A GUIDE FOR THE IMPROVEMENT OF THE CLARKE COMMUNITY

JUNIOR HIGH SCHOOL LIBRARY

A Field Report
presented to
The Graduate Division
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

Dwaine R. Persels

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Approved by Committee:

[Signatures]

Chairman

Dean of the Graduate Division
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CHAPTER I

INTRODUCTION

The Advisory Committee on Library Services, State of Iowa, Department of Public Instruction, stated:

"Probably there is no better way to take the pulse" of a school system than to inquire into (1) the adequacy of its facilities and equipment relating to library and materials of instruction, and (2) the effectiveness of the services to teachers and pupils based thereon. These material items and services are, to a highly significant degree, the discriminating determinants of a school's success or failure in operating an educational program which meets the needs of modern children.\footnote{State of Iowa, Department of Public Instruction, A Guide for Development of School Library Services, Iowa State Department of Public Instruction, (Des Moines, 1959), p. 7.}

The importance of the library in the educational program for the student of the junior high school cannot be emphasized enough. He is interested in everything. His curiosity is insatiable. He is at his most receptive and impressionable age.

It is imperative that he is furnished with the opportunity to satisfy some of his curiosities. The educational system cannot hope to cope with the vitality possessed by these individuals without excellent library facilities where the student under the proper guidance can delve into masses of information in quest of answers to some of his many questions.

Statement of Problem. The purpose of this study was to
develop a guide for the Clarke Community School District for use in planning and carrying out a program for the improvement of the junior high school library.

As the enrollment had increased the need for the library had increased. An evaluation of the library program in the light of its service to and ability to provide for the needs of the present day student was needed.

About half of the students came from small, outlying areas that did not have public libraries, and through lack of interests, or other reasons the students did not use the Osceola Public Library, which was at their disposal. This problem in itself seemed enough to warrant a study to see in what ways to improve the school library to better fit the needs of students.

Organization and Methods. The writer surveyed the material that was available on the junior high library and by using other information which seemed pertinent to the subject established a guide for the improvement of the Clarke Community Junior High School Library.

It was decided in order to do this to divide the appraisal into seven main areas as follows:

(1) The administration; responsibilities and duties.
(2) The librarian; certification, qualifications, personality, dedication, status, activities, and staff.
(3) The physical plant; size, location, and interior.
(4) Furniture; size, quality, style, and quantity.
(5) Content: books, magazines, pamphlets, filmstrips, and newspapers.

(6) Services: schedule and library instruction.

(7) Finance: budget, immediate monetary needs, and long range financial plan.

In Chapter II a guide for the establishment of a satisfactory junior high library was developed. What constitutes a satisfactory junior high library was determined in the following way:

(a) Written data of authorities on the subject of school libraries were studied.

(b) A study was made of materials obtained from the Iowa State Department of Public Instruction, the Iowa State Education Association, the North Central Association of Colleges and Secondary Schools, and the American Library Association.

(c) The teacher-librarian and school administrators were consulted.

The appraisal of the Clarke Community Junior High School library was presented in Chapter III.

(a) A survey of the present library was made.

(b) Information was solicited from the Clarke Community Junior High School administration and faculty.

(c) A comparison of the results of the study of what constitutes a good junior high school library and the results of the study of the Clarke Community Junior High School
library was made.

The fourth and final chapter contains a summary of the study and recommendations of the writer for the improvement of the Clarke Community Junior High School library.

A plan for the improvement of the Clarke Community Junior High School library was developed in the appendix.
CHAPTER II

LIBRARY STANDARDS

INTRODUCTION

Through the review of the publications by recognized authorities in the field of school libraries the writer will develop, in Chapter II, standards to be met by a functional junior high library.

I. ADMINISTRATION

The school board. The greatest responsibility and opportunity in assuring that a school has a library with a functional program rests upon the members of the school board. They are accountable for the presence or absence of a functioning library.¹

The American Library Association listed the following principles pertaining to school libraries as guides for school board members:

(1) Since the school library is an essential part of the total school program, the provision of libraries in the schools is the responsibility of the board of education . . . . .

(2) School board members are acquainted with state, regional, and national standards for school libraries, and use these

standards as guides in assisting the local schools to have the best libraries possible.

(3) Members of the school board are familiar with the principles and programs of good school library service so that they can interpret to citizens of the community the desirability of having good library programs.

(4) School board members assist the superintendent of schools and school principals in achieving their goals.

(5) Each school system has stated policies and procedures for selecting school library resources.

(6) School board members are informed about cooperative plans for centralized technical processing of library resources and for district material centers, and they explore the feasibility of participating in these plans.¹

The superintendent. The responsibility for determining policies for the library in the school falls upon the superintendent. He must realize the contribution of the school library to the educational program and vigorously support the library program. He formulates policies for the scope of the library program and implements a program that will meet state or national standards.

