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The Facilities of High School Libraries in New Mexico

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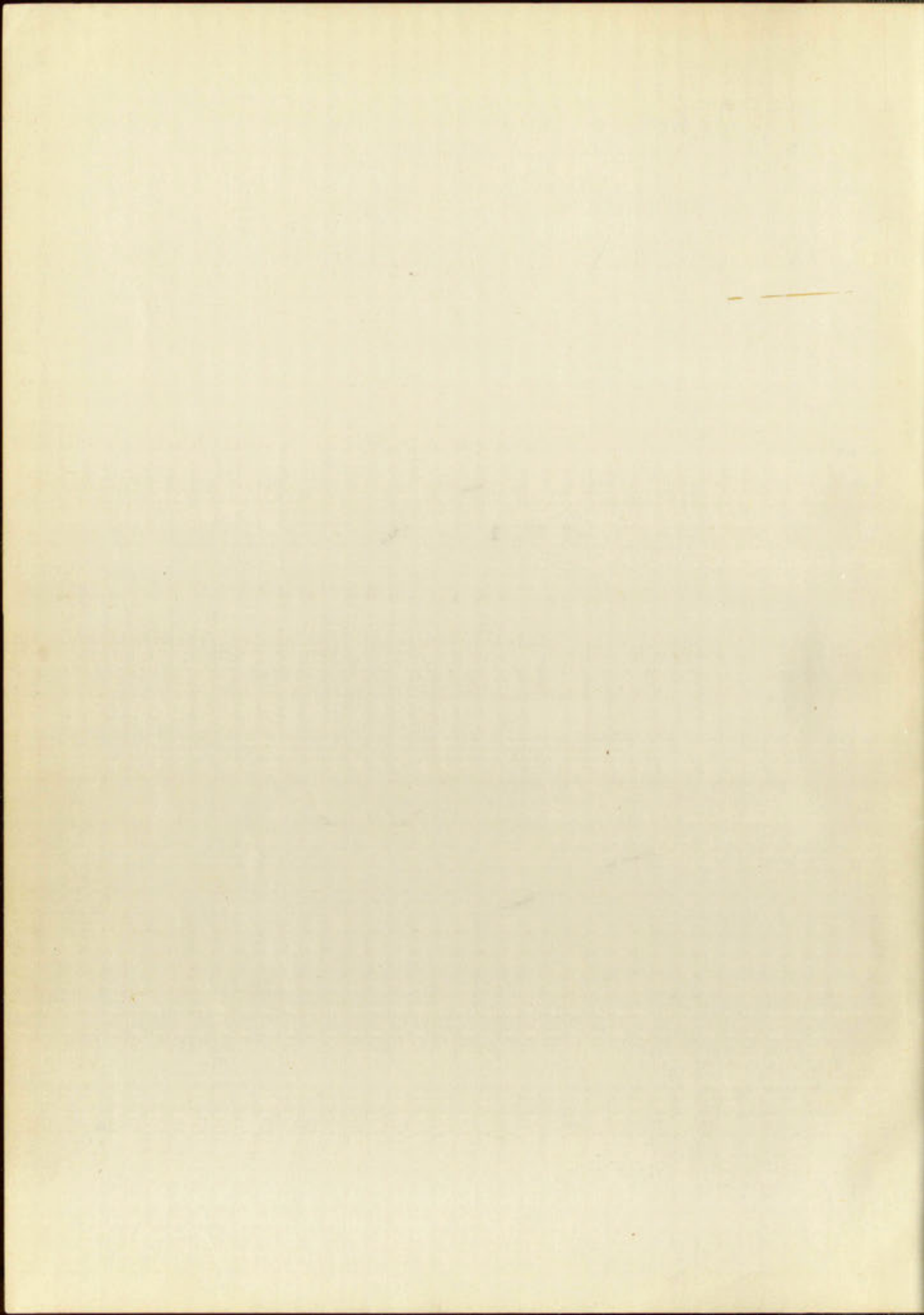
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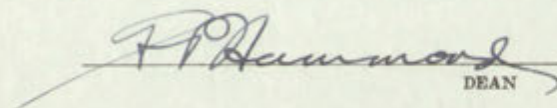
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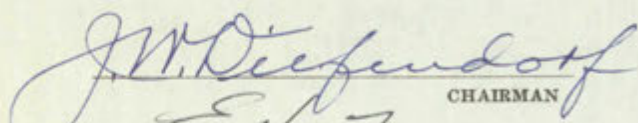
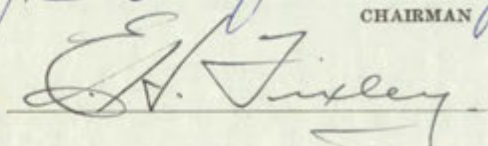
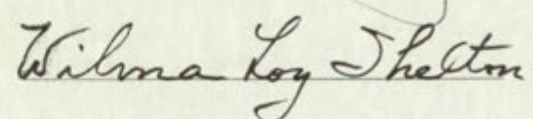
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MASTER OF ARTS


DEAN

8/15/42
Apr. 25/42
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BOOKS

This is the first of a series of books which will be published by the University of Chicago Press, and will be the first of a series of books which will be published by the University of Chicago Press.

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I. PRELIMINARY CONSIDERATIONS

The purpose of this study is to examine the relationship between the various factors mentioned in the title. The study is divided into four main parts: I. Preliminary Considerations, II. Theoretical Framework, III. Empirical Investigation, and IV. Conclusions and Recommendations.

II. THEORETICAL FRAMEWORK

The theoretical framework of this study is based on the following assumptions: (1) The relationship between the variables is causal; (2) The variables are measurable; (3) The relationship is stable over time; (4) The relationship is consistent across different contexts.

III. EMPIRICAL INVESTIGATION

The empirical investigation of this study is based on the following data: (1) Data collected from the field; (2) Data collected from the laboratory; (3) Data collected from the literature; (4) Data collected from the media.

IV. CONCLUSIONS AND RECOMMENDATIONS

The conclusions of this study are as follows: (1) The relationship between the variables is causal; (2) The variables are measurable; (3) The relationship is stable over time; (4) The relationship is consistent across different contexts.

Recommendations for further research are as follows: (1) Further research should be conducted to confirm the findings of this study; (2) Further research should be conducted to explore the relationship between the variables in different contexts; (3) Further research should be conducted to explore the relationship between the variables in different time periods.

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CHAPTER I

PREVIEW OF THE STUDY

I. THE PROBLEM

Statement of the problem. The rapid growth of high schools within the past thirty years, and the changes in the methods of teaching, have made the library an important phase of any well-equipped high school. The capacity for service varies greatly in the different states. Some states have provided adequate equipment and staffs; others have given the bare necessities.

The purpose of the present study is: (1) to determine the facilities of the high school libraries in New Mexico; (2) to ascertain the training and the qualifications of the personnel; and (3) to compare the results with standards and recommendations made by library and educational associations.

Delimitations of the problem. The study covered the accredited junior, senior, and four-year high schools of New Mexico. It was confined to the equipment and the personnel. The use made of the library is a subject which, because of its importance, should be given such detailed and extensive treatment that no attempt was made to include it in this study.

Statement of the author.

schools which the best of our youth, and the best of our
methods of teaching, have been the result of the
phase of our well-organized high school. The author
has written various articles in the following fields: The
have provided schools with the following: The author
given the best results.

The purpose of the present study is to show
the facilities of the high school, and to show
how; (2) to describe the facilities of the high school;
the personnel; and (3) to describe the facilities of the
and recommendations. The author has written various
studies.

Qualifications of the author. The author is a
secondary teacher, and has been teaching for many years.
He was employed by the high school for many years.
The use of the high school is a subject of great
importance, which he has written about in various
publications. He has also written about the high school
study.

Importance of the problem. A knowledge of existing conditions in an organization is expedient if improvement is sought. This study was made to ascertain the strengths and weaknesses of high school library practices in New Mexico in an attempt to form a working basis for the betterment of the libraries. To emphasize the importance the library has assumed in the high school curriculum a brief summary of their growth in the United States will be given in Chapter II.

II. DEFINITIONS OF TERMS USED

Associations. The regional associations that have set up standards for high school library service are:

1. Association of Colleges and Secondary Schools of the Southern States.
2. Commission on Secondary Schools, Association of Colleges and Secondary Schools of the Middle States and Maryland.
3. New England Association of Colleges and Secondary Schools.
4. North Central Association of Colleges and Secondary Schools.
5. Northwest Association of Secondary and Higher Schools.
6. National Catholic Education Association.¹

The American Library Association and the United States Office of Education have made important studies, and have given definite contributions to the field.

Standards. The consideration for standards includes:

¹ American Library Association. Educational Committee, School Library Yearbook. Number Four. (Chicago: American Library Association, 1931), p. 101.

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housing and equipment, as shelving; the book stock, its distribution by class, and adequacy of numbers; periodicals; personnel, training and duties; the organization of the library; the support of the library and the apportionment of the budget.

III. SOURCES OF THE DATA

High school libraries in New Mexico. The information concerning the high school libraries in New Mexico was secured by the use of questionnaires. One hundred fifty-three questionnaires were sent to as many schools. Of these, 108 were returned; eight were unanswered. The data were tabulated, and the results are presented in the following pages of this study. The investigator considers the percentage of return high enough to present a fairly accurate picture of existing conditions.

Other data. The data for standards and recommendations were gathered from publications of the American Library Association, the regional associations' publications, the Cooperative Study of Secondary School Standards' publications, and publications of the United States Office of Education. A complete bibliography will be found on page seventy-five, and exact citations are given throughout the study.

IV. METHODS AND PROCEDURE

The first step in the prosecution of this study was a survey of literature on high school libraries in general, with the purpose of determining the extent to which experts believed in them as a necessary and permanent addition to the educational system. The specialized literature of authorized organizations and associations was studied in detail to find the standards suggested or established for equipment, books, and the personnel of high school libraries.

The second step was the formulation of a questionnaire, the replies to which would give data that would help in estimating the status of high school libraries in New Mexico.

