IMPROVING THE LIBRARY SERVICES
IN THE MOUNT PLEASANT SCHOOL,
LAGRANGE, GEORGIA

Presented to
The Graduate Division
Drake University

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

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IN THE MOUNT PLEASANT SCHOOL,
LAGRANGE, GEORGIA

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The study explores the impact of library materials on educational development and highlights the importance of well-rounded library services in fostering students' minds. It also examines the distribution of expenditures on various library materials and the types of materials withdrawn from the school library, along with the library holdings for different grade levels and high schools. The study concludes with the analysis of magazine holdings and their effectiveness in providing rich avenues of enjoyment and pleasure in the fields of literature, which aid in the individual's growth and education.
CHAPTER I

INTRODUCTION

Realizing the importance of keeping school library service abreast with today's educational changes, educators and librarians have sensed a definite need to re-evaluate the service of the school library. The basic aims of education are in full harmony with the educational objectives of the school. A library with adequate materials and services will be able to help implement the new ideas of education.

Effective use of the school library as a working unit in the elementary school has increased rapidly in recent years. This increased use of the library in education has come about very fast as schools have changed to meet the needs and interests of children.

The solution of many classroom problems in the modern elementary school requires the skillful use of books and libraries as efficient sources of information. This tendency to treat reading as a highly important tool of learning has resulted in establishing a very close relationship between reading and practically every other school activity.

Effective uses of library material will open up rich avenues of enjoyment and pleasure in the fields of literature which provide the media through which the individual can
become acquainted with its meaning and significance.

I. THE PROBLEM

**Statement of the problem.** The purpose of this study was to make an investigation of the library services in the Mount Pleasant Elementary School in LaGrange, Georgia, to show how the library can help create interest in reading, to show how the librarian can help in acquainting pupils with library techniques, and to show what the desirable characteristics of the elementary school library collection are.

III. SETTING

This study was conducted at the Mount Pleasant Elementary School which is an accredited school by the Southern Association and is located in the center of the Mountville Community, three miles Southeast of Atlanta, which is the capital city of Georgia.

II. PROCEDURE

**Procedures for developing the study.** The following plan was used in the development of this study: each farm, and

1. A review of the literature was made to understand the philosophy of library services. The investigator began this study with the assumption that faculty opinion about the library was important in determining to what extent the library was meeting the needs of its users and how the services might be
improved. The investigator hence developed a
check list concerning the use of the library and
its adequacy. ¹ This check list was given to all
faculty members of the Mount Pleasant School.

3. Conferences were held with pupils to determine their
desires for better library facilities.

4. Printed sources such as the school's yearbook and the
principal's register were used for a description of
the curriculum, philosophy, and objectives of the
Mount Pleasant School.

III. SETTING

There are newly constructed health centers. These
include Location of study. Lagrange, Georgia, is a prosperous,
textile city with a population of thirty-two thousand. It is
located seventy-three miles Southeast of Atlanta, which is
the capital city of Georgia.

Lagrange is noted for its friendly people and beautiful
flower centers. People used to ride through the city in
buggies from miles away to see the beautiful peach farms, and
unique gardens of flowers. Now that cars are in almost every
home, people find it more convenient to ride through the three
and four mile centers to observe the sights of the Southland.

There are three high schools and six elementary schools

¹Appendix A
for Negro boys and girls. There are seven elementary and five high schools for the white boys and girls. Day and night schools are open for both races who find it impossible to attend day school. All of these schools are outcomes of the re-organizational period which took place about six or seven years ago. Prior to this period, there were many one-room teacher situations existing.

Lagrange has one college open for white patrons only. However, Negro students may enroll in nine various colleges located within the range of seventy-three to one hundred miles of Lagrange.

There are newly constructed health centers. These include two baby clinics, one cancer clinic, a city and county health clinic, and one well-equipped hospital with an adequate staff of practitioners, surgeons, registered nurses, practical nurses, and other clerical assistants.

Lagrange has many churches of almost every faith. There are also several centers designed for recreation. These centers are centrally located for the purpose of giving near-by areas access to these facilities.

1. Recognition of the dignity of all kinds of productive labor and services.

2. A feeling of responsibility to other individuals, keenly interested in young people, and having many materials and sources of materials.
CHAPTER II

REVIEW OF LITERATURE AND RELATIONSHIP TO MOUNT PLEASANT PRACTICES

Since the library can be evaluated validly only in relation to the objectives of the school, it is important for the librarian to be fully acquainted with the goals towards which her particular school is aiming.

In the light of the changing needs of the pupils, the philosophy and objectives were stated by the Education Policies Commission thus:

We believe that education is the process of continuous growth and development through worthwhile experiences, which fit the individual both to live abundantly and to serve society to the maximum. That the school should prepare each individual to live democratically, achieve academically, improve spiritually, grow intellectually, and to develop morally and normally to his individual capacity. To do this, it should inspire pupils by precept and example in such ideals as:

a. Respect for the rights, opinions and property of others.

b. To acquire an open-minded critical attitude.

c. Respect for the dignity and worth of every human being.

d. A belief in some creative guiding power higher than man.

e. Recognition of the dignity of all kinds of productive labor and services.

f. A feeling of responsibility to other individuals, keenly interested in young people, and knowing many materials and sources of materials.

1American Library Association, School Libraries for Today and Tomorrow, op. cit., p. 11.
Student participation in the general library program.

Students of the Mount Pleasant Elementary School have participated in the library program by helping the librarian select materials for the library. Students have suggested for purchase titles which they had read or had seen publicized.

A Library Journal list, Growing up With Books,¹ which was formulated of library policies. The members of the sent to the parents of Mount Pleasant School pupils as a book club of the Mount Pleasant Elementary School have part of the 1959 National Book Week Program, was used by students to help select titles for purchase. This list at audience and book losses. Principal knew recommended that which contains 250 annotated titles that every child should have a chance to read and enjoy has been used quite extensively with any or all of the student groups. A student by students, not only as a source from which to suggest titles for purchases, but also to help them select books from the library to be read.

Library exhibits of student work. There should be during the 1959-60 school year students participated exhibits of work done by the students of the school displayed in the following library sponsored activities: bulletin in the library, for through the library can develop board displays, exhibits in the arts and sciences, and a student interest in hobbies and open up to them the way to doll show.

Library exhibits will provide for the pupils aesthetic

The library made use of student assistants who were experiences and develop appreciation of the arts. Ludile chosen from each class and who served only a few minutes large defended this point in the statement: "To many boys during their library periods or after school. These volunteer works the library . . . bright with books and exhibits student assistants performed many necessary mechanical duties in itself an aesthetic experience highly appreciated but

such as charging and discharging books, shelving books and
shelf reading, filing circulation cards, pasting pockets
and date due slips in books, delivering materials to
classrooms, and helping fellow pupils to use materials more
readily.

Formulation of library policies. The members of the
library club of the Mount Pleasant Elementary School have
helped formulate library policies pertaining to conduct,
attendance and book losses. Frances Henne recommended that:

Opportunity should be provided for students to
shape some library policies. The librarian may do
this with any or all of the student groups. A student
library committee forms an excellent aid for the
library, and provides good social experiences for its
members.¹

Library exhibits of student work. There should be
exhibits of work done by the students of the school displayed
in the library, for through them the library can develop
student interest in hobbies and open up to them the way to
richer living; exhibits will provide for the pupils aesthetic
experiences and develop appreciation of the arts. Lucile
Fargo defended this point in the statement: "To many boys
and girls the library . . . bright with books and exhibits
is in itself an aesthetic experience highly appreciated but

¹Frances Henne, A Planning Guide for the High School
Library Program, (Chicago: American Library Association, 1951),
p. 312.
Exhibits of art and poster work done by the students in various classrooms are found in the Mount Pleasant School Library. The exhibits consist of posters displaying the ability of pupils in the various classes. Even though the posters are made outside of the library the students are stimulated for and aided in the preparation of them by the librarian. They are displayed in the library as an incentive to the students to do better work and as an inspiration to other pupils in the school.