The superintendent is also responsible for the employment of a professionally competent librarian and for determining a budget that allocates the funds necessary to carry on an adequate library program.²

The school principal. As stated by T. C. Coil:

The curriculum of any good junior high school reflects the interests, energies, and competencies of its educational leader. The junior high school principal who recognizes the contribution

¹Ibid, pp. 33-34.
²Ibid, pp. 34-35.
which an effective library can make to his instructional program is quite likely to realize this objective. He will find few problems presenting greater challenges or more fruitful promises of administrative accomplishment.¹

In carrying out his responsibilities for the library program the principal works with the librarian in designing the library program best suited to the needs of the school and all of its pupils. He is familiar with school library standards and endorses a policy for the selection and purchase of all library materials. He includes the librarian on general curriculum committees, other appropriate committees, and helps keep the librarian informed about major educational developments in general and changing teaching procedures within the school.²

II. THE LIBRARIAN

The Iowa Department of Public Instruction recommends that there be a full-time school librarian for schools with enrollments of 200 pupils, with an assistant school librarian added when the enrollment reaches 500 pupils.³

Certification. The school librarian must meet all the requirements for classroom teachers with reference to a degree and

¹T. C. Coil, "Library Services to Junior High School Students," Maryland Library, XXVIII (winter, 1939), 6-8.
²The American Association of School Librarians, op. cit., p. 36.
³State of Iowa, Department of Public Instruction, op. cit., p. 7.
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2The American Association of School Librarians, op. cit., p. 36.

3State of Iowa, Department of Public Instruction, op. cit., p. 7.
also shall have a minimum of 30 semester hours of library science obtained at an accredited college. The librarian must hold a certificate endorsed for service as a school librarian.¹

Status. The status of the school librarian is the same as that of other teachers in the school with comparable professional education, experience, responsibility and personality.²

Qualifications. In order to perform his work successfully and to represent his profession ably, the school librarian:

(1) Is adept in human relations and works cooperatively, effectively, and happily with all age groups enrolled in his school and with adults.

(2) Has a thorough understanding of the curriculum including all aspects of the reading program, the instructional methods employed by teachers, and the goals of the school in which he is working.

(3) Has an extensive knowledge of books and other printed materials, including those appropriate for the age group with whom he is working; of instructional materials for teachers; and of audio-visual materials suitable for use by students and teachers.

(4) Has an enthusiasm for books and reading and for other media of communication that is reflected in the school library program.

(5) Has a broad background knowledge of all phases of librarianship that are germane to a functional school library program.

(6) Has administrative ability so that he has easy control of the administrative details of a smoothly running library.

¹State of Iowa, Department of Public Instruction, Certification and Approval of School Personnel, Iowa State Department of Public Instruction, (Bulletin No. 32, 1959), p. 28.

while focusing his major attention on the more important work with students and teachers.

(7) Has many cultural, intellectual, and recreational interests.

(8) Participates in local, state, and national professional education and library associations, and supports the program and work of these organizations.¹

Because the pupils the junior high library serves are unique, the librarian needs to be a special kind of person. He must possess the knowledge, abilities and skills of any other librarian but he must also possess some extra qualities. Some of these qualities are as follows:

(1) He must be interested in what he can bring to the pupils of the junior high school.

(2) He must be robust and aggressive.

(3) He must have a real human and professional interest in the pupils.

(4) He must be sympathetic and patient at times and firm and demanding at other times.

(5) He should be curious and enthusiastic about the many special interests and projects of his pupils.

(6) He makes wise use of the pupils who are available to help in the library.

(7) He is a good teacher.

(8) To him time is of little importance, he will come early.

¹Ibid., pp. 58-9.
and stay late.\(^1\)

If the junior high school library and librarian are the kind needed for the unique purposes and possibilities of the junior high school, they will make a very important contribution to the school. The whole school will have a different spirit, and learning will become an enthusiastic experience on a level of research and scholarship that we can only imagine.\(^2\)

**Activities.** The librarian must work closely with the classroom teacher and other faculty members to insure optimum service of the school library. He serves the school in his capacity as a specialist in the field of books, serving on curriculum development committees, textbook committees, and serves in the co-curricular activities of the school where he can make the greatest contribution.

In cooperation with the school administration he keeps them informed of needs of the library program and is responsible for implementing a library program that contributes to the achievement of the objectives of the school. He directs and organizes to insure a smoothly running, efficient and functional library.\(^3\)

**Staff.** In a school library serving 200 to 300 pupils, a half-time library clerk can be justified. The position of school

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\(^2\) Ibid.

library clerk usually entails some specialized training and this should be considered in establishing a pay scale. This special training is normally provided by the school librarian. ¹

Although it cannot be considered equivalent to the services of a salaried library clerk the use of student assistants can be justified.

Assistants may be selected by having applicants fill out a questionnaire which provides information on their ability, class standing, reasons for desiring work in the library. ²

The student must be neat, courteous, business like and willing to cooperate with other students. To be a student librarian is a special responsibility and privilege. ³

A student, to qualify, should have at least a "C" average and be able to do library work in addition without affecting his grades. ⁴

Gardiner says, in writing of the values derived by the student assistant in doing library work, that it helps in the "development of perseverance, loyalty, pride in workmanship, and

¹Ibid., p. 51.


³Ibid., pp. 11-12.

responsibility".\(^1\)

Student librarianship is an important duty and a fine opportunity to learn by serving. It can also lay a foundation for a possible career in librarianship.\(^2\)

The training of the student librarian is the responsibility of the school librarian.\(^3\)

III. THE PHYSICAL PLANT

**Location.** In the past there have been two lines of thought on the location of the school library. One is the library-study hall combination and the other is the idea of a separate library. The trend today is definitely toward a separation of the two.

There are, however, a few arguments in favor of the library-study hall. As stated by Logasa:

1. It reaches all children enrolled with equal library opportunities.
2. It limits and regulates library attendance without over crowding.
3. It reaches some children who would otherwise never use the library.\(^4\)

The same author lists several arguments against such a plan:

1. It takes away the feeling of pleasure and privilege that accompanies voluntary attendance.

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2Fargo, op. cit., p. 123.