The third step was to send the questionnaires to the high schools of New Mexico accredited by the North Central Association and by the state. Forms were returned by secondary schools differing widely in organization and ranging widely in average daily attendance. The replies were tabulated according to the desired information.

The final step was a comparison of the results with those of other investigations and with instituted standards, and a formulation of conclusions.

V. REVIEW OF RELATED LITERATURE

There have been numerous studies made on conditions

existing in high school libraries in different localities and states of the Union. The subject has been developed for Master's theses in Alabama,² California,³ Hawaii,⁴ Illinois,⁵ Kentucky,⁶ Maryland,⁷ Mississippi,⁸ North Dakota,⁹

²Joseph Brennan Cullather, "A Survey of Libraries and Librarians in the Accredited High Schools of Alabama," (unpublished Master's thesis, University of Alabama, University, Alabama, 1933), 166 pp.

³Paul Eugene Thompson, "California High School Libraries," (unpublished Master's thesis, Stanford University, Stanford University, California, 1928).

⁴Cynthia B. Geiser, "A Survey of the Junior and Senior High School Libraries of Hawaii," (unpublished Master's thesis, University of Hawaii, Honolulu, Hawaii, 1929), 132 pp.

⁵Edith M. Churchill, "Libraries in Selected Four-Year Accredited High Schools in Illinois," (unpublished Master's thesis, Colorado State Teacher's College, Greeley, Colorado, 1939), 94 pp.

⁶James Foley Snyder, "A Study of High-School Libraries in Kentucky," (unpublished Master's thesis, University of Chicago, Chicago, Illinois, 1931), 109 pp.

⁷William Day Mullinix, "High-School Libraries in Maryland," Master's thesis, 1933. (University of Chicago Bulletin, 1933, Number 6, University of Chicago, Chicago, Illinois).

⁸J.J. Wesson, "The Status of High School Libraries in Mississippi," (unpublished Master's thesis, University of Mississippi, Oxford, Mississippi, 1931).

⁹Edwin Loe, "A Survey of Library Needs and Practices in the Consolidated High Schools of North Dakota," (unpublished Master's thesis, University of North Dakota, Grand Forks, North Dakota, 1931).

North Carolina,¹⁰ South Carolina,¹¹ Tennessee,¹² Virginia,¹³ Wyoming,¹⁴ and in various counties and communities of the different states.

One study made in New Mexico will be reviewed briefly, and two national surveys, because of their importance and practical value, will be discussed at some length.

New Mexico. The study that most closely parallels the present study is an article prepared for the New Mexico School Review¹⁵ by a committee of Roswell, New Mexico, teachers. The committee spent several weeks studying school library conditions in this state. It differs from

¹⁰Mary Alton Huggins, "High School Libraries in North Carolina. A Study of their Origin, Development and Present Status," (unpublished Master's thesis, University of North Carolina, Chapel Hill, North Carolina, 1929).

¹¹D.C. Barbor, "A Study of Secondary School Libraries in South Carolina," (unpublished Master's thesis, Duke University, Durham, South Carolina, 1939), 96 pp.

¹²Troy Givan Young, "Status of High-School Libraries in Tennessee," (unpublished Master's thesis, Peabody College for Teachers, Nashville, Tennessee, 1933), 93 pp.

¹³Robert Burtner Strickler, "A Survey of the Accredited High School Libraries of the State of Virginia," (unpublished Master's thesis, University of Ohio, Athens, Ohio, 1930).

¹⁴Karl F. Winchell, "A Study of the Status of the High-School Libraries of Wyoming," (unpublished Master's thesis, Colorado State Teacher's College, Greeley, Colorado, 1927).

¹⁵Mary Frances Mattingly, Chairman, "Improvement of School Libraries," New Mexico School Review, 17:30, May, 1938.

North Carolina, 10 South Carolina, 11 Tennessee, 12
 Ohio, 13 Wyoming, 14 and in various countries and states.
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 the present study is an article prepared for the Journal
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10 Mary Alice Kessler, "High School Libraries in
 North Carolina. A Study of their Status, Development and
 Present Status," (unpublished master's thesis, University
 of North Carolina, Chapel Hill, North Carolina, 1937).

11 W.C. Barber, "A Study of Secondary School Libra-
 ries in South Carolina," (unpublished master's thesis,
 Duke University, Durham, North Carolina, 1937), pp. 20.

12 Roy Givan Jones, "Status of High-School Libraries
 in Tennessee," (unpublished master's thesis, Vanderbilt Uni-
 versity for Teachers, Nashville, Tennessee, 1937), p. 20.

13 Robert Burton Robinson, "A Survey of the Status
 of High School Libraries in the State of Virginia,"
 (unpublished master's thesis, University of Ohio, Athens,
 Ohio, 1937).

14 Earl W. Gibson, "A Study of the Status of the
 High-School Libraries of Wyoming," (unpublished master's
 thesis, Colorado State Teachers College, Greeley,
 Colorado, 1937).

15 Mary Frances Kessler, "Library Development
 of School Libraries," New Mexico Library Journal, 1937,
 May, 1937.

the present study in that it considers the school library from a comprehensive point of view, including elementary, high school, and rural school libraries.

National Survey of Secondary Education. In 1928, the North Central Association of Colleges and Secondary Schools took the lead in urging a study of secondary schools in the United States. It chose as the legitimate agency to make such a study the United States Office of Education. A committee from the Association appeared before the Bureau of the Budget, and received a \$225,000 grant for a survey to be extended over a period of three years.¹⁶ Dr. Leonard V. Koos of the University of Chicago was put in charge of the complete survey.

One phase of the investigation was the status of secondary school libraries. This part of the study was placed in the hands of Dr. B. Lamar Johnson of Stephens College, Columbia, Missouri. The objectives were:

First, to list and describe activities and devices used in outstanding secondary school libraries.

Second, to present data regarding the administration, staff, and facilities of libraries in secondary schools (a) from studies already made, and (b) from facts regarding libraries in schools recommended as having outstanding library service.

¹⁶William J. Cooper, "Letter of Transmittal," The Secondary School Library, p. vi (Office of Education, Bulletin No. 17, 1932, National Survey of Secondary Education Monograph No. 17. Washington, D.C.: Office of Education, 1933).

The present study is that it considers the school system from a comprehensive point of view, including elementary, high school, and rural school libraries.

National Survey of Secondary Libraries, 1935.
The North Central Association of Colleges and Universities took the lead in making a study of secondary schools in the United States. It chose as its representative to make such a study the United States Office of Education, assisted from the association's perspective by the National Library of Medicine, and received a \$10,000 grant from the National Endowment for the Humanities. The study was extended over a period of two years, 1934-1935. The work of the University of Chicago was done in the summer of 1935, and the final report was published in 1936.

One phase of the investigation was the study of secondary school libraries. This report is the result of a study of the secondary school libraries in the United States, and is published in the form of a book, Secondary School Libraries, by the National Library of Medicine, 1936.

First, to list and describe secondary school libraries used in conducting secondary school libraries. Second, to present data regarding the organization, staff, and facilities of libraries in secondary schools. (a) from studies already made, and (b) from new studies. The libraries in secondary schools are described in detail in the following sections.

William C. Woodard, Director of Secondary Education, U.S. Office of Education, 1936.
Secondary School Libraries, by William C. Woodard, U.S. Office of Education, 1936.
No. 17, 1936, National Survey of Secondary Schools, U.S. Office of Education, 1936.
Page No. 17, Washington, D.C.: U.S. Office of Education, 1936.

Third, to interpret certain problems of the secondary-school library in the light of evidence from a study of the use made of outstanding high-school libraries.

Fourth, to propose for further investigation problems relating to the secondary-school library.¹⁷

The libraries surveyed, having been recommended as outstanding, were not considered typical of high-school libraries in general, and, in order to give a truer picture of the real status, the data were supplemented by summaries from other investigations. One thousand twenty-seven libraries were recommended by experts. Inquiry forms were sent to 620 of these, and returns were received from 390 schools distributed through forty-six states. The answers were tabulated and studied, and forty-four of the libraries having the most desirable practices were visited personally by Doctor Johnson in an effort to obtain data for making the most helpful recommendations.

Several of the more important findings are chosen from a list of seventeen given by Doctor Johnson. They are:

1. Librarians, teacher-librarians, and principals agree that the two most important functions of the secondary-school library are (a) to enrich the curriculum and (b) to provide for worthy use of leisure time.

2. Inadequate facilities and inadequate staff are the difficulties most often reported by the high-school libraries taking part in this study.

3. The results of this investigation and of previous studies agree in indicating the practice in many high

¹⁷B. Lamar Johnson, The Secondary-School Library (Office of Education Bulletin No. 17, 1932, National Survey of Secondary Education Monograph, No. 17. Washington, D.C.: Office of Education, 1933), p. 2.

schools of employing teachers without library training, to assign these teachers full-time teaching loads, and in addition to ask them to take charge of the school libraries.

4. High schools use various procedures for admitting pupils to their libraries. A number of schools report successful use of a method by means of which pupils go to the library freely without having attendance checked at any time.

5. Most librarians do not approve of having the library and the study hall combined. Principals look with favor on the combination plan. A study of the use made of library materials indicates that these materials are used more in schools having library-study halls than in schools whose libraries are separate.¹⁸

The recommendations for practices to be considered in efforts to improve the library and suggestions for further studies to be conducted in the field were based on the seventeen findings, and have proved of valuable aid to librarians and administrators.

Cooperative Study of Secondary School Standards. During the early months of 1938 there were published in various magazines, articles containing the results of the Cooperative Study of Secondary School Standards. The study was directed by representatives from the six regional educational associations of the United States, with an advisory council of six members. It was carried out under the immediate direction of Walter Crosby Bells, coordinator. The organization made

. . . an intensive study of all phases of the work and equipment of 200 carefully selected secondary schools

¹⁸Ibid., pp. 103-4.

in all parts of the country. These schools were chosen on a proportional basis so as to take into consideration the following features: geographical distribution, control, enrollment, racial groups served, type of program offered, sex of pupils enrolled, denominational control, and boarding or day school status.¹⁹

The evaluation of the high school library was among the considerations of the staff. The results of the study were graphically represented by thermometers which registered the educational temperatures of the schools. The mercury columns for the measurements of libraries were used to summarize the data and report the standing of a particular school library. The thermometer has been used in this paper to show the book distribution in New Mexico.