Students projects in the library. The library should provide opportunity for student group projects. An enthusiastic group of helpers will be gathered to help learn through these activities to make plans, to work together in a group and to complete successfully projects that are begun.

In the Mount Pleasant School Library, students have some educational value. If no student assistants are worked on one of the major projects of the English department, the policy should be followed to plan their program, the school paper. An organized staff of pupils of which the librarian is the advisor, plans and prepares the paper in opportunity to carry on some sort of educational value in the library.

Program for Student Library Assistants. In order that a school librarian may give teachers and pupils the attention

and time necessary to satisfy their wants, the routines of the library must function smoothly. Generally these routines are carried out by a pupil staff which changes each period. This staff may be one which does assignments and receives voluntary service to the school.¹

The training given the student assistants is good. Each librarian supervises the practice of assistants during the training period, rotated, and the reward for service One of the best means of developing interest in the school library, is the organization of pupil library assistants. Members of the student body are less skeptical of their fellow students than they are of faculty members. An enthusiastic group of helpers will do much to sell the library idea.² for working in the library.¹

Student assistants who are not paid should spend a major portion of their time on those activities that have some educational value . . . If no student assistants are in the character of library materials provided and in their paid, the policy should be followed to plan their program of selection and use."² Because of these educational and of library activities so that all students have some changes, the role of the library has taken on new opportunity to carry on some work of educational value.

The time of the student assistant should not be exploited.

to the extent that his work is concerned only with the
repetition of simple mechanical tasks. The best training
comes from actual doing under careful supervision. This
training and supervision should be given by the librarian.
A manual of instruction that describes the duties to be
performed by the students should be available for the student
assistants. From time to time their duties should be
changed and the work rotated, and the reward for service
should be consistent with that given for other school
services performed by students. If the school has a work
program for young people, then the library assistants should
be paid for such noneducational aspects of library work as
shelving. It is recommended that students do not receive
academic credit for working in the library.¹

¹Social Guidance program. Modifications in school
curricula in response to these social changes are "reflected
in the character of library materials provided and in their
administration and use."² Because of these educational and
social changes, the role of the library has taken on new
activities that may provide some developmental need of

¹Jessie Boyd, "Function of the Library in the Work of
the School," School Executive, LXVI (September, 1946), 61.

²W. S. Gray, "Social and Educational Changes Affecting
the Library," The Library in General Education, Forty-Second
Yearbook of the National Society for the Study of Education,
meaning and its concept has undergone significant changes.

The school library has risen recently as a social and educational institution in our culture. The year 1920 marked the turning point in school library history, for that year is the in which the need for school libraries reached national recognition. Right book at the right time is making a most important contribution to each child and to the whole reading program. Her work grows by magic and the library has some

The social guidance program. The library has some contributions to make to the schools' program of social guidance and the Mount Pleasant School librarian provides the services by: (1) helping students to develop the proper attitudes toward public property, (2) helping students to learn the proper behavior of an individual in a group situation, and (3) providing direct guidance for individual students that contributes to their social growth, by means of panel discussions of boy and girl relationships. This service is limited to students in grades seven through eight, because it is carried on largely during the morning assembly programs. Homeroom teachers perform this service in grades one through six since there is no counselor in the school. The librarian does cooperate with the teachers by providing opportunities for individual students to carry on activities that may provide some developmental need of the students.
in choosing a career or even to help develop an occupational interest in any particular field.

Every child has a right to expect reading guidance which is perhaps the most important reading function of the school librarian. The matching of books and children can be one of the most stimulating and rewarding activities a librarian can have. The librarian who is deft at detecting children's interests and abilities can supply the right book at the right time is making a most important contribution to each child and to the whole reading program. Her work grows by magic and her patrons increase by the dozens as the enthusiasm mounts for the books she has recommended.\(^1\)

Reading guidance program of the library. Since the library is a part of the school and functions to further its objectives, it should make an outstanding contribution to the reading program of the school. In view of the library's special organization and equipment, it should become an effective agency in the reading program in the school of which it is a part. The librarian participates in the reading program through informal conferences and conversation with pupils, planned group projects, effective displays and publicity, and through guided pupil activities. She helps pupils find reading materials for their academic and non-academic purposes, encourages the extension of their reading interests, creates a favorable reading atmosphere, develops

\(^1\) Harry C. McIlwain, A Boy Grows Up, (New York: Macmillan--

Hill, 1948).
in pupils' good reading habits which create in them a lifelong desired appreciation of literature, and helps them to understand, interpret, and evaluate what they have read.

Reading activities carried on at the Mount Pleasant Elementary School involve three personalities: the librarian, the prospective reader, and the author of the Elementary School. The librarian contributes to the reading program of the school through a planned story hour for the elementary grades. This has helped to create good reading habits for these pupils. She also talks informally with groups of students about their reading, arranged displays frequently, and guides students in the selection of books for assigned and non-assigned readings. During the current school term the librarian worked with the social studies department in the selection of suitable books for four of his pupils in personal development. A Boy Grows Up by Harry McKown was recommended for the boys and A Girl Grows Up by Ruth Fedder was recommended for the girls. The library can help meet many personal needs of pupils through book content. Very often it can provide guidance for the pupil for personal circulation such as classroom, for reserves, who needs a greater understanding of himself or others, out of circulation, for the return of overdue books and the collection of fines and damages, and occasionally, for

Circulation of materials in the school library. The

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circulation department is the service area of the library. It brings the librarian, the students and the books together. Everytime the librarian circulates a book she participates in a social activity which involves three personalities: the librarian, the prospective reader and the author of the book.

All materials are available for home use in the Mount Pleasant School Library with the exception of reference works. These are limited to circulation within the school.

The objectives of a circulation system, as outlined by Lucile Fargo, are as follows:

1. To provide for the widest use of books and other library materials by teachers and pupils.

2. To make proper adjustments between reference demands and home use and classroom use of books.

3. To put the right book into the hands of the right pupil (or teacher) at the right time, and to devise a charging system that will carry out the above with the least possible expense, friction, and expenditure of time.

In order to accomplish these aims, provision must be made for home circulation, both overnight and longer, for intramural circulation such as classrooms, for reserves, for recording the whereabouts of books temporarily out of circulation, for the return of overdue books and the collection of fines and damages, and occasionally, for pupil reading records.¹

Printed materials, pictures, and recordings circulated for home use. All printed materials other than reference works are available for home use in the Mount Pleasant School Library with the exception of reference works.

¹Fargo, op. cit., p. 317.
works, are freely circulated, and the recordings which are housed in the Mount Pleasant School Library are circulated in the school to individual classrooms. The librarian stated that revision of library policies for the current school term was made on the basis of materials lost during the previous school term.

Authorities have recommended that all printed materials (other than reference books), pictures, and recordings be an, circulated for home use. Formed that the administration does. A daily circulation record is kept at the Mount the Pleasant School Library. The record is broken down according to the ten major Dewey Decimal Classification areas and the audio-visual materials are distributed by type. The school and for administering tests at the beginning of the school term. The actual location of the library is determined by local conditions; however, the best planned libraries are centrally located in respect to the main traffic antenies of the school. The use of the library fifteen minutes before school and twenty minutes after it closes. Pleasant School Library is located at the extreme east end of the newly constructed elementary school building which does not have a policy of lending materials for use during the vacation period.

houses eighteen elementary rooms and the principal's office. The location of the library is desirable.