3Ibid., pp. 124-5.

(2) It formalizes the library and causes discipline problems.

(3) It gives the librarian two duties to perform—that of study-hall supervisor, and that of librarian.

(4) It may eliminate the use of the library to all except those occupying the room at the time.

(5) It forces the use of the library by pupils who are not prepared to use it.

(6) It does not give enough time to the gifted child.¹

Most authorities do agree that if the library-study hall plan is decided upon it should be built as a library and not as a conventional study hall. Study halls are too formalized. Also they agree that if there are to be more than fifty students using the study hall at one time then the library should be adjacent to it and not part of it.²

The central library should be located in the most accessible area in the school, preferably away from areas where considerable noise occurs such as a gymnasium. In locating the library future expansion should be considered. When the time for expansion arrives it should be accomplished with as great of ease as possible.³

Size. The American Library Association recommends for

¹Ibid., pp. 168-9.


³Ibid., p. 8.
school enrollments of between two hundred and three hundred pupils
that the reading room should be capable of seating the largest class
plus twenty students or from fifteen to twenty per cent of the
student body. It also recommends that thirty square feet per reader
be allowed instead of twenty-five square feet as recommended by
some authorities. ¹

An area of two hundred to three hundred square feet should
be allowed adjacent to the reading room to serve as a work room
and storage space for receiving, checking, and classifying books
and for the repair of damaged books and other materials. ²

At least one conference room for small classes and groups
of individuals doing special assignments should be adjacent to
the reading room. A room consisting of at least 168 square feet
is recommended. ³

Regardless of how small it must be an office for the li-
brarian is desirable. If a separate office is not possible then
a part of the work room should be utilized for this purpose. ⁴

Interior. Library floors should be covered with a material
that is attractive though plain. Satisfactory coverings might
include such material as cork tile, linotile, linoleum, or asphalt
tile. ⁵

¹ American Library Association, Planning School Library
Quarters, A Functional Approach, (Chicago, American Library Asso-
ciation, 1950), pp. 11-12.
² Ibid., p. 16.
³ Ibid., p. 17.
⁴ Ibid., p. 16.
⁵ Pargo, op. cit., p. 216.
It is impossible to provide the proper amount of natural light for the library so it is necessary to provide for sufficient artificial lighting. Lighting should provide twenty-five to thirty foot candle power on any table in the room. Indirect or semi-indirect lighting is best. Satisfactory lighting may be provided by fluorescent lights.¹

Suggested colors for the walls are light buff, light gray, or white tones. For the ceiling an ivory white tone is suggested.² The ceiling should be acoustically treated to help control sound.³

IV. FURNITURE

The furniture in the school library actually must fulfill a two-fold purpose. (1) It must be able to stand a good deal of hard use. The furniture in the library will receive as much use as any other furniture in the school building. (2) In spite of hard usage it must still retain an attractive appearance.⁴ The library must be a place that is pleasant and appealing to the eye.

² Ibid., pp. 45-6.
³ State of Iowa, Department of Public Instruction, op. cit., p. 10.
⁴ American Library Association, op. cit., p. 18.
for library shelving and these should be conformed to. All shelving should be adjustable and open. A shelf should not be too long or it will sag and if it is too deep it makes shelving of the books difficult. Recommendations are three feet between partitions with a width of eight inches except shelving for large reference books such as encyclopedias which should be ten to twelve inches deep. Shelving for magazines and newspapers is also necessary. These should be sloping shelves with a lip on the front.¹

The shelving should be made of wood rather than metal. Wood can be finished to blend with the rest of the library furniture. For a library serving students of junior high age the shelving should not stand over six feet high.²

A charging desk is a necessity. It should contain adequate shelves for housing quick-reference and special reference volumes, shelves for reserve books, shelves or bins to hold returned books, a cash drawer for fines, charging facilities consisting of a compartment sunk into the desk top, trays to hold book cards of books charged out, borrowers cards, and supply drawers.³

Since the sizes of junior high students vary perhaps more than at any other ages in school the tables and chairs in the library should be of various heights. Recommended heights are fourteen inch chairs with twenty-four inch tables, sixteen inch

chairs with twenty-six inch tables, eighteen inch chairs with
twenty-eight inch tables, and eighteen inch chairs with thirty
inch tables.  

As students often write on a single sheet of paper and
slide books, clipboards and other articles around on the table
top, it should have a tough durable finish that does not glare.

The tables may be either rectangular or circular, seating
not more than six pupils. At rectangular tables five feet by three
feet, which are often used, no more than four pupils of junior
high age should be seated. Individual study tables would be at
least thirty-six inches by twenty-four inches.  

Dictionary stands for large dictionaries should be placed
at two or three spots throughout the library. A double-faced
display rack, forth-two inches long, twenty-two inches wide, and
thirty-three inches high with a bulletin board is recommended.
A magazine rack with dimensions of sixty inches high, forty-eight
inches wide, and twenty-two inches deep is a necessity.  

Housing should also be available for film strips. Cabinets
with drawers having inside dimensions of nine and three-fourths
inches by thirteen and one-fourth inches and two and one-half
inches deep can accommodate seventy-seven standard film strips

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1 State of Iowa, Department of Public Instruction, op. cit.,
p. 10.