The two studies combined give a fairly accurate picture of the condition of high school libraries in the United States. The results of the studies were kept in mind in compiling and presenting the statistics on which this study is based.

VI. ORGANIZATION OF REMAINDER OF THESIS

The remainder of the thesis will be organized around four main topics: (1) a brief account of libraries in the high school will be given; (2) different phases of the

¹⁹Kenneth W. Eells, "A Scale for Evaluation of Pupils' Judgments on Best-Liked and Least-Liked Aspects of Secondary Schools," Journal of Educational Research, 31:321-34, January, 1938.

In all parts of the country, the same method was used on a systematic basis to collect data on the following factors: sex, age, race, social class, occupation, and residence. The results of the study are presented in the following tables.

The evaluation of the data is presented in the following tables.

The results of the study are presented in the following tables.

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returns from the questionnaires will be interpreted; (3) summaries and conclusions will be advanced; and (4) recommendations based on the needs of high school libraries as indicated by the results of this study will be presented.

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CHAPTER II

THE HIGH SCHOOL LIBRARY

I. DEVELOPMENT OF THE HIGH SCHOOL LIBRARY

Early movement. One of the earliest high school libraries for which the date is known is the Central High School Library of Cleveland, Ohio. It was opened in 1895 as a branch of the public library by William H. Brett, librarian of the Cleveland Public Library, who advanced the opinion that if the Board of Education would not nor could not maintain the kind of high school library needed, the public library might assume the responsibility.¹

Four years later a branch was opened by Frank P. Hill, librarian of Newark, New Jersey, in the Barringer High School.² Doctor Hill was unaware that a similar branch had been established formerly in Cleveland.

These two libraries are the forerunners of one type of administration adapted for the high school library, that which incorporates the school libraries as a part of the city library system, and puts them under the joint control of the school board and city library board. The library of

¹Mary E. Hall, "The Development of the Modern High School Library," The Library Journal, 40:627-32, September, 1915.

²Loc. cit.

Clovis, New Mexico, is so administered.

Other libraries established in high schools about the turn of the century were in the Central High School, Detroit, Michigan, in Central High School, Washington, D. C., and in the Los Angeles High School, Los Angeles, California.³

The wide distribution of the examples cited shows that the growing consciousness of the need for libraries in the high school was universal throughout the United States.

The number of libraries in the United States at that time was not as limited as the few chosen examples might indicate. C.C. Certain states that in the southern states alone there were more than four hundred high school libraries in 1895.⁴

The most common plan of administration is the establishment of the school library as a unit of the school, putting it under the direct control of the school board. The advantages of this arrangement are:

1. The library can fit in with the aims of the school, and can adjust itself immediately to the changing conditions in the school.
2. The library is considered a part of the school, and is therefore in a better position to give service to the whole school.
3. The responsibility of the school library is fixed, and therefore its growth is accelerated.

³Hall, loc. cit.

⁴C.C. Certain, "The High School Library," Educational Review, 54:76-82, June, 1917.

Olovia, New Mexico, is no exception.
 Other libraries established in the early years of the
 turn of the century were in the Central High School, Los Angeles,
 Michigan, in Central High School, Los Angeles, California,
 the Los Angeles High School, Los Angeles, California.
 The wide distribution of these schools and the
 the growing consciousness of the need for libraries in high
 high school was universal throughout the United States.
 The number of libraries in the United States at this
 time was not as limited as for the other countries.
 Indiana, C. B. Carleton at the University of Wisconsin
 alone there were more than 100 libraries in the State
 in 1895.
 The most common form of library organization in the United
 States of the school library is a library for the school,
 and it is under the direct control of the school.
 advantages of this system are:
 1. The library can be used by all the students
 and can be used for the purpose of the school.
 2. The library is under the direct control of the school.
 3. The library is under the direct control of the school.
 4. The library is under the direct control of the school.
 5. The library is under the direct control of the school.
 and therefore the growth is rapid.

4. The better support of the library is assured, and consequently better service is possible.⁵

Later growth. The percentage of high schools having libraries has changed little since 1905. The Commissioner of Education in 1905 reported 7,576 public high schools in the United States.⁶ Of these 7,031, or 93 per cent, reported libraries in the school.⁷

In 1912 the Commissioner reported 11,224 public high schools.⁸ The number reporting libraries was 10,329, or 92 per cent of the schools.⁹

The Biennial Survey of Education, 1934-36, included in the survey 5,682 junior high, junior-senior high, and senior (or regular) high schools.¹⁰ Of these 4,979, or 88 per cent of the schools, were served by centralized libraries. A centralized library was interpreted as "a school's

⁵Hannah Logasa, The High School Library (New York, D. Appleton and Company, 1928), p. 23.

⁶U.S. Office of Education, Annual Report of the Commissioner of Education 1905 (Washington, D.C.: Government Printing Office, 1907), p. 815.

⁷Ibid., p. 837.

⁸U.S. Office of Education, Annual Report of the Commissioner of Education 1912 (Washington, D.C.: Government Printing Office, 1912), II, 48.

⁹Ibid., p. 495.

¹⁰U.S. Office of Education, Statistics of Public School Libraries 1934-35 Bulletin, 1937, Number 2 (Washington, D.C.: Government Printing Office, 1938), p. 29.

A. The report of the Committee on the subject of the

Library of the University of the State of New York

Library has been received by the Committee on the subject of the

of Education in 1902 and the Committee on the subject of the

the United States. The Committee on the subject of the

Library in the subject.

In 1911 the Committee on the subject of the

Library. The number of the subject of the

per cent of the subject.

The Committee on the subject of the

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A detailed list of the subject of the subject of the

Library of the University of the State of New York

D. Anderson and Company, 100 N. 10th St., New York, N. Y.

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Library of the University of the State of New York

Library of the University of the State of New York

Library of the University of the State of New York

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Library of the University of the State of New York

permanent collection of books assembled usually in one place in the building."¹¹ The survey represents less than one fourth of the public high schools in the United States. The Statistical Abstract of the United States gives 23,614 as the number of public high schools in 1934.¹²

The development of the high school library since 1900 has been chiefly of service rendered rather than of numbers established. The early libraries were established on a more or less haphazard plan. Educators felt the need of the services a library could give, but they had no model nor precedent to guide them in the establishment, nor experience to direct them in securing the greatest amount of good from technical use. Hannah Logasa summarizes conditions existing before any attempts at standardization had been made:

Some of these early school libraries were in the basement, and were used for both adults and children. Some were placed in an inadequate classroom presided over by a librarian who had neither the professional training nor the educational qualifications necessary for administering a library. For equipment the library often had old furniture discarded by the school and wholly unsuited for the purpose. The book collection

¹¹Ibid., p. 6.

¹²U.S. Bureau of Foreign and Domestic Commerce (Department of Commerce), Statistical Abstract of the United States 1937 (Washington, D.C.: Government Printing Office, 1937), p. 105.

permanent collection of books...
in the building. II

fourth of the public high schools in the United States...
Statistical Abstract of the United States 1900...
the number of public high schools in 1900.

The development of the high school library since
1900 has been chiefly of service rendered rather than of
numbers established. The early libraries were established
on a more or less haphazard plan. Some were for the use
of the teachers & library could grow, but they had no
not proceeded to guide them in the establishment, but were
placed to direct them in securing the greatest amount of
good from technical work. Some of them are now well-
served existing efforts are attempts at standardization in
been since.

Some of these early high school libraries were in the
beginning, and were used for both library and office
rooms were placed in the same building as the library
over to a library and not as a separate building.
Lending for the educational community was the
for establishing a library. For general use the library
often had old books of interest to the school.
wholly neglected for the purpose. The new building

1900, p. 103.
U.S. Bureau of Education, Statistical Abstract of the United States
1900 (Washington, D.C.: Government Printing Office, 1900).
p. 103.

might be made up of "cast-offs", sets of¹³ supplementary readers, and out-of-date science books.

The growth of the library gained momentum only after the high school had begun to study its own theories and practices from a scientific point of view. Studies of the curriculum and methods of teaching elucidated the functions of the library in the school system. During the past score of years organizations and associations have set up standards of equipment and service which high schools essay to meet. The most significant of these will be incorporated in interpreting the data to be presented in this paper, and are passed over at present.

II. PHILOSOPHIES CONTRIBUTING TO THE GROWTH OF THE HIGH SCHOOL LIBRARY

The changing philosophy of education. The growth of the library in the high school has paralleled that of the modern philosophies on which methods and content in the curriculum are based today. Comparatively few years ago the instructor depended upon the textbook, supplemented by the details which he could draw from his own store of knowledge. The 20th century trend is to vitalize the curriculum through providing life experiences and dynamic activities.

Perhaps the person who influenced modern educational

¹³Logasa, op. cit., pp. 24-25.

might be made up of "best-of-the-best" and "out-of-the-best" books. The growth of the library is not necessarily linear. The high school had begun to study its own history and practices from a scientific point of view. Studies of the curriculum and methods of teaching indicated the transition of the library in the school system. During the past years of years organizations and associations have set up standards of equipment and service which high schools seem to meet. The most significant of these will be incorporated in interpreting the data to be presented in this paper, and are passed over at present.

II. ENVIRONMENTAL CONTRIBUTIONS TO THE GROWTH OF THE HIGH SCHOOL LIBRARY

The changing significance of education. The growth of the library in the high school has paralleled that of the modern philosophy on which methods and content in the curriculum are based today. Consequently, the years of the twentieth century have seen the textbook supplemented by the teacher's edition which he could draw from at his own discretion. The 20th century trend is to utilize the curriculum through providing life experiences and dynamic activities. Perhaps the reason the curriculum and the educational

thinking in the United States more than any other one person was John Dewey. He argued that "the primary root of all educational activity is in the instinctive, impulsive attitudes and activities of the child." Under the leadership of William H. Kirkpatrick and other educators the ideas of John Dewey and certain of his predecessors have taken a definite direction which has received the label of progressive education.¹⁴ To meet the changing theories of the purpose of education new techniques for instruction were developed. With the advent of the Morrison plan, the Miller plan, the socialized recitation, the problem, and the project method, and other techniques that contribute to the broadening of the pupil's background, supplementary materials came into wide demand.¹⁵ The high school library, as the agency chosen to meet the demand, assumed an important role in the curriculum.