**Procedures for admitting students in the library.**

All students have free access to the library throughout the day. The schedule provides for all pupils to have a weekly story hour planned by the librarian.

**Borrower's cards.** In a conference with the librarian, the investigator was informed that the administration does not recommend the use of borrower's cards; therefore, the Mount Pleasant School Library does not use them.

The library is not used exclusively for library purposes. It is used for faculty meetings after school and for administering tests at the beginning of the school term.

**Library hours.** The Mount Pleasant School Library is open during the entire school day including the lunch hour. The daily schedule is from 8:20 A.M. to 3:20 P.M. This affords the use of the library fifteen minutes before school opens and twenty minutes after it closes.

The library is closed during the summer months, and does not have a policy of lending materials for use during the vacation period.

The over-all objective for attendance is to get as many students as possible into the library without over-
crowding. Pupils should come to the library for a specific purpose, and not just to occupy a seat.  

**PERSONNEL, FINANCE, QUARTERS, AND EQUIPMENT**

The library personnel in the Mount Pleasant School has consisted of one professional librarian. Finance includes the library budget in relation to appropriations and revenues. Quarters and equipment include the physical features of the Mount Pleasant School library. All of these factors will be described and evaluated by the investigator in the light of national, regional, and state standards.

**I. PERSONNEL**

The library personnel is a very important factor in an effective library program. In addition to her professional training, the librarian should have a wide knowledge of books, the ability to work with teachers, and an understanding of children. She should be competent in administering library services so that the library functions effectively and contributes its part to the complete educational personnel program.

**Size and schedule of staff.** The library staff at the Mount Pleasant Elementary School has consisted of one full-time professional librarian and fifteen student assistants. Ifargo, op. cit., p. 303. The librarian performs forty hours of service per week. The
CHAPTER III

PERSONNEL, FINANCE, QUARTERS, AND EQUIPMENT

The library personnel in the Mount Pleasant School has consisted of one professional librarian. Finance includes the library budget in relation to appropriations and expenditures. Quarters and equipment include the physical features of the Mount Pleasant School library. All of the above factors will be described and evaluated by the investigator in the light of national, regional, and state standards.

I. PERSONNEL

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Size and schedule of staff. The library staff at the Mount Pleasant Elementary School has consisted of one full-time professional librarian and fifteen student assistants. The librarian performs forty hours of service per week. The
students work as many hours per week as their schedule will permit. Student assistants are not paid for their work.

Standards for personnel. "Those responsible for providing good schools, and material services as a part of them, are concerned with standards." Standards may be considered as criteria for measuring the effectiveness of a program; they are a guide to planning for improved education. Standards for libraries usually fall into three categories: National, Regional, and State.

Each school should meet its regional and state standards for their school library service or their recommendations. If the school does not meet the national standards, its planning program should make provisions for doing so as soon as possible.\[1\]

The following is the distribution and percentage of pupils in the Mount Pleasant School by grades. There is a decrease in the enrollment after pupils leave the last year in the junior high school. The implication is that more guidance is needed to encourage pupils to remain in school after reaching the senior high school department.


\[2\]Henne, Ersted, and Lohrer, op. cit., p. 44.
TABLE I

NUMBER OF PUPILS, PERCENTAGE OF TOTAL ENROLLMENT:
OF GRADES ONE THROUGH SEVEN, MOUNT PLEASANT
SCHOOL, LAGRANGE, GEORGIA, 1959-1960

<table>
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<tr>
<th>Grade</th>
<th>Number of Pupils</th>
<th>Percentage of total Student Enrollment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>105</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>67</td>
<td>16</td>
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<tr>
<td>4</td>
<td>56</td>
<td>13</td>
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<tr>
<td>5</td>
<td>54</td>
<td>13</td>
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<tr>
<td>6</td>
<td>40</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>44</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>430</td>
<td>100</td>
</tr>
</tbody>
</table>

The enrollment of 430 pupils, the Mount Pleasant School library
meets minimum state requirements for staffing the school.

Professional training of the library staff. The
librarian at the Mount Pleasant School is certified by the
Georgia State Department of Education. She holds a Bachelor
Science Degree from Clark College, Atlanta, Georgia. She
has earned twenty-four graduate hours in library science
at the University of Georgia. She has had six years of
experience as a school librarian.

National standards. In relation to national standards,
the size of the Mount Pleasant Elementary School library
staff does not meet minimum requirements. With an enrollment
of 430 pupils, there should be a full-time librarian and a
clerical assistant.

Regional standards. The professional preparation of
the librarians for the Mount Pleasant Elementary School library
staff does not meet the minimum requirements of a full-time librarian.
and recommendation for a part-time clerical assistant.

**State standards.** The standards of the Georgia State Department of Education for staffing materials centers through centralized service require a full-time librarian for a school with an enrollment of 301 to 500 pupils. With an enrollment of 430 pupils, the Mount Pleasant School library does meet minimum state requirements for staffing the school library.

**Professional training of the library staff.** The librarian at the Mount Pleasant School is certified by the Georgia State Department of Education. She holds a Bachelor of Science degree from Clark College, Atlanta, Georgia. She has earned twenty-four graduate hours in library science at the University of Georgia. She has had six years of experience as a classroom teacher, served four years as teacher-librarian and two years as full-time librarian at the Mount Pleasant Elementary School.

**National standards.** In the light of national standards, the professional preparation meets with the requirements.

**Regional standards.** The professional preparation of the librarian at the Mount Pleasant Elementary School meets minimum requirements. With an enrollment of 301 to 500 pupils, the librarian should have completed twenty-one hours.
of library service in an approved library training agency. One or two years teaching experience is desirable.\footnote{Southern Association of Colleges and Secondary Schools, Constitution and Standards of the Southern Association of Colleges and Secondary Schools (Atlanta: Southern Association of Colleges and Secondary Schools, 1950), p. 26.}

In order to meet the requirements of library service, \textit{State standards}. All library personnel shall hold a valid graduate certificate covering library service or library.\footnote{State Department of Education, Standards for Accreditation of Georgia Schools (Atlanta: State Department of Education, 1954), p. 32.}

The professional preparation of the librarian meets with minimum state standards.

Provisions for staffing the library throughout the day. The librarian, at the Mount Pleasant School library, has been a recognized member of the faculty and has enjoyed the same privileges as the other teachers. She has been considered as head of a department and has on the same basis of professional training and experience, salary comparable to that of other faculty members. The librarian is employed during the regular session of nine months, with her annual salary paid in twelve monthly installments. Since the library is closed during the summer months, there is no additional pay for the librarian at the time of this study. The librarian has been relieved one period a day by a student as stated in the curriculum plan: Three per cent in marking books and two per cent in discipline.
assistant who takes care of the circulation of materials. The librarian should have one free unscheduled period a day so that she can draw up plans for implementing the library program.1

Understanding of the efficiency of the present program,

Activities of the librarian. In school libraries where there is no cooperative cataloging and processing, educational trends and theories give her a right to the librarian should spend at least seventy per cent of her time in working with students and teachers.2

The following presentations show books withdrawn by

Working with students and teachers. The librarian has spent five per cent of her time working with teachers and fifty per cent of her time working with students or a total of fifty-five per cent of her time working with the two groups. She has spent the other forty-five per cent of her time on the job as follows: ten per cent is spent in the selection of books and other materials; ten per cent in circulation of materials; ten per cent in technical processes; five per cent in publicity; five per cent in shelving; three per cent in mending and marking books and two per cent in discipline.