2 Ibid.

3 American Library Association, op. cit., pp. 31-32.
to each drawer.  

A counter-height wood cabinet with hinged drawers and having sliding shelves approximately forty-three inches wide by twenty-six inches front to back can be used to house posters, charts, maps, artwork, and etc.  

A book truck no longer than thirty inches will facilitate the shelving of books. It is desirable to have rubber bumpers running the full height of the truck on both ends. The wheels should be ball bearing so as to function with as little noise as possible and the front wheels should be on swivels.  

The work room should have a sink with both hot and cold running water. A cabinet for the storage of paste, mending materials, and other supplies, that can be locked is necessary. All other wall space should be used for shelving. A step-stool for reaching the highest shelves should be available. There is also a need for a typewriter, desk, and chair. A work table with a linoleum-covered top and four or five chairs should be present. A catalog file and a work file for the shelf list are necessities.  

The librarian's office should contain a desk and chair, an extra chair for a visitor in conference, a legal file case, shelving that may be locked and a waste basket. Also a very desirable piece of equipment is a telephone. The librarian will undoubtedly

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1Ibid., p. 32.  
2Ibid., p. 33.  
3Ibid., p. 31.  
4Ibid., p. 16.
receive a surprisingly large number of phone calls making a phone in his office very convenient.1

V. CONTENT

The availability of superior library buildings, furnishings, and an excellent librarian are of little or no value if the material content of the library does not also meet with standards.

Nothing is more frustrating to a teacher, trying to make learning an exciting adventure to his students, than to have the library resources in his school be meager and limited. Students, eager to learn, can become discouraged when they cannot find the materials necessary for completing an assignment or just to satisfy their curiosities.

The American Association of School Librarians lists three aspects of a functional library program that can be realized with the presence of a sufficient quantity and quality of library materials:

(1) Good service to teachers and students.

(2) Easy accessibility of materials.

(3) Availability of materials on a wide range of subjects and in many forms of expression.2

Book collection. The book collection provides a constant

1Ibid., pp. 16-17.

invitation to students to read and is a contributing factor in making reading a pleasurable and satisfying occupation.¹

The responsibility of selecting new books for the library should not be only the librarians but the teachers and students' responsibility as well. Perhaps one way to help insure that such recommendations are forthcoming is the use of a form which may be used by teachers and students in recommending the purchase of a book to the librarian. Any type of form will suffice if it has a place for the name of the author, the title, the publisher, and who is recommending it.

There are many book lists and guides that will help the junior high librarian in building and maintaining a satisfactory book collection. To list a few that might be obtained:


¹Ibid., p. 45.
Another guide, to be used in evaluating books to be selected for purchasing, might well be the Library Bill of Rights which defines the responsibility of the school library as follows:

(1) To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.

(2) To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

(3) To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

(4) To provide materials on opposing side of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

(5) To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

(6) To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.¹

One important characteristic of the junior high student to be remembered when ordering books is his increasing interest in vocations. A junior high library should be well stocked with vocational materials and information.

Book ordering should not be confined to once a year but should be a continuing process.

Consensus of opinion places the number of titles in the

¹ibid., p. 75.
library servicing from 200 to 300 pupils to be somewhere between 3,500 and 5,000, with between 5,000 and 7,000 volumes exclusive of encyclopedias, dictionaries and other reference books.

There should be at least three sets of different encyclopedias of a recent edition.¹

While ideas of the proportional distribution of the library collection of books varies considerably the North Central Association suggests the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>English, excluding fiction</td>
<td>13%</td>
</tr>
<tr>
<td>Social studies, including History</td>
<td>16%</td>
</tr>
<tr>
<td>Science and Mathematics</td>
<td>10%</td>
</tr>
<tr>
<td>Health and Physical education</td>
<td>2%</td>
</tr>
<tr>
<td>Art and Music</td>
<td>5%</td>
</tr>
<tr>
<td>Vocational subjects</td>
<td>10%</td>
</tr>
<tr>
<td>General reference books</td>
<td>6%</td>
</tr>
<tr>
<td>Biography and Travel</td>
<td>16%</td>
</tr>
<tr>
<td>Fiction</td>
<td>20%²</td>
</tr>
</tbody>
</table>

In order to insure that the books are readily obtainable they should be cataloged and classified according to the Dewey Decimal System.

¹State of Iowa, Department of Public Instruction, A Guide for Development of School Library Services, Iowa State Department of Public Instruction, (Des Moines, 1959), p. 12.

The professional library for the faculty should contain from two-hundred to one-thousand titles.\(^1\)

In considering books for the central library it must be remembered that certain material need to be immediately and permanently at hand within each classroom. Encyclopedias, dictionaries, and frequently-used reference books must be on hand for ready use by pupils and teachers.

Magazines. In its Circular Number 100d, the State of Iowa, Department of Public Instruction recommends the library subscribe to not less than 25 periodicals or magazines.\(^2\) The American Association of School Librarians recommends the junior high school library include magazines of at least 70 different titles.\(^3\) Whether the number of magazines necessary is determined to be 25, 70, or somewhere in between these two numbers, the important thing is to remember that magazines form an integral part of the school library collections. They contain material not found elsewhere and are a primary source of information about current events.

Back issues needed for reference work and other purposes should be retained in the school library for a span of at least five years.\(^4\)

\(^1\)The American Association of School Librarians, *op. cit.*, p. 25.

\(^2\)State of Iowa, Department of Public Instruction, *op. cit.*, p. 12.