Individual differences. Edward L. Thorndike and his followers with their theory of individual differences have inspired curriculum makers to attempt an adjustment whereby each pupil can be fitted into the educational structure.

¹⁴George S. Counts, "Education," Encyclopaedia of the Social Sciences, V, 413.

¹⁵Analyses of the methods may be found in Edgar Marion Draper, Principles and Techniques of Curriculum Making (New York: D.Appleton and Company, 1936), 875 pp.

thinking in the United States were known and also the reason
 was John Dewey. He argued that "the chief task of the
 educational activity is to give the individual, individual, indi-
 vidual and individual of the child, the child and individual
 William H. Kilpatrick and other educators the idea of the
 Dewey and certain of his predecessors have been a mistake
 direction when they received the idea of progressive edu-
 cation.¹⁴ To meet the changing conditions of the modern
 education new techniques for instruction were developed.
 With the advent of the twentieth century, the child and the
 individual education, the individual and the individual
 and other techniques that were developed in the modern
 the pupil's individual, individual, individual, individual
 wide basis.¹⁵ The right to the individual, the individual
 can to meet the demand, individual, individual, individual
 curriculum.

Individual Differences - There is a difference in the
 follows with their capacity of individual differences
 involved curriculum and as a result an individual
 each pupil can be treated like an individual.

¹⁴ George A. Jones, "Individual Differences in
 the Social Sciences," p. 412.

¹⁵ Statement of the Commission on the Status of Women
 before the Committee on Education and Labor, U.S. Senate,
 March 1946, p. 10.

In speaking of the school library and individual differences Howard H. Hicks, the principal of Alexander Hamilton Junior High School, Long Beach, California, said:

The library is invaluable to the teacher who seriously tries to provide for individual differences. The gifted child, the great reader, the child who dislikes to read because books are not interesting, the child with a hobby, the child who needs to have the experience of making a contribution to his class, the child who does well but not his best,¹⁶ . . . all these will find a challenge in the library.

Leisure reading. The second most important function of the high school library is to provide for the worthy use of leisure time. To provide reading material that will meet the individual interests of the students, the librarian must acquaint herself with the background and personality of the student. There are sources to which she might turn for aid; from the psychologist she may learn of the nature of the child; from educators and investigators she may learn what reading children in general prefer at different ages; from published reports of organizations and committees she may obtain recommendations from which to make a selection of books varied in type and adapted to the reading interests and abilities of the student; from the principal's office she may learn of the home conditions, and the results of

¹⁶Howard H. Hicks, "The Junior High School Library," School Library Yearbook, Number Five, pp. 41-83.

In speaking of the school library and individual differences
Howard E. Blake, the principal of Alexander Hamilton Junior
High School, Long Beach, California, said:

The library is indispensable to the teacher who
truly tries to provide for individual differences. The
gifted child, the average reader, the child who dislikes
to read because books are not interesting, the child
with a hobby, the child who needs to have the information
of making a contribution to his mind, the child who
does well but not his best, . . . all these will find a
challenge in the library.

Leisure reading. The school must improve the
of the high school library is to provide for the variety and
of leisure time. To provide reading material that will meet
the individual interests of the students, the librarian must
acquaint herself with the background and personality of the
student. There are scores of titles and titles buried in
from the psychologist and way learn of the nature of the
child; from educators and investigators and way learn of
reading children in general and of different types. From
published reports of organizations and individuals who are
obtain recommendations from which to make a selection of
books varied in type and adapted to the reading interests
and abilities of the student; from the writings of those
the way learn of the some conditions, and the results of

Howard E. Blake, Principal, Alexander Hamilton Junior
High School, Long Beach, California, V. 1, p. 100.

tests that will give her the reading levels of the students; from classroom teachers she may get information about interests and projects.¹⁷

Vocational guidance. A vital function of the high school library is its part in a vocational guidance program. The wealth of material which floods the market can be made effective only through careful selection and handling. The library should provide what the counsellor wishes to give to students on business ethics, economic opportunities, and the specific job or occupation.

A prophecy. Dean Russell of Teachers College, Columbia University, writing of the educational relationship of the school library, said:

. . . Something new is in the process of creation. For the education of children we have schools. Into these we have introduced libraries. For the education of adults we have libraries. Into these we have introduced schools. This paper suggests that the time may come when there will be neither libraries in schools nor schools in libraries, but a new educational institution will emerge which combines the best features of both.¹⁸

¹⁷Margaret Southwick, "Recreational Reading in the School Library," The Elementary English Review, 10:197-200, October, 1933.

¹⁸William F. Russell, "Educational Development and the School Library," School Library Yearbook Number Two, p. 53.

III. SUMMARY

Many high school libraries were established near the turn of the century. Two types of administration developed; one in which the school library is a part of the city library system; the other in which the school library is a unit of the school organization. The second is more generally used and has certain advantages over the first.

The growth of high school libraries since 1905 has been in the direction of organization and service, rather than in numbers. Early libraries were inadequate in books and reference material, and in personnel. Carefully conducted studies of the theories and practices of the high school system contributed to the growth of the library in the school.

A changing philosophy of education has influenced the growth of the high school library. The library arose to meet the need for supplying supplementary materials demanded by the new methods of instruction.

The high school library has an important role in a curriculum which tries to meet individual differences, in one which supplies reading for the enrichment of experience, and in one which provides a vocational guidance program.

Dean Russell of Teachers College prophesied that the best features of the school and of the library might be combined to formulate a new educational institution.

CHAPTER III

THE SCHOOLS SURVEYED

I. LOCATIONS AND BUILDINGS

Geographical distribution. It was gratifying that the responses to the questionnaire were distributed throughout the state. Returns of the inquiry forms were received from every county. The number of schools replying varied from one in each of three counties to seven in each of two counties.

The buildings. The oldest building now in use by schools which have cooperated in this study was erected in 1898. The highest flux of building was between the years of 1920 and 1924. This period surpassed in number of buildings that of 1935 to 1939 when federal funds made possible the erection of school buildings.

II. TYPES OF SCHOOLS

Organization. The four-year high school is the dominant form of organization in New Mexico. Seventy per cent of the schools taking part in the study are so organized. Thirteen senior high and ten junior high schools represent twenty-three different systems which are organized on the 6-3-3 plan, the second most popular type of organization. Ten schools follow the 6-6 plan, combining the junior and

CHAPTER III

THE SCHOOL SYSTEM

I. LOCATION AND BUILDINGS

Geographical distribution. It was previously stated

the response to the questionnaire was distributed among
out the state. The number of schools was received
from every county. The number of schools was
from one to about three hundred in each of the
counties.

The buildings. The oldest building was in use by

schools which have been erected in the state since 1898.
The highest list of buildings was between 1898 and
1930 and 1931. This period represents a number of buildings
that of 1931 to 1932 when federal funds were available for
erection of school buildings.

II. TYPES OF SCHOOLS

Organization. The four-year high school is the most

most type of organization in the state. Generally not over
of the schools having part in the study are 60 schools.
Thirteen smaller high and ten smaller high schools represent
twenty-three different systems which are organized on the
6-3-3 plan, the second most popular type of organization.
Ten schools follow the 6-3 plan, containing one junior and