Participation in curriculum planning. The librarian has participated to a great extent in the curriculum planning

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1Standards for Accreditation of Georgia Schools, op. cit., p. 33.
2Ibid.
program of the school. She has been a member of the curriculum committee and has participated as resource person in the school workshops.

Her knowledge of the efficiency of the present program, her understanding of the problems and desires of pupils, her "over-all" picture of classroom activities, and her acquaintance with educational trends and theories give her a right to participate in the curriculum planning program of the school.¹

The following presentations show books withdrawn by the students and teachers from the library during the month of April, 1960. The materials are classified under the major division of the Dewey Decimal Classification System. Table II reveals that the category "Science", had the greatest number of withdrawals for the month by students and Table III shows that the category "Fiction Books", has the largest number of withdrawals for the month by teachers.

⁠

<table>
<thead>
<tr>
<th>Category</th>
<th>Students</th>
<th>Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>30</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Literature</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>History (World)</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Biography and Travel</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Poetry</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Art</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>History</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

**TABLE II**

**CATEGORIES AND NUMBERS OF BOOKS WITHDRAWN FROM MOUNT PLEASANT SCHOOL LIBRARY, LAGRANGE, GEORGIA, BY STUDENTS, APRIL, 1960**

**TABLE III**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Non-Reserve Books</th>
<th>Reserve Books</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Works</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>12</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Religion</td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Social Science</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Philosophy</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>66</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>Applied Science</td>
<td>29</td>
<td>5</td>
<td>34</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>15</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Literature</td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>History (World)</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Geography and Travel</td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>History</td>
<td>14</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Biography</td>
<td>50</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Short Story Collection</td>
<td>12</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>16</td>
<td>272</td>
</tr>
</tbody>
</table>

**Note:** Appropriations in public schools in Georgia for daily attendance of the State Superintendent of Public Instruction for the fiscal year 1957-1958, revealed that the average appropriations for the year 1959-1960, was 50.8 and a total of $301,000 was spent for...
During April, 1960, the subject school faculty withdrew the following books from the library:

The average daily attendance for the school year of 1958-1959 was 556 and a total of $2,120.24 was spent for library books and supplies. This was an increase of $1,360.00 over the 1957-1958 school year. TABLE III

TYPES OF MATERIALS WITHDRAWN FROM MOUNT PLEASANT SCHOOL LIBRARY, LAGRANGE, GEORGIA, BY TEACHERS, APRIL, 1960

<table>
<thead>
<tr>
<th>Types of Materials</th>
<th>For Classroom Collection</th>
<th>For Use Other Than Classroom Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Fiction Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pamphlets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recordings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| this was an average of $4.95 per pupil. The expenditure per pupil for audio-visual materials in the Mount Pleasant School Library for the current school term was thirteen cents. This is thirty-cents lower than the minimum state requirement of.

II. FINANCE

The appropriations in the public schools in Georgia are based on the average daily attendance. The biennial report of the State Superintendent of Public Instruction for the fiscal year 1957-1958, revealed that the average daily attendance in the schools of Troup County for the year 1959-1960, was 502 and a total of $991.01 was spent for...
library books and expense. This was an average of $1.76 spent per student. The average daily attendance for the school year of 1958-1959 was 556 and a total of $1975.34 was spent for library books and expense. This was an average expenditure of $3.55 per student.1 Expenditures for both years far exceeded the national, regional, and state standards. This was largely because the library at the Mount Pleasant School was gaining local and state recognition, and capital outlay money could only be spent for two years in the organization of new libraries.

During the current school year, the average daily attendance in Troup County was 604 and a total of $2,120.24 was spent for library books and supplies at the Mount Pleasant School Library. This was an average of $4.93 spent per pupil. The expenditure per pupil for audio-visual materials in the Mount Pleasant School Library for the current school term was thirteen cents. This is thirty-seven cents lower than the minimum state requirement of fifty cents per pupil.

Table IV indicates the distribution of expenditures for books, periodicals, pamphlets, audio-visual materials, bindings, supplies, and equipment by percentage in the support of libraries in the Public Schools of Georgia are

---

Mount Pleasant Elementary School for the current three years, 1957-1960, as obtained from the files of Superintendent R. S. Clark. The table reveals that the Mount Pleasant School library spent the greatest percentage of the budget for printed materials. A very small percentage of the budget was spent for audio-visual. This was due largely to the establishment of the Mount Pleasant School Library, the County's Centralized Audio-Visual Depository. The appropriation of $3,000.00 for the Year 1958-1959, could allow $1.25 per student, or a total of $537.50. The following table shows the expenditure of $4,645.00 allowing $150.00 per capita for printed materials.

### Table: Percentage and Distribution of Expenditures of Mount Pleasant Elementary School, Lagrange, Georgia, for Books, Periodicals, Pamphlets, Audio-Visual Material, Bindings, Supplies, and Equipment, 1957-1960

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Expenditure</th>
<th>Per cent For Books</th>
<th>Per cent For Pamphlets</th>
<th>Per cent For Audio-Visual Material</th>
<th>Per cent For Bindings</th>
<th>Per cent For Supplies</th>
<th>Per cent For Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1957</td>
<td>$991.01</td>
<td>75</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>1958</td>
<td>1,975.34</td>
<td>80</td>
<td>15</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>1959</td>
<td>2,120.24</td>
<td>80</td>
<td>13</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

Georgia state standards parallel national standards on the efficiency required by regional standards. The state also require an annual appropriation of not less than 50 cents per pupil for support of libraries in the Public Schools of Georgia are the local school board, with supplements by the State Department of Education. The budget for the Mount Pleasant School Library
for the current school term was $3,000.00. Approximately $2,120.24 had been spent for library materials at the time of this study. It is evident that the budget for financing the library is adequate.

Adequacy of income. According to national standards, the principal informs the Leup County Superintendent, the principal of the total annual budget for the Mount Pleasant School library and the proposed budget each year. This principal informs the superintendent that the library should have been $645.00 allowing $150.00 per capita for the allocation for library materials. This pupils. The appropriated budget of $3,000.00 for the current school term far exceeded the national requirements. In relation to regional standards, the minimum annual budget for the Mount Pleasant library would allow $1.25 per capita for its 430 students, or a total of $537.50. The expenditure of all school library funds. Other faculty appropriated budget of $3,000.00 exceeded the recommended $1.25 per capita. The library is encouraged to make suggestions for purchase minimum requirements.

Georgia state standards parallel national standards, however, are subject to the approval of the principal and are slightly superior to regional standards. The state and superintendent standards require an annual appropriation of not less than $1.00 per pupil from grades one through twelve; and an annual appropriation of fifty cents per pupil for audio-visual materials. The appropriations of the Mount Pleasant Elementary School library for the current school year far exceeded minimum state requirements.

Administration and operation of budget. The Mount Pleasant Elementary School has a centralized county library operated on a combined budget of the local schoolboard and state aid. The librarian has sole responsibility for the administration and organization of the library. The office of the Troup County Superintendent notifies the principal of the proposed budget each year. The principal informs the librarian of the allocation for library materials. This is necessary because the librarian cannot build an adequate collection and meet the requests for new materials without knowing in advance the annual allocation for the library.

The librarian has the responsibility of planning for the expenditure of all school library funds. Other faculty members are encouraged to make suggestions for purchase but the final decision rests with the librarian. This decision, however, is subject to the approval of the principal and superintendent.

Library funds are available for the purchase of library materials throughout the year.