\(^3\)The American Association of School Librarians, *op. cit.*, p. 25.

\(^4\)Ibid., p. 79.
Pamphlets. Standards for the size of a pamphlet collection cannot be formulated precisely. They are a useful source of recent information. For many subjects, information can be found only in pamphlets.¹

Films and Filmstrips. Films and filmstrips are without peer for conveying many types of information and creative expressions. Many films may be borrowed or rented by the school but teaching may be handicapped if the instructor has to make plans to rent these materials a long time in advance of anticipated use. A film that is used at least six times during the year should be purchased by the school. Since the costs involved are not so high, filmstrips should be school owned.²

Maps. The library needs a good, complete collection of maps.

Globes. At least one globe need always be available for use in the library. Also inflatable globes should be provided that may be borrowed for home use.³

Newspapers. The Iowa State Department of Public Instruction recommends at least one edition of a daily newspaper be subscribed to by the library.⁴

¹Ibid.
²Ibid., p. 80.
³Ibid., p. 82.
⁴Iowa Department of Public Instruction, loc. cit.
VI. SERVICES

Schedule. No matter how excellent a library is, it is of no value to the students it serves if it is not available for their use at the times in which they might be free to use it. It should be open for periods before school and after school. Also, many students find time during the noon hour to use the library for reference work.

Library instruction. Library instruction is an important part of the library program. A functioning program of library instruction should be established in terms of the broad educational objectives of the school and in terms of pupil needs.

As stated by Coulbourn, complete or comprehensive courses in library instruction fall under three general headings of types of essential training as follows:

(1) Instruction in the use of the library as a laboratory for study.

(2) Instruction in the effective use of books.

(3) Instruction in the use of dictionaries, encyclopedias, and special reference books.¹

As for scheduling library instruction, several different procedures may be used. (1) The librarian and the teacher using both the library and the classroom may assume the responsibility

of necessary instruction. (2) Periods can be arranged so the librarian can systematically visit classrooms for library instruction. (3) Classes may be assigned during certain periods to the library instruction. (4) Teachers may bring their classes to the library for training and practice in using the library materials.¹

The writer suggests that the students receive library instruction through the English classes. They should go to the library for lessons and talks by the librarian and then the teachers should follow-up with assignments involving use of the library. The students should be permitted to go to the stacks for books. They should be encouraged to find the information they need on their own but not to leave the library if they cannot find it on their own until they have been helped to locate the material.

The objectives and outcomes usually sought through library instruction would include the following:

(1) To give a knowledge of library rules and regulations not only for efficient administration and service, but also for the development of desirable habits of library behavior.

(2) To give a knowledge of the arrangement and content of the library.

(3) To give a knowledge of the mechanical make-up and component parts of books as well as certain criteria or standards by which pupils may evaluate them.

(4) To teach the proper care of books, thereby developing a pride in and responsibility for books as well as a thoughtfulness for others who will share the library materials.

(5) To make pupils familiar with and develop skills in the

¹Ibid., pp. 56-57.
use of certain special library devices and materials that are valuable in discovering materials and make quick and accurate service possible.

(6) To give a knowledge of and develop skill in the use of reference books . . . .

(7) To enlarge the pupils knowledge of magazines and newspapers.

(8) To develop an interest in reading as a desirable leisure-time activity.

(9) To develop an appreciation of the library and its many services.

(10) To enlarge the pupil's horizons and to develop and expand his interests through contacts with many books.

(11) To develop with the pupil personal standards in the selection of reading materials.

(12) To give pupils ability to carry on research intelligently.

(13) To show the correlation of the library and its resources and services with the other departments of the school. 1

VII. THE BUDGET

The feeling of educators is that the school library, when organized efficiently, is in terms of service, the cheapest department in the school. The money spent reaches more people and meets more individual needs than the same amount spent some other way.

Separate allocations should be made in the budget for library materials since it is general practice not to include them some where else. 2

1 Ibid.

2 State of Iowa, Department of Public Instruction, op. cit., p. 7.
In establishing a new library a basic collection should be purchased within three years. After a basic collection has been established an annual allocation should be provided for the maintenance of the library. The State of Iowa, Department of Public Instruction recommends that no less than $3.00 per pupil enrolled be allocated annually for this purpose.¹ The American Library Association's standards are even higher, recommending $4.00 to $6.00 annually per pupil for maintaining a library.² Additional funds must be allocated for the purpose of purchasing magazines, encyclopedias and other expensive reference books, pamphlets and newspapers.³

¹Ibid., p. 8.
²The American Association of School Librarians, op. cit., p. 25.
³State of Iowa, Department of Public Instruction, op. cit., p. 7.
CHAPTER III

THE CLARKE COMMUNITY JUNIOR HIGH LIBRARY

INTRODUCTION

This chapter presents data secured by a survey of the Clarke Community Junior High School Library and compares it to the library standards developed in Chapter II. It is organized accordingly with the same seven areas of the preceding chapter.

I. ADMINISTRATION

The school board. The members of the Board of Education for the Clarke Community School District recognize the school library as an essential part of the total school program. Recognizing its responsibility the Board of Education readily attempts to follow all recommendations made by the Iowa State Department of Public Instruction for materials for the library.¹

The superintendent. The Superintendent's interest in providing a functional library program for the Clarke Community Junior High School was demonstrated by his assistance to the writer in preparation of this report.