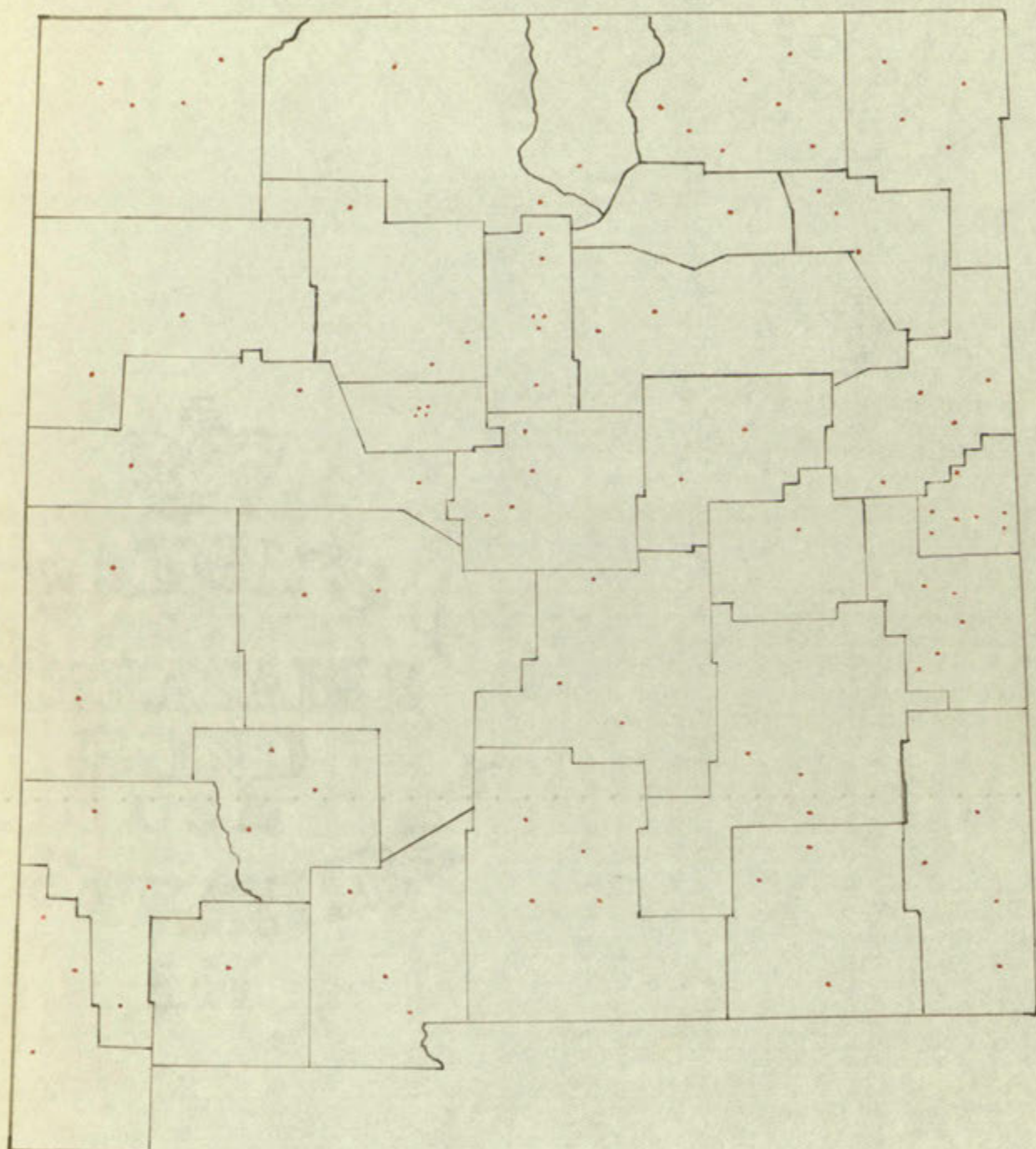


FIGURE I

GEOGRAPHICAL DISTRIBUTION OF HIGH SCHOOLS
RESPONDING TO THE QUESTIONNAIRE

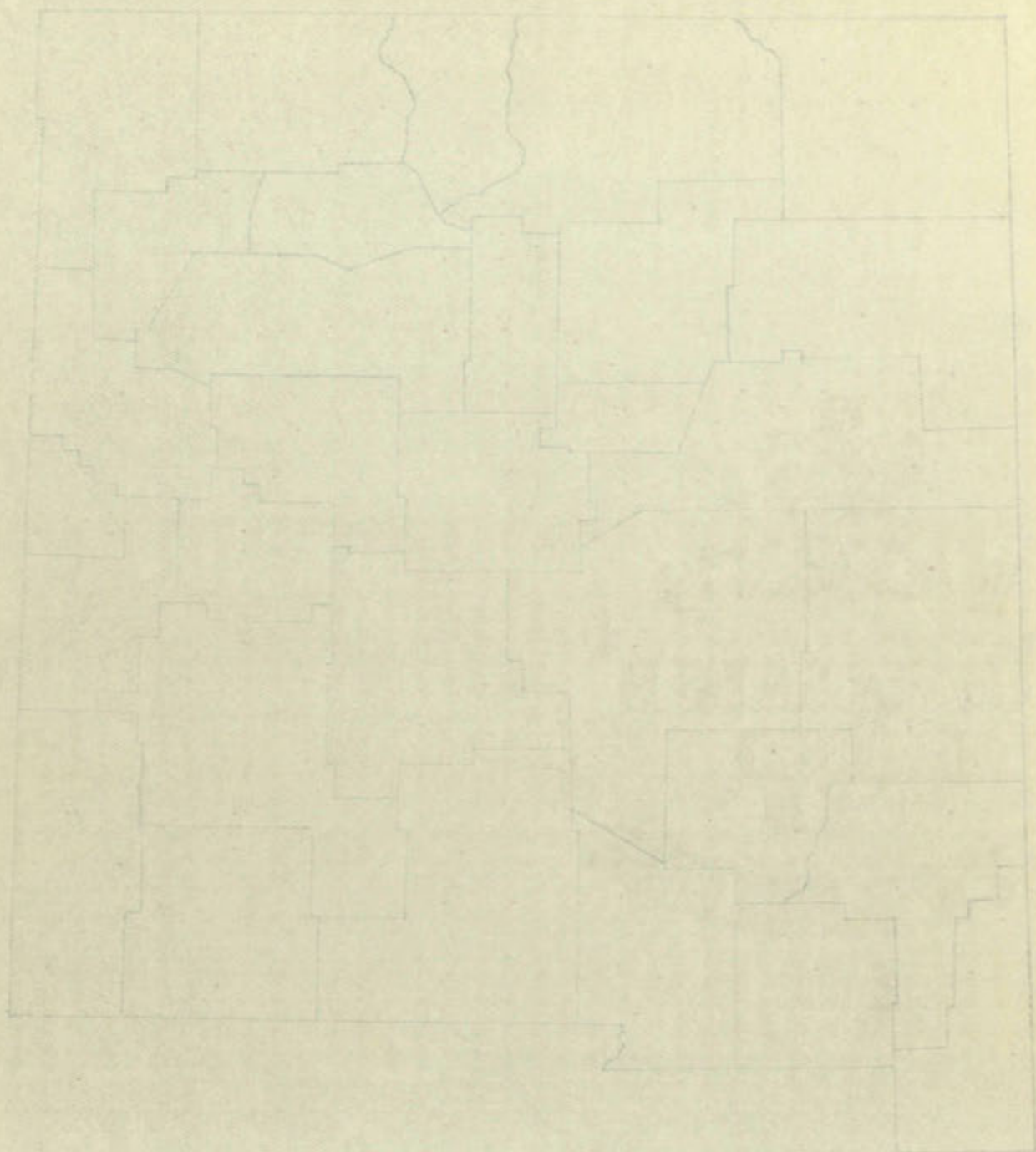


FIGURE 1

GEOGRAPHICAL DISTRIBUTION OF HIGH SCHOOLS
RESPONDING TO THE QUESTIONNAIRE

TABLE I
DATE OF ERECTION OF BUILDINGS, SHOWING
THE INCLUSION OF LIBRARY IN
ORIGINAL PLANS

Date	Build- ings erect- ed	Average number of rooms	Library in original plans	Percent- age
1895-1899	1	8	1	*
1900-1904	0	0	0	0
1905-1909	3	9	1	33.3
1910-1914	3	14	1	33.3
1915-1919	14	10	3	24
1920-1924	26	9	7	26.9
1925-1929	16	10	6	27.5
1930-1934	10	11	5	50
1935-1939	23	11	12	52
Total	96	10	31	32.1

*Since only one school reported in this group the percentage is not shown.

DATE	NAME	AGE	SEX	RELATIONSHIP
1900-1901
1901-1902
1902-1903
1903-1904
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1907-1908
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2206-2207
2207-2208

the senior high schools.

Each of three schools reporting a three-year high school has a small daily attendance.

Average daily attendance. More than one half of the high schools replying to the inquiry form have an average daily attendance of fewer than one hundred pupils. Twenty schools have an average daily attendance of one hundred one to two hundred. Only two schools have an average daily attendance of more than five hundred.

The numbers indicate that the problem of high school libraries in New Mexico is concerned primarily with fairly small libraries.

III. COOPERATION IN THE STUDY

Unanswered questionnaires. One hundred fifty-three questionnaires were sent to the accredited high schools of New Mexico. One hundred eight were returned. Eight were unanswered. Of the eight, two were returned without comment; four schools had been consolidated recently with other schools; one had no library service; one did not have time to answer questionnaires.

Answered questionnaires. One hundred high school libraries gave replies to the inquiry sheet. The replies show a wide diversity of organization, administration, and material facilities. In the report of this study to be

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TABLE II
LIBRARIES REPLYING TO INQUIRY FORM IN SCHOOLS
CLASSIFIED ACCORDING TO TYPES AND
AVERAGE DAILY ATTENDANCE

Type	Average daily attendance										No. of teachers
	100 or fewer	101 to 200	201 to 300	301 to 400	401 to 500	501 to 1,000	1,001 and more	Total			
Junior high schools	5							5	16		
Junior-senior high schools	6	2	1	1				10	68		
Senior high schools	4	3	1	1	2	1	1	13	190		
3 year high schools	3							3	8		
4 year high schools	40	15	11	2	1			69	455		
Total	58	20	13	4	3	1	1	100	737		

II KIBAT

MEMORIE DI UNO DEI PIU' FAMOSI
 CANTANTI DI KIBAT
 NEL 1880

MEMORIE DI UNO DEI PIU' FAMOSI CANTANTI DI KIBAT NEL 1880									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

found on the following pages, an attempt is made to present a picture of present conditions.

IV. SUMMARY

Returns of the inquiry form were received from every county in the state of New Mexico. The erection of buildings has been fairly steady since 1915, reaching the peak in construction during the years from 1920 to 1924, and after a decline, reviving again between the years from 1935 to 1939. The availability of federal funds for construction no doubt influenced the latter period.

One hundred eight high school libraries returned the inquiry form, eight of which were unanswered. The replies show a wide diversity of organization, administration, and material facilities in the high school libraries cooperating in this study.

found on the following pages, an attempt is made to present a picture of present conditions.

IV. SUMMARY

Returns of the inquiry form were received from twenty county in the state of New Mexico. The erection of buildings has been fairly steady since 1915, reaching the peak in construction during the years from 1920 to 1924, and after a decline, reviving again between the years from 1935 to 1939. The availability of federal funds for construction as loans influenced the latter period.

One hundred eight high school libraries returned the inquiry form, eight of which were unanswered. The replies show a wide diversity of organization, administration, and material facilities in the high school libraries operating in this study.

CHAPTER IV

THE LIBRARY IN THE SCHOOL

I. HOUSING

The buildings. The earliest date at which a school participating in the study provided for a library in its original plans was 1898.¹ The appearance of the library as a unit in the plan of the building is an important mile stone in the recognition of the library as an integral part of the school system. It reflects in New Mexico the interest in school libraries which was mounting in the nation.

Since 1915, the percentage of schools which have included provision for the library has grown steadily. Of buildings erected between 1935 and 1939, more than 50 per cent have provided for libraries in the original plans.

Housing of the library. Though the library is appearing in building plans, it is a prevalent practice to combine it with the study hall. Sixty per cent of the total number of the schools replying to the inquiry combine the library and the study hall. The practice is as common in the larger as in the smaller schools. In schools which have an average daily attendance of three hundred or fewer, 68 per cent combine the two. In schools having an

¹See Table I.