Funds from the book budget should be available throughout the school year so that book orders may be staggered and thus assure the purchase of new books and materials to meet the needs and interests of pupils and teachers as they arise.1

The Mount Pleasant School library has a policy of spending all funds allocated to the library by the end of the school year. The majority of the book orders are sent directly to reputable book jobbers from the office of the superintendent. Book orders for encyclopedias are sent to the publishers.

Financial records. The librarian at the Mount Pleasant Elementary School has kept a record of all receipts and expenditures for each school year.

Quarters and equipment. The Mount Pleasant School library is located at the extreme East end of the newly constructed elementary school building. It consists of a large well-equipped reading room with open adjustable shelves and a combination office-workroom. The floor space of 1,400 square feet is covered with gray tile. There are rectangular and round tables which give a seating capacity of fifty.

Library authorities have recommended that conference room space be provided in the library so that students may work together on group projects. A well-equipped workroom is provided with adequate storage space, desk, typewriters, two book trucks and a step stool. The workroom is also equipped
with adequate shelves.

The following types of equipment will be found in the library: adequate adjustable shelves, slanting magazine display shelves, one vertical file, sixty-one chairs, ten tables, one card catalog with twelve trays, two book trucks, two revolving dictionary stands, one rectangular upright newspaper stand with ten sticks, one typewriter, one desk for the librarian, two bulletin boards, six electrical outlets, one sink with running water and an atlas stand.

Audio-Visual equipment. The following types of audio-visual materials are owned by the Mount Pleasant School library: four radios, two globes, and twenty-one recordings. Sixty-five pupils to meet the regional standards.

Lighting and acoustics. The lighting facilities at the Mount Pleasant School are excellent. There are ample windows which cover the entire north side of the library. This provides adequate lighting and proper ventilation.

III. APPEARANCE OF THE LIBRARY

The Mount Pleasant School library was built in 1956 and is very attractive. The walls are of a light brown color with a buff ceiling. The wall and ceiling combination
creates a comfortable reading atmosphere. The furniture is of a light oak and is well kept. The circulation desk is adjacent to the workroom and exit. The library is clean at all times, has functional equipment, good pictures and many beautiful green plants. These factors contribute to the attractiveness of the library.

**National standards.** In relation to national standards, the Mount Pleasant library does meet the minimum seating capacity. According to national standards, the minimum seating capacity for an enrollment of two hundred pupils should be seventy-five.

**Regional standards.** According to regional standards, the reading room should accommodate fifteen per cent of the total school enrollment. The enrollment of the Mount Pleasant School is 430, therefore the library should seat sixty-five pupils to meet the regional standards.

**State standards.** According to State standards, a school which includes grades one through twelve, the library should seat fifteen per cent of the enrollment up to one thousand pupils. The Mount Pleasant School has an enrollment of 430 pupils. The library can seat only fifty-six pupils which is thirteen per cent of the total enrollment.
CHAPTER IV

after all, it is not the card catalog or the charging system, not the attractive room or its physical features that
comparing the materials collection with the book regional and state standards

The function of the school library is to provide a well-balanced collection of books for use of
instructional program can be filed properly and yet readily
accessible to all pupils and teachers who should use them.

Building up a collection of books for general reading.

By materials is meant: (1) printed magazines, newspapers,
charts; (2) audio-visual items, such as films, film-strips,
recordings, slides, maps, globes, pictures, charts; (3)
appreciation of good literature, in order to have in the
collection of rocks, stamps, sea shells, models, exhibits,
purpose the school library must contain wide representation
Indian relics, confederate firearms, anything with instruc-
tional value which is subject to acquisition, organization
reference, (2) books in the different fields of science -
and circulation.

This chapter presents an evaluation of materials
literature, (3) books which are read without reference to
collection of the Mount Pleasant School Library. Standard
school assignments -- plays, poetry and travel,
checklists of books and periodicals for school librarians
were used to ascertain the extent to which the titles in the
collection are included in basic selection tools.

The library which has to make its initial beginning

should be concerned with the building of a basic book collection
Miriam Braly Snow, "Building A Basic Book Collection,
Elementary School Libraries Today, Department of Elementary
School Principals and Washington National Education Association,
September 1958. (Georgia: State Department of Education, The Materials Center
Bulletin 220) (Georgia: State Department of Education, 1955),
pp. 9.

The Library in General Education, Fortieth Yearbook of the
National Society for the Study of Education, Part 11 (Chicago:
University of Chicago Press, 1955), 158.
because services of the Mount Pleasant Library are essential.

For face after all, it is not the card catalog or the charging system, not the attractive room or its physical features that make a school library desirable as each is, it is the book collection itself which is all important.¹

The function of the school library is twofold and both aspects are equal in importance. The library aims (1) to provide a well-balanced collection of books for use of pupils and teachers in classroom and laboratory work, and division are groups of four phrases which the material may be found. Checklists were given to the principal and all that will appeal to boys and girls of different ages and faculty members of the Mount Pleasant School to give their tastes and help them to develop the reading habit and appreciation of good literature. In order to serve its purpose the school library must contain ample representation of the following three groups of books: (1) books for ready reference; (2) books in the different field of knowledge -- science, history, the arts, languages, biography, travel, and "fairly adequate" when asked for individual opinion about the literature, (3) books which are read without reference to materials as a whole.

school assignments -- plays, poetry and travel.²

Table V shows that of the books included in the Basic School Collection the Sheridan and the Mount Pleasant School had the highest per cent in the fields of language and religion, the lowest in the fields of history and useful arts:


the services of the Mount Pleasant Library, a checklist for faculty members about the use of the library and its adequacy was used.

The checklist consisted of five major divisions: professional publications, collateral reading for teaching, personal enjoyment and satisfaction, books for assignments and opinion of materials as a whole. Under each major division are groups of four phrases which the material may be found. Checklists were given to the principal and all faculty members of the Mount Pleasant School to give their opinion of the library materials and services in the light of the adequacy. A form of the checklist follows in the appendix.¹

About one-half of the faculty members marked "frequently" in describing the extent to which materials could be secured from the library, and the entire faculty gave the mark of "fairly adequate" when asked for individual opinion about the materials as a whole.

Table V shows that of the books included in the Basic Books Collection for the Elementary Grades, the Mount Pleasant School had the highest per cent in the fields of language and religion, the lowest in the fields of history and useful arts. Of the complete collection, the Mount Pleasant School has 29.42 per cent.

¹Appendix A
### TABLE V

**LIBRARY HOLDINGS REPRESENTED IN THE BASIC BOOKS COLLECTION FOR THE ELEMENTARY GRADES**

**MOUNT PLEASANT SCHOOL, LAGRANGE, GEORGIA, 1959-1960**

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of Books on Basic List</th>
<th>Number of Books in Library</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Works</td>
<td>36</td>
<td>17</td>
<td>44.11</td>
</tr>
<tr>
<td>Religion</td>
<td>13</td>
<td>1</td>
<td>53.85</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>91</td>
<td>44</td>
<td>48.35</td>
</tr>
<tr>
<td>Language</td>
<td>3</td>
<td>2</td>
<td>67.00</td>
</tr>
<tr>
<td>Science</td>
<td>118</td>
<td>36</td>
<td>31.00</td>
</tr>
<tr>
<td>Useful Arts</td>
<td>99</td>
<td>24</td>
<td>24.00</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>49</td>
<td>16</td>
<td>32.65</td>
</tr>
<tr>
<td>Literature</td>
<td>31</td>
<td>13</td>
<td>41.94</td>
</tr>
<tr>
<td>History</td>
<td>224</td>
<td>44</td>
<td>19.00</td>
</tr>
<tr>
<td>Fiction</td>
<td>204</td>
<td>56</td>
<td>27.51</td>
</tr>
<tr>
<td>Picture Books</td>
<td>139</td>
<td>43</td>
<td>30.94</td>
</tr>
<tr>
<td>— and Essay Books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magazines</td>
<td>23</td>
<td>7</td>
<td>30.00</td>
</tr>
<tr>
<td>Total</td>
<td>1030</td>
<td>303</td>
<td>29.42</td>
</tr>
</tbody>
</table>

*According to the standard catalog for school libraries, 1. R. Wilson Co., 1959.*

*Recommended library books for Georgia schools, (Georgia)*

*Standard catalog for high school libraries and supplements, (New York: R. R. Wilson Co., 1938).*

The Mount Pleasant School library has a total of 2,358 titles and 3,222 volumes. Of the 2,358 titles, 769 or 33.42 per cent are found in the Basic Book Collection series. The remaining 1,569 titles are found in other selection aids, such as, The Children's Catalog, Booklist and Subscription Books Bulletin, Recommended Library Books for Georgia Schools, and The Standard Catalogue for Elementary School Libraries and Supplements.

