote term papers. Vernelle G. Palmer wrote that "This collaboration between school and public libraries has often meant the difference between a successful
research paper and a failure." Public library books are borrowed for an indefinite period, and are placed on a reserved shelf with school library books relevant to subjects chosen by the students (22).

Benjamin L. Smith expressed the opinion that the public library cannot take the place of the school library. He said that the school library lays the foundation for more extensive use of the public library and for more generous support of its program (23).

By 1957 there was an apparent trend away from the contractual type of catalog service that had previously existed between the public library and the school. Jaffarian stated that this service had not been explored in Greensboro, North Carolina, due to the trend away from it (20).

In Fayetteville, Georgia, first graders were permitted to go inside the bookmobile when it visited their school. The teachers became more aware of bookmobile service, and enabled them to feel that the public librarians were giving them special attention (17). The bookmobile supplied books for a short time to the school where fire had destroyed the library books (20).

In Albany, Georgia, teachers were encouraged to bring first graders in to visit the public library, in 1941. Actually, in the late spring, plans were made for first grade visits (19).

In Fulton County, Georgia, a summer reading program has existed since 1927, according to Margaret Ewing Fife. In her article she stated that, in the early spring of each year, public librarians visit schools and invite children to read 10 or more books during the summer, and if they do, they receive certificates. School
principals, teachers, and librarians cooperate in this project. There was an increase in the number of certificates given, from 8,573 in 1962 to 10,524 in 1963 (41).

Central Library Department.—Elizabeth Wharton Newland and Sara Jaffarian said that the central library department of the Greensboro, North Carolina Public Schools, cataloged and processed books and non-book materials for 30 school libraries and certain central departments, in 1957. Library catalogs grow more systematically with a central department than is possible with individual schools. Time and money are saved for individual schools because the work of preparing materials is concentrated in the central department, and because expensive duplicators and electric pasting machines need to be purchased only once for the work to be done in the central library department (30). There is more efficient operation in a central library department. The librarian has more time to serve teachers and children because of the services being done in the central library department (28). Under Titles III and V, in 1960, all book acquisitions were cataloged and circulated from the central library department in Greensboro (33).

The processing and cataloging of materials in Fulton County, Georgia, is for materials housed in and circulated from local school libraries. Orders for recordings or filmstrips are delivered to the central library department, processed for circulation, and sent with the necessary catalog cards to schools (29). Some materials were processed and cataloged in the central library department before the opening of school in 1963, but some was also done in established schools (39).
CHAPTER III

SUMMARY

The purpose of this research project was to analyze the contents of 55 articles indexed in *Library Literature* from 1937-1966, related to school libraries in North Carolina and Georgia. An effort was made to determine to what extent emphasis was placed on certain aspects of school library development.

The 55 articles used were found in 10 different periodicals, including *Library Journal*, *Southeastern Librarian*, *Wilson Library Bulletin*, *ALA Bulletin*, *School Libraries*, *Educational Methods*, *Negro History Bulletin*, *North Carolina Libraries*, *Phi Delta Kappan*, and *Top of the News* (see Table 1). About half, or 27 of the articles, were published before 1957, and the other 28 were published after this date (see Table 2).

Of the 310 references, 156 were related to school libraries in North Carolina, and 154 to those in Georgia. In the area of standards and administrative units, 55, or 17.7 percent, was the quota (see Table 9). American Library Association standards were expected to be met by a majority of the school systems by 1967. A special effort was to be made to meet the 10 books per pupil requirements at this time. An essential need expressed for library improvement in 1964 was the provision for centralized technical processing.

The administrative unit, as a whole, is not as adamant to accept the library program as a vital part of the total educational
program as it once was. There was still something more to be done to educate some boards of education, superintendents, and school principals about the school library.

The librarian and staff were mentioned more than any other topic. In this regard, 88, or 28.3 percent, of the references were made. The role of the library has become more dynamic as more trained librarians have been placed in schools. Teachers, parents, and students were greatly responsible for the initiation of school library service in some schools until the 1950's.
Library quarters, supplies and equipment were treated 40 times, or 12.9 percent, of the total. As of 1966, the lack of adequate library quarters was still being discussed by North Carolina and Georgia librarians. There was still no space for a library in some schools, and space was often inadequate or poorly located where it did exist. Necessary supplies and modern equipment were also stressed as vital needs.

There was a total of 29 references made to funds for library development, which represents 9.6 percent of the total. Funds have been on the increase for library quarters, materials, equipment and staff. Specific references were made to substantial increases in school library allotments from local boards of education and state agencies. Since 1965, monies from the federal government through the National Defense Education Act have been available for the purchase of many much needed books.

Library functions and activities were treated 34 times, or 10.6 percent of all references made in this study. The library functions as a "reading center" where reading guidance is conducted, thus producing laboratory conditions. As classes and individual students attend the library, instruction in its use and in the use of its materials is given. Often the instruction is done in classrooms either by the librarian, the teacher, or by both.

Next to the 88 references relating to the librarian and staff, the most emphasis was concerning library service and library services, which were referred to a total of 65 times, or 20.9 percent of the total. Library services included acquisitions, preparations, circu-
ation, reference, and provision of classroom collections. In addition, the idea of school libraries cooperating with the public library was stressed. Use of public library materials was made by means of loans through the librarians, by bookmobile collections, and in summer reading programs.

A state centralized processing service exists in North Carolina and in Georgia. Books and non-book materials are processed at these centers and sent to school libraries which request this service. This processing of materials frees the librarian to spend more time and energy working directly with teachers and students.
APPENDIX

LIST OF REFERENCES IN CHRONOLOGICAL ORDER

1937


1939


1940


1941


1951


60


1952


1954


1955


1956


1957


1958


1960


1961


1962


1963


1964


1965


1966


BIBLIOGRAPHY

Books


Article