TABLE III
HOUSING OF THE LIBRARY IN SCHOOLS
CLASSIFIED ACCORDING TO AVERAGE
DAILY ATTENDANCE

Rooms in which the library is housed	Average daily attendance								Total
	100 or fewer	101 to 200	201 to 300	201 to 400	401 to 500	501 to 1,000	1,001 and over		
Combined with study hall	36	9	7	4	3		1	60	
Separate from study hall	20	9	6			1		36	
In class room	2	1						3	
In auditorium		1						1	
Total	58	20	13	4	3	1	1	100	

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224	1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235	1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247	1248	1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260	1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272	1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288	1289	1290	1291	1292	1293	1294	1295	1296	1297	1298	1299	1300	1301	1302	1303	1304	1305	1306	1307	1308	1309	1310	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320	1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331	1332	1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344	1345	1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356	1357	1358	1359	1360	1361	1362	1363	1364	1365	1366	1367	1368	1369	1370	1371	1372	1373	1374	1375	1376	1377	1378	1379	1380	1381	1382	1383	1384	1385	1386	1387	1388	1389	1390	1391	1392	1393	1394	1395	1396	1397	1398	1399	1400	1401	1402	1403	1404	1405	1406	1407	1408	1409	1410	1411	1412	1413	1414	1415	1416	1417	1418	1419	1420	1421	1422	1423	1424	1425	1426	1427	1428	1429	1430	1431	1432	1433	1434	1435	1436	1437	1438	1439	1440	1441	1442	1443	1444	1445	1446	1447	1448	1449	1450	1451	1452	1453	1454	1455	1456	1457	1458	1459	1460	1461	1462	1463	1464	1465	1466	1467	1468	1469	1470	1471	1472	1473	1474	1475	1476	1477	1478	1479	1480	1481	1482	1483	1484	1485	1486	1487	1488	1489	1490	1491	1492	1493	1494	1495	1
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average daily attendance of more than three hundred, only one school of nine reports its library separate from the study hall.

Three libraries are housed in the class room and one in the auditorium.

Work rooms. Eighteen libraries report work rooms. Five indicate that the room is used also for other purposes. The work rooms are of adequate size generally, the smallest reported being 6 x 12 feet. Where the room is used for other purposes the amount of space utilized by the library is not indicated.

Only one library reports a council room, seating twenty students.

Floor space per pupil. The secondary school standards adopted by the Association of Colleges and Secondary Schools of the Southern States require that schools having an enrollment of two hundred to five hundred students shall have a floor space of twenty-five square feet per pupil seated.² The North Central Association does not set up such standards. The questionnaire asked for the size of the reading room and for the number of pupils it would seat. From these figures it was possible to estimate the number of square feet per pupil of the library. Since the library

²See Appendix B.

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⁵See Appendix B.

TABLE IV
FLOOR SPACE PER PUPIL IN LIBRARIES SEPARATE
FROM STUDY HALLS IN SCHOOLS CLASSIFIED
ACCORDING TO AVERAGE DAILY ATTENDANCE

Floor space per pupil	Average daily attendance							
	100 or fewer (17)	101 to 200 (8)	201 to 300 (5)	301 to 400 (1)	401 to 500 (0)	501 to 1,000 (1)	1,001 and more (0)	All schools (52)
Average number square feet per pupil	19.6	10.3	29	9		17		16.9
Highest number square feet per pupil	52.6	17	67	9		17		67
Lowest number square feet per pupil	9	3	3	3		17		3

Note: Numbers in parentheses show the number of schools represented.

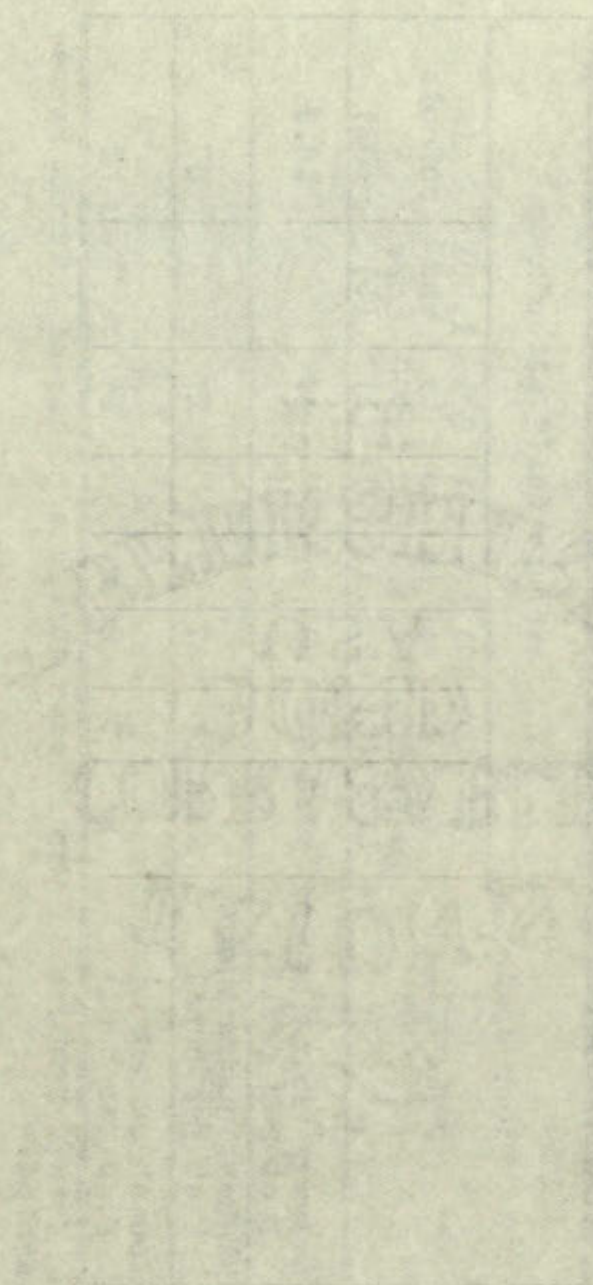


TABLE V
PERCENTAGE OF PUPILS SEATED IN LIBRARIES
SEPARATE FROM STUDY HALLS IN SCHOOLS
CLASSIFIED ACCORDING TO AVERAGE
DAILY ATTENDANCE

Percentage of pupils seated	Average daily attendance							
	100 or fewer (17)	101 to 200 (8)	201 to 300 (5)	301 to 400 (1)	401 to 500 (0)	501 to 1,000 (1)	1,001 and more (0)	All schools (32)
Average percentage pupils seated	37.2	17	13.4	40		18		25.1
Highest percentage pupils seated	100	39	22	40		18		100
Lowest percentage pupils seated	8	2	4	40		18		2

Note: Numbers in parentheses show the number of schools represented.

which is combined with the study hall must accomodate necessarily a large per cent of the student body, the figures are based on the replies of the thirty-five schools which reported having libraries separated from the study hall. The average size of 16.2 square feet per pupil falls below the Southern requirements, though one school has a library of sixty-seven square feet per pupil, and another of fifty-three square feet per pupil.

Three libraries reported no reading room.

Seating capacity. Again comparing with the Southern Association standards which require that libraries seat at least 10 per cent of its pupils, it is found that the median of the high school libraries replying to the inquiry exceeds the standard. The median percentage of the student body seated is 25.3. One library seats 100 per cent of the student body, and one library falls as low as 2 per cent.

Shelving. The generally accepted standard of adequate shelving is eight books per foot.³ The median for the high school libraries participating in the study is 7.2 books per foot. The statement of the results is based on the replies of sixty-five schools. Thirty-five schools did not reply to the request for the number of feet of shelving, or for the number of books in the library. Several libraries

³Lucile F. Fargo, The Library in the School (Chicago: American Library Association, 1939), p. 228.

which is combined with the study hall must necessarily mean-
 early a large per cent of the student body, the library was
 based on the replies of the thirty-five schools which re-
 ported having libraries separated from the study hall. The
 average size of 16.2 square feet per pupil falls below the
 Southern requirements, though one school has a library of
 sixty-seven square feet per pupil, and another of fifty-three
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 least 10 per cent of the pupils, it is found that the
 median of the high school libraries replying to the inquiry
 exceeds the standard. The median percentage of the student
 body seated is 25.3. One library seats 100 per cent of the
 student body, and one library falls as low as 3 per cent.

Shelving. The generally accepted standard of stu-
 dent shelving is eight books per foot.³ The median for the
 high school libraries participating in this study is 7.2
 books per foot. The statement of the results is based on
 the replies of thirty-five schools. Thirty-five schools did
 not reply to the request for the number of feet of shelving,
 or for the number of books in the library. Several libraries

³ Lucile E. Yerkes, The Library in the School (Chicago:
 American Library Association, 1939), p. 138.

have shelving adequate for one book per foot. The greatest number in any one library is twenty-seven books per foot. Twenty-four libraries average more than eight books per foot.

Service. In New Mexico as in other parts of the United States two types of administration have developed. Thirty-one libraries taking part in this study serve the public as well as the school.

II. THE LIBRARIAN

Distribution of time. The librarian is the focal point of the library. Adequate facilities are effective only where skilfully administered. The school which wishes to have a successful library must have a capable person in charge who is allowed sufficient time to accomplish the duties required of her. From the schools responding to the questionnaire data were received regarding the distribution of the time of the librarians between the library, teaching, and other regularly assigned duties.

Eleven schools did not give the requested data. Of the eighty-nine libraries furnishing the information six employ full-time librarians. In schools having an average daily attendance of more than three hundred pupils one teacher-librarian teaches five hours per day, one three hours, and two two hours per day. No teacher-librarian in this group of schools has regularly assigned duties other

have shelving space for one book per foot. The greatest number in any one library is twenty-seven books per foot. Twenty-four libraries average more than eight books per foot. Service. In New Mexico no in other parts of the United States two types of administration have developed. Thirty-one libraries taking part in this study serve the public as well as the school.