According to the Standard Catalog for School Libraries, Fifth edition, 1947, the titles in the collection should be distributed as follows: (1) General Works, 1.5 per cent; (2) Philosophy, 1.0 per cent; (3) Religion, 1.0 per cent; (4) Social Studies, 9.6 per cent; (5) Science, 7.6 per cent; (6) Useful Arts, 16.7 per cent; (7) Fine Arts, 8.0 per cent; (8) Literature, 10.8 per cent; (9) History, 9.9 per cent; (10) Biography, 9.9 per cent, and (11) Fiction, 17.0 per cent. The collection of the Mount Pleasant School Library of 430 pupils. This would meet the requirement of seven titles.
is weak in the following categories: occupations, self-development, United Nations and World Planning, intergroup understanding and books for retarded readers. General reference works need strengthening to a greater extent; however, all of the titles included in the collection are found in the basic checklists and have been purchased without according to regional standards. All library books should be in the last five years. The collection also showed weakness in Science, Useful Arts, Fine Arts, Literature, Geography, and Travel.

II. EVALUATION OF MOUNT PLEASANT LIBRARY BY VARIOUS STANDARDS

The book collection of the Mount Pleasant School Library does not meet with minimum national requirements of 3,500 titles for an enrollment of 500 pupils. According to National standards, there should be a minimum of 3,010 titles in the library for an enrollment of 430 pupils. This would meet the requirement of seven books per capita.

Library materials taken during the last month of each school term. This is also a county policy.

Regional standards. The book collection of the Mount Pleasant School library meets with minimum regional standards of five books per pupil.

Curricular assignments have greatly enhanced their use in State standards. The state requires a well selected collection of books for school libraries. References to a specific number of titles represented is not made in state
Since the basic book selection aids were used in building up the collection of the Mount Pleasant School Library, it may be assumed that the library is meeting state standards with its 2,356 titles, as subscribed to sixty-six magazines. There are nineteen professional organizations and administration of the book collection. According to regional standards all library books should be classified, catalogued, shelf-listed and inventoried. The book collection at the Mount Pleasant School Library is classified according to the Dewey Decimal classification system. The library has an organized card catalog, shelf-list and an assessment record book. Cutter numbers are omitted from both fiction and non-fiction books. Only the class number and the first initial of the authors' name (last) are used in marking the spines of all books. Wilson's printed catalog cards are used for books which are listed in their checklists. Catalog cards are made by the librarian for those books which are not listed. There is an annual inventory of all library materials taken during the last month of each school term. This is also a county policy.

Periodicals. The necessity of magazines and newspapers in the materials collection cannot be over emphasized.

Basic Books Collection for Elementary Grades; the amount curricular assignments have greatly enhanced their use in the classroom and in the school library as supplements to or supplements for books. It is wise to have a twelve
months subscription for those magazines which are to be used for reference purposes.

Magazine holdings. The Mount Pleasant School Library has subscribed to sixty-six magazines. There are nineteen professional magazines included in this number which do not appear on the martin list. They are distributed in various subject areas so as to provide professional literature for all teachers in many areas of the curriculum. Some magazines are discarded at the end of the school year because of limited storage space; others are kept for reference purposes for a period of two to five years. The library has no bound volumes of magazines.

The following tables indicate the magazine holdings of the Mount Pleasant Elementary School Library. The collection was checked against those magazines listed in Laura Martin's Magazines for School Libraries to determine the subject areas represented in the library's collection.

The number of subscriptions for each area represented ranged from one to four. The magazines collected were void of representation in four subject areas.

Table VI shows that of the books included in the Basic Books Collection for Elementary Grades, the Mount

Pleasant School has the highest percentages in the fields of Philosophy and Language, the lowest in the fields of Magazines and Useful Arts. Of the complete collection, the Mount Pleasant School has 23.00 per cent.

### TABLE VI

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of Books on Basic List</th>
<th>Number of Books in Library</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Works</td>
<td>16</td>
<td>13</td>
<td>80.25</td>
</tr>
<tr>
<td>Philosophy</td>
<td>9</td>
<td>6</td>
<td>88.89</td>
</tr>
<tr>
<td>Religion</td>
<td>17</td>
<td>7</td>
<td>41.00</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>108</td>
<td>49</td>
<td>45.00</td>
</tr>
<tr>
<td>Language</td>
<td>6</td>
<td>5</td>
<td>83.00</td>
</tr>
<tr>
<td>Science</td>
<td>97</td>
<td>25</td>
<td>25.77</td>
</tr>
<tr>
<td>Useful Arts</td>
<td>94</td>
<td>15</td>
<td>15.96</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>92</td>
<td>16</td>
<td>17.00</td>
</tr>
<tr>
<td>Literature</td>
<td>46</td>
<td>12</td>
<td>26.00</td>
</tr>
<tr>
<td>History</td>
<td>286</td>
<td>46</td>
<td>16.08</td>
</tr>
<tr>
<td>Fiction</td>
<td>169</td>
<td>41</td>
<td>22.00</td>
</tr>
<tr>
<td>Short Story Collection</td>
<td>13</td>
<td>3</td>
<td>23.00</td>
</tr>
<tr>
<td>Magazines</td>
<td>31</td>
<td>4</td>
<td>12.90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1004</strong></td>
<td><strong>244</strong></td>
<td><strong>23.00</strong></td>
</tr>
</tbody>
</table>
Table VII shows that of the books included in the Basic Books Collection for Elementary Grades, the Mount Pleasant School has the highest percentages in the fields of Philosophy and General Works, the lowest in the fields of Short Story Collection and Fine Arts. Of the complete collection, the Mount Pleasant School has 16.00 per cent.