¹Superintendent Kenneth Kemp, of the Clarke Community School District, in a personal interview, June, 1962.
II. THE LIBRARIAN

The Clarke Community Junior High School employs a teacher-librarian. The librarian does not have any college hours in library science, therefore is not certified. She is a teacher who has been delegated the responsibility of supervising the library.\footnote{Ibid.} She teaches 315 minutes of the 430 minute teaching day leaving her only 115 minutes for supervising the library. Approximately one-fourth her time is devoted to the library.\footnote{Principal Charles White, of the Clarke Community Junior High School, in a personal interview, June, 1962.}

As much as her limited library schedule permits she works closely with the other classroom teachers to insure optimum service of the school library. She gives advise in the field of books but due to the lack of a curriculum development committee or a textbook committee she cannot make any great contribution in these fields.\footnote{Librarian Marie Cooper, of the Clarke Community Junior High School, in a personal interview, June, 1962.}

The staff. There is not a half-time library clerk working in the library. The only available help for the librarian is through the use of student assistants. No formal program or schedule is maintained or followed in the usage of these students. When the librarian desires help she selects one or two assistants.
to help her. The only requirements to be met by these assistants are that their grades are sufficient so as not to be adversely affected by the extra work.¹

Summary. The absence of enough time and sufficient help makes the librarians task a difficult one. In both these departments the Clarke Community Junior High School library falls far short of recommended standards.

III. THE PHYSICAL PLANT

Location. The Clarke Community Junior High library is located centrally on the second floor at the rear of the study-hall. It is located directly above the gymnasium where physical education classes are held four days a week.

Size. The library occupies an area of 432 square feet at the rear of the study hall. There is not a work room, librarians office, nor a conference room.

Interior. The walls are painted a light green shade, the ceiling is white in color but is not acoustically treated. The floors are of hardwood with a varnish finish and like many wood floors creak when students walk across it.

Sufficient lighting is furnished by fluorescent lights.

Summary. Authorities on school libraries recommend the

¹Ibid.
separation of the library and study-hall if more than 50 students use the study-hall at one time. During the time when the most students will be using the Clarke Community Junior High library the study-hall will be occupied by 75 to 110 students.  

As it is located above the gymnasium, some disturbance will be caused by physical education classes held below.

A library servicing 250 students should seat at least 45 pupils at one time in the reading room. Using minimum recommendations of 25 square feet per reader this would require a reading room with an area of 1125 square feet, compared to the present library area of 432 square feet.

The noticeable absence of a work room, librarians office, and a small conference room is a detriment to the efficient operation of the school library.

The wooden flooring is unsatisfactory for library purposes as it is too noisy.

IV. FURNITURE

Reading room. Along the walls of the library are fifty-two feet of shelving. The shelves are wooden, adjustable, standing six feet ten inches high. All book shelves are twelve and one half inches deep. The length of the shelves between partitions is not standard. It varies from two feet two inches to three

\[\text{White, loc. cit.}\]
feet four inches.

There is one built-in magazine rack three feet four inches in length. It contains five shelves two inches wide and ranging from three and one half inches to seven inches in depth.

A portable magazine rack is present. It is five feet high, consisting of five shelves three feet four inches in length, one and one half inches in width and six inches deep.

A metal cabinet that will store up to three-hundred film strips is in use.

The librarians desk doubles as the charge desk. It is thirty inches high and has a top surface of thirty inches by thirty-six inches.

The library contains a wooden two drawer book card file.

There are four reading tables seventy-two inches long, forty-two inches wide, and thirty inches high. The tables evidently were originally purchased and used as science laboratory tables as there are two circular metal discs in the top of each which were used for securing science apparatus. In addition to the discs the table tops are badly marred.

Four students may be seated at each table making a total of sixteen students that can be accommodated at one time by the library.

The chairs used with these tables are of the metal folding type.

Summary. The amount of shelving in the library is adequate
for the number of books presently housed in the library but if the books were of sufficient quantity it would be inadequate. The shelves are too tall for junior high students making it necessary to leave the top shelf vacant to serve as a catch-all for dust, papers, and etc. As all the shelves are twelve and one half inches deep rather than the eight inches recommended, it makes the shelving of books difficult.

The magazine racks are inadequate.

Both the quantity and quality of the tables and chairs are unsatisfactory. The present library accommodates sixteen students of the forty-five students it should. The tables should be of various heights and have a smooth table surface.

The use of metal chairs is undesirable. They are too low for the higher tables, very uncomfortable, and are not quiet.

Every library needs a charge desk constructed for this purpose. The librarians desk makes a poor substitute.

Other items which should be present in the reading room but not found in the Clarke Community Junior high library are: (1) two or three dictionary stands, (2) a newspaper rack, (3) a cabinet for the storage of maps and charts, (4) a double-faced display rack and bulletin board, (5) a book truck.

All the furniture to be found in the work room, librarians office, and the small conference room are absent.

V. CONTENT

The book collection. Recommendations for new library books
are made by the teachers and the librarian to the principal who forwards the recommendations to the school's purchasing agent. This is normally accomplished once a year the last part of the second semester in order to receive the books before the next school term.\(^1\)

A survey was made of the existing books contained in the library. The results of the survey showed a total of 930 books, excluding encyclopedias. The survey was further broken down into nine separate book areas and the number of books found in each area were tabulated.

Copyright dates of the books were checked and the ones at least ten years old and at least twenty years old were also tabulated.

Table I shows that the library was inadequate in number of books in every area. There were only a total of only 930 as compared with a minimum needed of 5,000.