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TABLE VI

DISTRIBUTION OF TIME OF LIBRARIANS
IN SCHOOLS CLASSIFIED ACCORDING
TO AVERAGE DAILY ATTENDANCE

Time of librarians	Average daily attendance							
	100 or fewer	101 to 200	201 to 300	301 to 400	401 to 500	501 to 1,000	1,001 and more	All schools
Teaching. Number of hours								
1		1						1
2		1		1	1			3
3	5	1	1	1				8
4	17	7	4					28
5	18	2	1	1				22
6	1	2						3
7	2							2
Library. Number of hours								
1	15	4	1					20
2	10	7	2	1				20
3	5	3	2	1				11
4	3		2		1			6
5	4	1		1				6
6		1						1
Full time			2		2	1	1	6
No regular hours	5	1						6
Other duties								
Class sponsor	2	1						3
Club	1	1						2
Coaching	4							4
Dramatics	1		1					2
Gymnasium	1							1
Music	1							1
Playground	1							1
Principal	4	3						7
School paper	1							1
Secretary	1	2	1					4
Superintendent	1	1						2
Data not given	7	1	2	1				11

Note: Schools usually interpreted hours as class periods.

TABLE VI

DISTRIBUTION OF TIME OF LIBERATION
IN SCHOOLS OF SEVENTH, EIGHTH,
AND NINTH GRADES
TO AVERAGE DAILY ATTENDANCE

Time of Liberation	Average Daily Attendance									
	100 or more	75 to 100	50 to 75	25 to 50	10 to 25	5 to 10	2 to 5	1 to 2	Less than 1	All absent
Teaching, 100%										
1										
2										
3										
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Note: Schools usually reported data at least monthly.

than the library and teaching.

In schools having an average daily attendance of three hundred or fewer pupils fifty-five teacher-librarians teach four hours or more per day. Two have a teaching load of seven hours. Fifty-one teacher-librarians are scheduled in the library three hours or fewer per day. Twenty-eight are regularly assigned duties other than teaching and the library. In several schools the teacher-librarian is scheduled in the library three hours per day, teaches from three to four hours per day, and is assigned from six to ten hours per week in activity duties. Only thirteen teacher-librarians are given more than three hours per day in the library, and six have no regular schedule.

Training of librarians. A factor of importance regarding the high school librarian is her training. In the ninety-six high schools giving data on these questions seven librarians are college graduates and have attended a library school for one or more years. Four of the librarians so qualified are employed in schools with an average daily attendance of three hundred or fewer.

In ten schools the librarian is a college graduate with from ten to thirty hours in library training, and in twenty-eight schools she is a college graduate with from one to ten hours in library training.

Thirty schools have librarians who are college

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In the last of the series
three hundred and twenty-five
each four hours of work
of seven hours. The
in the first of the series
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TABLE VII
TRAINING OF LIBRARIANS IN SCHOOLS CLASSIFIED
ACCORDING TO AVERAGE DAILY ATTENDANCE

Training of librarians	Average daily attendance										Total
	100 or fewer	101 to 200	201 to 300	301 to 400	401 to 500	501 to 1,000	1,001 and more				
College graduate plus 30 hours or more library training	2	1	1	1	1		1			7	
College graduate plus 21-29 hours library training	2		1							3	
College graduate plus 11-20 hours library training	4	2			1					7	
College graduate plus 6-10 hours library training	4	3	2							9	
College graduate plus 1-5 hours library training	12	3	2	2						19	
College graduate plus 0 hours library training	20	8	1		1					30	
College graduate, library hours not given	1		1	1						3	
Two years college plus 4 hours library training				1						1	
One year college plus 0 hours library training	1					1				2	
Student librarian	3	2	2							9	
NYA librarian	3	1								6	
Data not given	2		2							4	
Total	58	20	13	4	3	1	1			100	

GENERAL STATEMENT OF ACCOUNTS									
DATE		PARTICULARS		DEBIT		CREDIT		BALANCE	
1900									
1901									
1902									
1903									
1904									
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THIS STATEMENT IS SUBJECT TO THE REVIEW OF THE BOARD OF DIRECTORS

THE BOARD

graduates but have no training in library work.

Three schools reported that the librarian is a college graduate, but did not state the number of hours of library training.

Two schools have librarians who have attended college for two years, one of whom has four hours in library training. The librarian of one school has attended college for one year, but has no library training.

Nine schools participating in the study have students and six schools have NYA workers placed in charge of the library.

Seventy-eight librarians in schools responding to the questionnaire hold a New Mexico State Teacher's certificate. Sixteen librarians do not hold a teaching certificate. Six schools did not give the data.

Rate of pay of librarians. In the high schools taking part in the study the rate of pay of 62 per cent of the librarians is the same as the rate of pay of the teachers in the school. Fourteen librarians are paid less than the teachers, and fourteen are paid more. Of the fourteen who are paid more than the teachers, thirteen are paid as the superintendent or principal. Only one regularly employed librarian receives a higher salary than the teachers. Eight schools did not reply to this question. Three school libraries are in charge of students who receive no pay.

graduates had have no training in library work.

Three schools reported that the librarian is a vol-

unt graduate, but did not state the number of hours of

library training.

Two schools have librarians who have attended college

for two years, one of whom has four hours in library train-

ing. The librarian of one school has attended no less than

one year, but has no library training.

When schools participating in the study have librarians

and six schools have not, the results are as follows:

Library.

Seventy-eight librarians in schools responded to the

questionnaire. Of these, 14 were women and 14 were men.

Eighteen librarians do not hold a teaching certificate. Six

schools did not give the data.

Rate of pay of librarians. In the high school and

high parts in the study the rate of pay of 62 per cent of the

librarians is the same as the rate of pay of the teachers

in the school. Twenty-two librarians are paid less than the

teachers, and fourteen are paid more. Of the fourteen who

are paid more than the teachers, thirteen are paid as the

superintendent or principal. Only one librarian is paid

librarian receives a higher salary than the teachers.

Eight schools did not reply to this question. Three schools

librarians are in charge of students who receive no pay.

TABLE VIII

RATE OF PAY OF LIBRARIANS AS COMPARED WITH
 RATE OF PAY OF TEACHERS IN SCHOOLS
 CLASSIFIED ACCORDING TO AVERAGE
 DAILY ATTENDANCE

Rate of pay of librarians	Average daily attendance							
	100 or fewer	101 to 200	201 to 300	301 to 400	401 to 500	501 to 1,000	1,001 and more	Total
Same as teachers	33	12	8	4	2	1	1	61
Less than teachers	7	2	4		1			14
More than teachers	1							1
Paid as principal or superintendent	9	4						13
No pay	2	1						3
Data not given	6	1	1					8
Total	58	20	13	4	3	1	1	100

STATE OF NEW YORK
 DEPARTMENT OF TAXATION
 CLASSIFIED ACCOUNTS - FOR 1914
 VALUE ADDED

Rate of pay of employees	Average daily attendance					
	100 or more	75 to 99	50 to 74	25 to 49	10 to 24	Under 10
Same as teachers	25	12	8	4	1	1
Less than teachers	7	4	1			
More than teachers	1					
Paid as principal or superintendent	9	4				
No pay	2	1				
Does not give	3	1	1			
Total	38	20	10	5	1	1

III.ASSISTANTS

Assistants other than students. Ten schools with an average daily attendance of three hundred or fewer pupils each have one assistant other than students; one library has two, and two libraries have four assistants each. The median hours worked by an assistant each week is 6.4.

One school of more than four hundred average daily attendance has five library assistants who work a total of thirty hours per week.

One school of more than five hundred average daily attendance has one library assistant who works full time. Eighty schools have no library assistants other than students. Eight schools did not give the data.

Student assistants. The employment of students as library assistants is a prevalent practice in the high school libraries responding to the questionnaire. The number employed varies from one to twenty-one students. The median number of pupil assistants for seventy-eight schools is 5.8. The practice is distributed through schools falling in all classes of average daily attendance. The median number of hours worked is 38.5 hours per week for all assistants in one school.

Eight schools do not use student library assistants. Fourteen schools did not give the data.

III. ASSISTANTS

Assistant other than student. Ten schools with an

average daily attendance of three hundred or fewer pupils

each have one assistant other than student; one library

has two, and two libraries have four assistants each. The

median hours worked by an assistant each week is 38.5.

One school of more than four hundred pupils daily

attendance has five library assistants who work a total of

thirty hours per week.

One school of more than five hundred pupils daily

attendance has one library assistant who works full time.

Eight schools have no library assistants other than stu-

dents. Eight schools did not give the data.

Student assistants. The number of students

library assistants is a prevalent practice in 10 of 14

school libraries responding to the questionnaire. The num-

ber employed varies from one to twenty-one students. The

median number of pupil assistants for seventy-eight schools

is 2.8. The practice is distributed through schools ranging

in all classes of average daily attendance. The median num-

ber of hours worked is 38.5 hours per week for all assis-

tants in one school.

Eight schools do not use student library assistants.

Fourteen schools did not give the data.

IV. SUMMARY

The earliest date at which a library appeared in the original plans for the building of a high school taking part in the study was 1898. Since 1915 the percentage of schools making provision for libraries has grown steadily. During the years of 1935 to 1939 more than 50 per cent of the high schools were including the library in the building plans.

The prevalent plan of high schools responding to the inquiry is to combine the library and the study hall. The practice is as common in the larger as in the smaller schools. Few libraries are provided with work rooms. The work rooms that exist are of adequate size. One library has a council room. The seating capacity of the libraries is adequate, but the floor space per pupil is below standard. While some of the libraries have abundant shelving space, 37 per cent have shelves that are painfully crowded.

Examples of the two types of administration are found in New Mexico. Thirty-one libraries serve the public and the school; sixty-nine libraries serve only the school.

In schools having more than three hundred average daily attendance no teacher-librarian has regularly assigned duties other than teaching and the library. At least four librarians are assigned heavy teaching loads. In schools having an average daily attendance of less than three hundred students, teacher-librarians have heavy

IV. SUMMARY

The earliest date at which a library appeared in the original plans for the building of a high school was 1898. Since 1915 the percentage of schools in the study was 1898. Since 1915 the percentage of schools making provision for libraries has grown steadily. During the years of 1935 to 1939 more than 50 per cent of the high schools were including the library in the building plans. The prevalent plan of high schools responding to the inquiry is to combine the library and the study hall. The practice is as common in the larger as in the smaller schools. Few libraries are provided with work rooms. The work rooms that exist are of adequate size. One library has a council room. The seating capacity of the libraries is adequate, but the floor space per pupil is below standard. While some of the libraries have abundant shelving space, 57 per cent have shelves that are seriously crowded. Examples of the two types of adaptation are found in New Mexico. Thirty-one libraries serve the public and the school; sixty-nine libraries serve only the school. In schools having more than three hundred students daily attendance no reader-librarian has regularly assigned duties other than teaching and the library. At least four librarians are assigned heavy teaching loads. In schools having an average daily attendance of less than three hundred students, reader-librarians have heavy

teaching schedules and are assigned activity duties, leaving little time for the library duties.