<table>
<thead>
<tr>
<th>Category</th>
<th>General Works</th>
<th>Short Story Collection</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>13</td>
<td>10</td>
<td>16.92</td>
</tr>
<tr>
<td>Religion</td>
<td>11</td>
<td>8</td>
<td>43.00</td>
</tr>
<tr>
<td>Social Science</td>
<td>146</td>
<td>41</td>
<td>22.00</td>
</tr>
<tr>
<td>Language</td>
<td>22</td>
<td>7</td>
<td>33.00</td>
</tr>
<tr>
<td>Science</td>
<td>90</td>
<td>9</td>
<td>5.00</td>
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<tr>
<td>Useful Arts</td>
<td>156</td>
<td>24</td>
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<td>Fine Arts</td>
<td>135</td>
<td>8</td>
<td>6.70</td>
</tr>
<tr>
<td>Literature</td>
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<tr>
<td>Fiction</td>
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<tr>
<td>Short Story Collection</td>
<td>43</td>
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<td>2.00</td>
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<tr>
<td>Magazines</td>
<td>59</td>
<td>14</td>
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</tr>
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<td><strong>Total</strong></td>
<td><strong>1482</strong></td>
<td><strong>948</strong></td>
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<td>Class</td>
<td>Number of Books on Basic List</td>
<td>Number of Books in Library</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------</td>
<td>-----------------------------</td>
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<tr>
<td>General Works</td>
<td>37</td>
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<tr>
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<td>7</td>
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<tr>
<td>Science</td>
<td>99</td>
<td>9</td>
<td>9.00</td>
</tr>
<tr>
<td>Useful Arts</td>
<td>156</td>
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<td>Fiction</td>
<td>303</td>
<td>59</td>
<td>16.00</td>
</tr>
<tr>
<td>Short Story</td>
<td>43</td>
<td>1</td>
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<td>242</td>
<td>16.00</td>
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</table>
Table VII shows that of the magazines included on the Laura Martin's List for School Libraries, the Mount Pleasant School has the highest percentages in the areas of Fashion and Beauty Aids, Radio, Family Life and Consumer Education, the lowest in the areas of Vocational and Business Interests, and World Today. Of the complete collection, the Mount Pleasant School has 26.61 per cent.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Magazines</th>
<th>Complete Collection</th>
</tr>
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<tbody>
<tr>
<td>Agriculture and Feta</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>Art</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Aviation</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Book Reviews and Creative Writings</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Current Comment and Personalities</td>
<td>32</td>
<td>4</td>
</tr>
<tr>
<td>Drama</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Family Life and Consumer Education</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Fashion and Beauty Aids</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Fiction and the American Scene</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Handicrafts</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>The Home</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Nature Study</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Outdoor Life</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Photography</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Radio</td>
<td>7</td>
<td>3</td>
</tr>
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<td>Subject Areas</td>
<td>Number of Magazines on the Martin List</td>
<td>Library Holdings</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Agricultural and Pets</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>including Minority Groups</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Aviation</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Social and Service Interests</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>Book Reviews and Creative Writings</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Current Comment and Personalities</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Family Life and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consumer Education</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fashion and Beauty Aids</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Fiction and the American Scene</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Handicrafts</td>
<td>8</td>
<td>1</td>
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<tr>
<td>The Home</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Nature Study</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Outdoor Life</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td>7</td>
<td>3</td>
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</table>
TABLE VIII (continued)

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>Martin Library Holdings</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>School and Club Activity</td>
<td>13</td>
<td>23.08</td>
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<tr>
<td>Science</td>
<td>9</td>
<td>11.11</td>
</tr>
<tr>
<td>Social Problems</td>
<td>16</td>
<td>12.50</td>
</tr>
<tr>
<td>including Minority Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational and Business Interests</td>
<td>18</td>
<td>5.56</td>
</tr>
<tr>
<td>Women's Fiction</td>
<td>5</td>
<td>40.00</td>
</tr>
<tr>
<td>World Today</td>
<td>7</td>
<td>7.47</td>
</tr>
<tr>
<td>Others</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>18</td>
<td>33.33</td>
</tr>
<tr>
<td>Total</td>
<td>248</td>
<td>66</td>
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</tbody>
</table>

Newspapers. "The library should provide for a local and at least one newspaper with state and national coverage."

The Mount Pleasant Elementary School Library subscribes to five newspapers. Three of the five are daily newspapers and have community, state and national coverage of the news. Of should be provided by the library. Very often audio-visual materials are more helpful than related materials and should be made accessible to students and teachers for information.

1State Department of Education, loc. cit.
the two weekly newspapers subscribed to, one is a local
newspaper and the other is a source of news about the Negro.
National standards. In the

The Mount Pleasant School Library does not keep a
Kardex or similar file to record magazine and newspaper
holdings. However, such a device should be used in the
school library so that a record of the library's total
holdings is easily accessible and missing numbers can be
detected.

Audio-Visual materials. It has been pointed out in
this study that the county maintains a central audio-visual
depository for all county schools. The Mount Pleasant
Elementary School Library does contain a few recordings
which are circulated to classrooms upon requests. The
library contains eight recordings of popular music, ten
recordings of stories, six recordings of poetry, two
recordings of folk dance, two globes, one picture file and
one radio accessible to teachers and pupils. Since the
Mount Pleasant School subscribes to 45 various magazines,
Adequacy. The audio-visual materials which are
housed in the Mount Pleasant School Library are inadequate
for meeting the needs of students and teachers. If learning
is to be meaningful, both printed and audio-visual materials
should be provided by the library. Very often non-book
materials are more helpful than printed materials and should
be made accessible to students and teachers for immediate
use in the library. Many of these are very valuable to the educational program because of their 

**National standards.** In the light of national current information and guidance materials are filed in pamphlet form in the vertical file room. The library does not meet the minimum requirements of ten to fifteen magazines for elementary schools with an enrollment of 200 annual needling and discarding of pamphlet materials, accumulate pupils. The Mount Pleasant School has an enrollment of 430 pupils and subscribes to only seven magazines for pupils' seventy pamphlets added during the school year 1957, seventy- use. 

Five in 1958, and ninety were added during the current school year. **Regional standards.** In relation to regional standards, the Mount Pleasant School meets minimum requirements of procedures for ordering pamphlets. The library at twenty to thirty magazines for an enrollment of 301 to 500 the Mount Pleasant School uses the standard recognized pupils. There is a total enrollment of 430 pupils at the sources for selecting pamphlet materials, such as Ventura Mount Pleasant School.

**State standards.** The school library should subscribe to a variety of current and suitable magazines which shall of professional materials in the Mount Pleasant School Library. be made accessible to teachers and pupils.\(^1\) Since the This collection contains 101 titles and is located in a Mount Pleasant School subscribes to 66 various magazines, special section of the library in the reading room. Of this it may be assumed that it meets with minimum state requirements. Total number, thirty-five titles were added during the current year. **Pamphlets.** There is a steady accumulation of pamphlet materials at the Mount Pleasant School Library which come

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through orders and frequently as gifts. Many of these are very valuable to the educational program because of their current information and reference contents. The pamphlets are filed in pamphlet boxes or in the vertical file according to subject headings. The librarian stated that there is an annual weeding and discarding of pamphlet materials accumulate very rapidly and are mostly of ephemeral value. There were seventy pamphlets added during the school year 1957, seventy-five in 1958, and ninety were added during the current school year.

**Procedures for ordering pamphlets.** The librarian at the Mount Pleasant School uses the standard recognized sources for selecting pamphlet materials, such as Vertical File Service Catalog,¹ Standard Catalog for School Libraries.²

**Special collections.** There is a special collection of professional materials in the Mount Pleasant School Library. This collection contains 101 titles and is located in a special section of the shelving in the reading room. Of this total number, thirty-five titles were added during the current year. This special collection of professional materials is maintained through the general library budget. However,

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¹*Vertical File Service Catalog* (New York: H.W. Wilson Co.).

"funds for this collection should not come out of the school
library budget unless some provision has been made for it
in setting up the library budget." 1

The librarian at the Mount Pleasant School is responsi-
ble for the administration and organization of the professional
collections. The materials for this collection are selected
cooperatively by the principal, classroom teachers and the
librarian.

The purpose of this study was to make an investigation
of the library services in the Mount Pleasant Elementary
school in Lagrange, Georgia, to show how the library can
help create interest in reading, to show how the librarian
can help in acquainting pupils with library techniques and
to show what the desirable characteristics of the element-
school library collection are.