Present are five sets of encyclopedias of three different titles. There are two sets of the World Book, copyrights 1954 and 1956, one set of Compton's Pictured Encyclopedia, copyright 1958, and two sets of The Americana with copyrights 1937 and 1941.

Magazines. The junior high school library subscribes to eleven magazines. They are as follows: American Girl; Boy's Life; Life; Mechanix Illustrated; Newsweek; Popular Science; Reader's

\(^1\)White, loc. cit.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum Recommended No. of Volumes</th>
<th>No. of Vol. Present</th>
<th>No. of Vol. 10 Years Old</th>
<th>No. of Vol. 20 Years Old</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, excluding fiction</td>
<td>650</td>
<td>31</td>
<td>23</td>
<td>14</td>
</tr>
<tr>
<td>Social Studies including History</td>
<td>900</td>
<td>90</td>
<td>78</td>
<td>61</td>
</tr>
<tr>
<td>Science and Mathematics</td>
<td>500</td>
<td>100</td>
<td>59</td>
<td>52</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>100</td>
<td>8</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Art and Music</td>
<td>250</td>
<td>30</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>Vocational subjects</td>
<td>500</td>
<td>11</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>General reference books</td>
<td>300</td>
<td>44</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Biography and Travel</td>
<td>800</td>
<td>123</td>
<td>98</td>
<td>84</td>
</tr>
<tr>
<td>Fiction</td>
<td>1000</td>
<td>493</td>
<td>345</td>
<td>177</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5000</td>
<td>930</td>
<td>651</td>
<td>434</td>
</tr>
</tbody>
</table>
Digest; Saturday Evening Post; Science Digest; The National Geographic; and Time.¹

Back issues of these magazines are retained in the school library for a period of five years.

Pamphlets. The writer counted twenty-eight different pamphlets in the library, most of the variety published by the large oil refining companies.

Films and filmstrips. All films used by the junior high school are rented or borrowed, none are school owned.

There are 136 filmstrips in the library filing cabinet. Eighty are in the field of science, fifty-four in the social studies, and two in mathematics.

Maps. The library does not have a map collection.

Globes. There are no globes present, either for use in the library or at home.

Newspapers. The junior high school does not subscribe to a newspaper.

Professional library. There is not a collection of professional material for use by the school faculty.

¹Assistant Superintendent Ralph Evans, of the Clarke Community School District, in a personal interview, June, 1962.
Summary. The library's book collection of 930 books falls far short of the minimum recommended number of 5,000 volumes. No area of books was represented by at least the minimum recommended number of books.

It was also noted that a large number and high percentage of these books are not of recent copyrights. In the area of social studies, sixty-eight per cent of the books were at least twenty years old. Fifty-two per cent of the books in the fields of science and mathematics and seventy-three per cent of the books in the field of vocational subjects were copyrighted at least twenty years ago. Seventy per cent of the total book collection is at least ten years old, while forty-seven per cent is at least twenty years old.

Though the number of sets of encyclopedias is sufficient, the quality is questionable with the newest set being 4 years old ranging to 21 years old for the earliest edition.

The magazine subscription list is about half the minimum recommended quantity.

There is no specific standard set for the quantity of pamphlets which should be present in the library but the present collection is insufficient.

The absence of maps and globes can hamper the work of students in the library.

The newspaper is an important source of pertinent and current information for the junior high pupil and the library cannot
Certain books may be difficult to find because of the absence of shelf lists and the failure to classify the books according to the Dewey Decimal System.

A professional library of 200 to 1,000 books is recommended for the faculty. The writer found no evidence of a professional library.

**VI. SERVICES**

**Schedule.** The library's schedule coincides with the school day schedule. It opens at the beginning of homeroom periods in the morning and closes with the dismissal of school in the afternoon. It is not open during the noon hour. The students may use the reference books during this time, but there is no one present to assist them in finding information if they need help. 1 The librarian is available to assist them and check books in and out three periods during the day.

**Library instruction.** Since the librarian also teaches English, library instruction is carried out as a unit in her English classes. The librarian does not teach all of the pupils so some do not receive library instruction. 2

**Summary.** The library is open only during school hours.

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1 White, loc. cit.
2 Cooper, loc. cit.
which means that some students may not have the opportunity to derive much benefit from the library services.

Since some students may not receive library instruction until they reach the eighth grade or possibly none at all, the efficiency of the library service to these people is somewhat curtailed.

VII. BUDGET

There is no separate allocation in the budget for the junior high library. It is included in the allocation for the elementary library. Fifteen hundred dollars is allocated to the elementary library which figures to be about $1.50 per student. This figure includes the allocation for books, magazines and periodicals, newspapers, and other such materials. Though no formal purchasing program has been established, the years in which the purchasing of encyclopedias is deemed necessary a special allocation is made for this purpose.

Fifty dollars is allocated for library supplies. Three hundred dollars is allocated for audio-visual materials, most of which is used for renting films. This figures to be about 35 cents per pupil.

Summary. The sum of $1.50 per pupil for library materials is very low when we consider the fact the minimum recommendation was the allocation of $3.00 per student to maintain the book collection alone.
VIII. A PLAN FOR THE IMPROVEMENT OF THE CLARKE COMMUNITY JUNIOR HIGH SCHOOL LIBRARY

After an evaluation of results of this study was made, a plan was developed for the improvement of Clarke Community Junior High library. The plan does not bring the library up to standards in all phases of every area. The writer included only those standards that he felt were within reasonable reach of the school at this time.
CHAPTER IV
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. STATEMENT OF THE PROBLEM

This study was performed because of the apparent necessity for the improvement in the Clarke Community Junior High School library.