This study was conducted at the Mount Pleasant
Elementary School which is an accredited school by the
Southern Association and is located in the center of the
Nashville Community, Lagrange, Georgia.

Procedures for developing this study were as fellows:

1. A review of the literature was made to understand
   the philosophy of library services.

2. The investigator began this study with the assumption
   that faculty opinion about the library was important
   in development and that faculty comments might be

1Henne, Ersted, and Lohrer, op. cit., p. 85.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Following are the summary, conclusions, and recommendations of this study.

1. Conferences were held with pupils to determine their desires for better library facilities.

4. Printed sources from the school's yearbook and the principal's records were used for a description of the school's library services.

The purpose of this study was to make an investigation of the library services in the Mount Pleasant Elementary School in Lagrange, Georgia, to show how the library can help create interest in reading, to show how the librarian can help in acquainting pupils with library techniques, and to show what the desirable characteristics of the elementary school library collection are.

This study was conducted at the Mount Pleasant Elementary School which is an accredited school by the Southern Association and is located in the center of the Mountville Community, Lagrange, Georgia.

This fact indicates that the school is meeting the national and state standards. The appropriations for the school are based on the average daily attendance.

1. A review of the literature was made to understand the philosophy of library services.

2. The investigator began this study with the assumption that faculty opinion about the library was important in determining to what extent the library was meeting the needs of its users and how the services might be improved. The investigator hence developed a check list concerning the use of the library and its members of the Mount Pleasant School.
records ariimproved. The investigator hence developed a check list concerning the use of the library and its adequacy. This check list was given to all faculty members of the Mount Pleasant School.

3. Conferences were held with pupils to determine their desires for better library facilities.

4. Printed sources such as the school's yearbook and the principal's register were used for a description of the curriculum, philosophy, and objectives of the Mount Pleasant School.

and the inadequacy of the library in the book collection.

II. CONCLUSIONS

The techniques used by the librarian for implementing the use of the study has sought to evaluate the Mount Pleasant Elementary Library in the light of national, regional, and state standards; to ascertain the extent to which the library contributes towards the educational goals of the school.

The Mount Pleasant Elementary School is accredited by the National Association of Elementary and Secondary Schools. This fact indicates that the school is meeting national and state standards. The appropriations for the school's support of public schools in Georgia are based on the average attendance in a group situation and are based on daily attendance.

The General use of the library. It was revealed that the location of the library is not completely desirable. Regular attendance records are not kept by the librarian. Regular
records of attendance were kept for a typical week of May 20-25, 1960. This record revealed that both teachers and students did not use the library so often as recommended. The library is open throughout the day, including fifteen minutes before and twenty minutes after the regular school hours. The outstanding factors which prevented regular library attendance by students were the lack of free periods and textbook-centered instruction. The factors which prevented frequent library attendance by teachers were: no free periods, requests that books be sent to the library for short loans, and the inadequacy of the library in its book collection. The techniques used by the librarian for implementing the use of the library were displays, talks to groups of students in the library, and the issuance of a monthly library bulletin.

Library activities and services for students and teachers.

The librarian has contributed to the reading program of the school through a planned story-hour for elementary pupils. Attendance was 40% and a total of $2,100.24 was spent for library books and supplies at the Mount Pleasant School. This activity has helped develop good reading habits and an appreciation of good literature. She has contributed to the social guidance program of the school through individual counseling. She has helped in pupils the proper attitude towards public property. This is in keeping with the objectives of the school, and the library functions to further the objectives of the school. Library has a total of 3,500 titles and 3,000 volumes. The
Finance. It was revealed the appropriations in the public schools in Georgia, based on the average daily attendance. The biennial report of the State Superintendent of Public Instruction for the fiscal year 1957-1958, reveals that the average daily attendance in the schools of Troup County was 502 and a total of $991.01 spent for library books and expense. This was an average of $1.976 spent per student. The average daily attendance for the school year of 1958-1959 was 558 and a total of $1,975.34 was spent for library books and expense. This was an average expenditure of $3.55 per student. Expenditures for both years far exceeded the national, regional, and state standards. This was largely due to the fact that the library at the Mount Pleasant School was gaining local and state recognition, and capital outlay money could only be spent for two years in the organization of new libraries.

During the current school year, the average daily attendance was 604 and a total of $2,120.24 was spent for library books and supplies at the Mount Pleasant School Library. This was an average of $4.93 spent per pupil.

The materials collection. The materials collection of the Mount Pleasant Elementary School Library is evaluated in this chapter in relation to national, regional, and state standards. It was ascertained that the Mount Pleasant Library has a total of 2,358 titles and 3,222 volumes. The
library meets with regional and state standards of 3,500 titles for an enrollment of 500 pupils. National, regional and state standards for magazine subscriptions are met by the library.

Recommendations. After surveying and studying the Mount Pleasant Elementary School Library, the most significant comment which could be made is that the holdings were generally fair for reflecting the adequacy of the collection in carrying out the educational program of the school. It is proposed that:

1. A long range program of faculty and librarian cooperation be planned to improve the quantity and quality of the book collection. Their responsibilities should merge so that the library will become a tool of first importance in the educational program of the school.

2. Schedules of students be arranged so that all students will have an opportunity to visit the library during a week.

3. Students and teachers participate in the formulation of library policies.

4. Students and teachers participate in the selection of library materials.

5. The librarian acquaint the teachers with the book
selection aids so that teachers may select functional materials for their special fields.

6. The librarian spend the recommended seventy per cent of her time in working with students and teachers.


BIBLIOGRAPHY


D. PERIODICALS


C. REPORTS


D. PUBLIC DOCUMENTS


E. OTHER SOURCES

Personal interview with Mrs. Laura Lewis, Public Librarian, Lagrange, Georgia, May 16, 1960.
CHECKLIST FOR FACULTY MEMBERS ABOUT THE USE OF THE LIBRARY AND ITS ADJACENCY

1. The extent to which professional publications can be found.
   a. All the Time ( )
   b. Frequently ( )
   c. Not Often ( )
   d. Almost Never ( )

2. The extent to which collateral reading for teaching can be found.
   a. All the Time ( )
   b. Frequently ( )
   c. Not Often ( )
   d. Almost Never ( )

3. The extent to which books of adventure, romance, travel, relaxation, humor and poetry are found for personal enjoyment and satisfaction, with relation to assignments.
   a. All the Time ( )
   b. Frequently ( )
   c. Not Often ( )
   d. Almost Never ( )

4. The extent to which students can secure books for assignments.
   a. All the Time ( )
CHECKLIST FOR FACULTY MEMBERS ABOUT THE USE OF THE LIBRARY AND ITS ADEQUACY

1. The extent to which professional publication can be found.
   a. All the Time ( )
   b. Frequently ( )
   c. Not Often ( )
   d. Almost Never ( )

2. The extent to which collateral reading for teaching can be found.
   a. All the Time ( )
   b. Frequently ( )
   c. Not Often ( )
   d. Almost Never ( )

3. The extent to which books of adventure, romance, travel, relaxation, humor and poetry are found for personal enjoyment and satisfaction, with relation to assignment.
   a. All the Time ( )
   b. Frequently ( )
   c. Not Often ( )
   d. Almost Never ( )

4. The extent to which students can secure books for assignments.
   a. All the Time ( )
b. Frequently ( )
c. Not Often ( )
d. Almost Never ( )

5. In your opinion do you think the library materials as a whole are:
   
a. Exceptionally Adequate ( )
b. Fairly Adequate ( )
c. Adequate ( )