As the enrollment had increased the need for the library had increased. Many of the students of the Clarke Community School District do not have the opportunity to utilize the Osceola Public Library. This makes it more important that the junior high library be of sufficient quality to serve its students of this age group.

II. PROCEDURES FOLLOWED

The following procedures were used:

1. Through a review of the publications by recognized authorities the standards for a functional junior high library was developed.

2. The Clarke Community Junior High library was then surveyed.

3. The results of this survey were compiled to show in which areas the library was adequate and in which areas it was not adequate.

4. In view of the findings, a plan has been made for the
improvement of the Clarke Community Junior High School library.

5. A summary has been made and some recommendations have been suggested.

III. SUMMARIES

After developing a guide showing the standards of a functional junior high library it was a relatively easy task to evaluate the Clarke Community Junior High library.

In surveying the library it was found there was not a certified librarian in charge of the library, and the teacher delegated the responsibility of supervising the library was handicapped by both time and lack of sufficient help.

The library was not large enough to accommodate the students and was located to the rear of the study hall occupied at times by seventy to one-hundred and ten students. There was not a librarian's office, work room nor small group conference room.

There were not enough tables and chairs to insure study facilities for all students who would be using the library.

Other furnishings such as adequate magazine racks, newspaper racks, dictionary stands, storage cabinets for maps and charts were missing.

The book collection in the library falls far short of the minimum recommended number. The magazines and pamphlets do not meet minimum standards. The absence of globes, maps, charts,
and newspapers was noticed.

There was no professional library for the members of the faculty.

Through an interview with the librarian it was established that not all students have the opportunity of receiving library instruction.

The sum of $1.50 per pupil was allocated in the budget for library materials.

IV. CONCLUSIONS

The following conclusions are based upon the findings of the study:

1. The teacher-librarian was handicapped by the lack of time and sufficient help.
2. The size of the library is inadequate for the number of pupils enrolled in the school.
3. The library is not desirably furnished.
4. The material content of the library does not meet with minimum recommended standards.
5. The school's responsibility of providing library instruction for all students is not being carried out.
6. Insufficient funds are being allocated in the budget for the maintenance of the school library.

V. RECOMMENDATIONS

Based upon the previous stated conclusions, the writer
would make the following recommendations:

1. The plan, submitted in the appendix of this study, for the improvement of the junior high school library should be thoroughly studied by the Board of Education of the Clarke Community School District and implemented into its school development program.

2. It is further recommended that a follow-up study of this nature be made in five years to determine what progress has been made in the improvement of the library and what further improvements are necessary.
BIBLIOGRAPHY
BIBLIOGRAPHICAL ENTRIES

A. BOOKS


B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


Division of Curriculum. Junior High Schools for Iowa Youth. Des Moines: Iowa State Department of Public Instruction, 1960.

C. ARTICLES AND BULLETINS


APPENDIX
A PLAN FOR THE IMPROVEMENT OF THE CLARKE COMMUNITY
JUNIOR HIGH SCHOOL LIBRARY

I. THE LIBRARIAN

1. The Clarke Community School District is to employ a full
   time junior high school librarian commencing with the
   1963-64 school term.
2. The librarian will be included on all future curriculum
   and book committees.
3. Student library assistants will be used and a program for
   their training will be implemented.

II. PHYSICAL PLANT

1. The present study hall is to be remodeled to serve only
   as the central library.
2. The stage in the present study hall is to be converted
   into a work room and storage room.
3. The room adjacent and to the west of the stage will serve
   as the librarian's office.
4. The room east of and adjacent to the stage will serve as
   the small group conference room.

III. FURNITURE

1. Enough shelving will be installed to accommodate a
minimum of 5,000 volumes of books.

2. Provisions will be made for the filing of magazines, newspapers, maps and charts, and pamphlets.

3. A charge desk will be placed in the library.

4. Tables and seating will be provided for a minimum of forty-five students.

5. The librarian's office, the work and storage room, and the small group conference room will be properly furnished.

IV. CONTENT

1. The librarian will be delegated the responsibility of discarding books presently in the library that are of no value.

2. A plan will be developed and initiated that will insure the acquisition of at least 5,000 volumes of books by the end of a five year time span.

3. The encyclopedia collection will be brought up to date.

4. Globes for use in the library and at home will be purchased.

5. A good map collection will be obtained.

6. An adequate number of magazines will be subscribed to.

7. At least one copy of a daily newspaper will be placed in the library.

8. The filmstrip library will be increased in size.

9. The foundation of a professional library will be formed.
with a goal of 200 to 1,000 volumes.

V. SERVICES

1. A library schedule will be arranged so as to give students adequate opportunity to enjoy its services.

2. A systematic program of library instruction will be correlated with the English classes.

VI. BUDGET

1. Provisions will be made in the budget for the allocation of money for the remodeling of the present study hall so it may serve as the central library.

2. The allocation of money for the purchase of adequate library furniture and equipment will be made.

3. Sufficient funds will be allocated to purchase a basic library collection of 5,000 volumes within a five year period.

4. After the basic library book collection has been established at least $3.00 per student will annually be budgeted for its maintenance.

5. Sufficient funds for magazines and newspaper subscription, and for library supplies will be provided annually.