Of persons in charge of libraries in the schools participating in the study 47.9 per cent have had no library courses. Seventy-five librarians are college graduates, and three have attended college one or more years. Seventy-eight librarians hold a State Teacher's certificate in New Mexico. Fifteen libraries are in charge of students or of NYA workers.

The rate of pay of 62 per cent of the librarians is the same as the rate of pay of the teachers in the same high school. Fourteen librarians are paid less than the teachers. One librarian, other than thirteen who are paid as superintendent or principal, is paid more than the teachers in the school.

Eight schools did not reply to the questions, and three libraries are in charge of students who receive no pay.

Fifteen schools responding to the inquiry have assistants other than students in the library. The schools generally specified on the questionnaire that the assistants were NYA workers. Eighty libraries have no assistants other than students. Librarians have students as assistants in large and in small schools. Seventy-eight schools use student assistants in the library; eight do not.

Fourteen schools did not give the data.

The practice of giving remuneration or credit to the library assistants is almost equally popular. A few schools give no compensation.

The practice of giving remuneration or credit to the
library assistants is almost equally popular. A few schools
give no compensation.

CHAPTER V

THE BUDGET

I. THE INCLUSIVE BUDGET

The library budget. The school library is a business organization. To function properly it must have a budget on which to operate. Seventy-eight libraries in high schools replying to the questionnaire operate with a regular budget. All schools with an average daily attendance of more than four hundred students, excluding one which did not give the data, are allowed annually a specified amount on which to operate.

Nineteen high schools do not allow the library a regular budget. Two high schools with an average daily attendance of more than three hundred students, five high schools with an average daily attendance of one hundred one to three hundred students, and twelve high schools with an average daily attendance of one hundred or fewer, do not have a specified library budget.

Two schools did not give the data.

Persons making the budget. The superintendent is the person most often responsible for the high school library budget. In fourteen high schools the superintendent alone, and in nine high schools the county superintendent alone, is given the responsibility of forming the library

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TABLE IX

PERSONS RESPONSIBLE FOR MAKING THE BUDGET
IN SEVENTY-EIGHT HIGH SCHOOL LIBRARIES
HAVING A REGULAR BUDGET

Persons responsible for the budget	Number of schools
Superintendent	14
Superintendent and Board of education	12
County superintendent	9
Board of education	6
County board of education	5
Superintendent and Librarian	5
Superintendent, Board of education, and budget auditor	4
Budget auditor	2
Budget commission	2
Librarian and teachers	2
Principal	3
Principal and Board of education	2
Principal and County superintendent	2
Principal and Librarian	2
County superintendent and Board of education	1
Educational secretary (private school)	1
Presbyterian Board of national missions	1
School officials	1
State auditor	1
Superintendent and County superintendent	1
Superintendent and teachers	1
Teachers	1
Total	78

TABLE II

PERSONS RESPONSIBLE FOR MAKING THE BUDGET
IN SEVENTY-THREE HIGH SCHOOL DISTRICTS
HAVING A REGULAR BUDGET

Number of schools	Persons responsible for the budget
1	Teachers
1	Superintendent and teachers
1	Superintendent
1	Superintendent and County
1	State auditor
1	School officials
1	Missions
1	Presbyterian Board of national
1	Education
1	County superintendent and Board of
1	Principal and Librarian
1	Principal and County superintendent
1	Principal and Board of education
1	Principal
1	Librarian and teachers
1	Budget commission
1	Budget auditor
1	and budget auditor
1	Superintendent, Board of education,
1	Superintendent and Librarian
1	County Board of education
1	Board of education
1	County superintendent
1	Superintendent and Board of education
1	Superintendent
1	Total
78	

budget. The superintendent is actively engaged in determining the library budget in twenty-four other schools.

In thirty high schools replying to the inquiry the Board of Education is mentioned as an agency in fixing the budget for the library.

The librarian participates in making the library budget in nine high schools, and the principal in nine high schools.

Distribution of the budget. The libraries of sixteen high schools responding to the questionnaire do not have a definite apportionment for the budget. Eleven high schools did not answer the question.

Fifty-two libraries provide a stated percentage for both books and periodicals. The purchase of books receives the greatest amount from the libraries which regularly apportion the budget, one high school library allowing as high as 87 per cent for books. The median allowance for books is 76.2 per cent. One school uses 60 per cent of its budget for the purchase of periodicals. The median grant for periodicals is 17.8 per cent.

Thirty-one high school libraries add mending, binding and supplies to the regular budget. Four high schools set aside from the library budget a stated amount for visual aids. One library has a small allowance for salary, and one includes a small percentage for miscellaneous purchases.

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Thirty-one high school libraries add binding, binding and supplies to the regular budget. Four high schools set aside from the library budget a stated amount for miscellaneous purchases. One library has a small allowance for salary, and one includes a small percentage for miscellaneous purchases.

TABLE X
DISTRIBUTION OF THE BUDGET IN SEVENTY-EIGHT
HIGH SCHOOL LIBRARIES HAVING
A REGULAR BUDGET

Distribution of the budget	Percentage		Number of schools participating
Books	High	87	52
	Low	34	
	Median	76.2	
Periodicals	High	60	52
	Low	5	
	Median	17.8	
Mending and binding	High	20	31
	Low	1	
	Median	8.6	
Supplies	High	16.6	31
	Low	2	
	Median	8.2	
Visual aids	*A	50	4
	B	20	
	C	12	
	D	5	
Salary		1	1
Miscellaneous		5	1
No definite apportionment			16
Data not given			10

*Since only four schools reported this item, each of the four is shown here.

of the subject	of the subject	of the subject
Books	Books	Books
Periodicals	Periodicals	Periodicals
Manuscripts	Manuscripts	Manuscripts
Printings	Printings	Printings
Visual aids	Visual aids	Visual aids
Salary	Salary	Salary
Miscellaneous	Miscellaneous	Miscellaneous
No dollar amount	No dollar amount	No dollar amount
Data not given	Data not given	Data not given

*These items have been included in the list of items, and are not to be included in the list of items.

TABLE XI
SOURCES OF INCOME FOR NINETEEN HIGH
SCHOOL LIBRARIES NOT HAVING
A REGULAR BUDGET

Sources of income	Number of schools
County board grants	4
Gifts and donations	3
Books supplied by New Mexico State Teacher's College	1
Money raised through programs	1
Superintendent grants	1
Superintendent and Budget commission grant	1
Data not given	8
Total	19

Income for libraries having no regular budget. The nineteen high school libraries which do not have a regular budget employ various methods of securing funds. In six high schools the superintendent, the county board, or the budget commission deducts an amount for the library from the annual school income. One high school library is furnished books by the State Teacher's College.

Three high school libraries depend on gifts and donations for support, and one raises the money spent by the library through giving programs.

Eight libraries did not give the data.

TABLE II

SOURCES OF INCOME FOR ALABAMA HIGH
SCHOOL LIBRARIES FOR 1947-48
A BUDGET STUDY

Sources of Income	Number of Libraries
County board grants	4
Gifts and donations	3
Books supplied by New Mexico	1
State Teachers' College	1
Money raised through programs	1
Superintendent's funds	1
Superintendent and subject	1
Commission grant	1
Data not given	1
Total	13

Income for libraries given no regular budget.

nineteen high school libraries which do not have a regular budget employ various methods of securing funds. In the high schools the superintendent, the county board, or the budget commission determine the amount for the library from the annual school income. One high school library is financed books by the State Teachers' College. Three high school libraries receive no gifts and none plans for support, and one raises the money spent in the library through giving programs. Eight libraries did not give the data.

II. THE BOOK BUDGET

Apportionment of the budget. Seventy-four high schools responding to the inquiry do not make an attempt to apportion the library book budget according to subject. Eleven schools did not answer this question.

Fifteen schools apportion the library book budget according to the subjects offered in the curriculum. The highest percentage is allowed for general reading; the second highest is allowed for fiction. One school does not include the purchase of fiction in the library book budget.

Ten high school libraries include in the budget an apportionment for the purchase of reference books. One library designates 40 per cent of its book budget for this purpose.

Three high school libraries make provision for the purchase of books in languages other than English. Two of the schools specify that the allowance is for Spanish books.

III. SUMMARY

Being a business organization, the high school library must have a specified budget on which to operate. Seventy-eight high schools replying to the questionnaire operate with a regular library budget. Nineteen schools have no specified budget for the library!

II. THE BOOK BUDGET

Appropriation of the Budget

Schools responding to the inquiry do not make an attempt to appropriate the library book budget according to subject.

Eleven schools did not answer this question.

Fifteen schools appropriate the library book budget

according to the subjects offered in the curriculum. The

highest percentage is allowed for general reading; the

second highest is allowed for fiction. One school does

not include the purchase of fiction in the library book

budget.

Ten high school libraries include in the budget

an appropriation for the purchase of reference books. The

library estimates 40 per cent of its book budget for this

purpose.

Three high school libraries make provision for the

purchase of books in languages other than English. Two of

the schools specify that the allowance is for English books.

III. SUMMARY

Being a business organization, the high school li-

brary must have a specified budget on which to operate.

Seventy-eight high schools replying to this questionnaire

operate with a regular library budget. Of these schools

have no specified budget for the library.

TABLE XII

PERCENTAGE OF BOOK BUDGET APPORTIONED BY
SUBJECT IN FIFTEEN HIGH
SCHOOL LIBRARIES

Subject	Average percentage	Number of schools
Agriculture	10	2
Athletics	5	1
Biography	7.2	3
Business and commerce	5	3
Citizenship	5	2
Education	3	1
English	16.9	9
Fiction	24.5	8
Fine arts	7	2
History	10.7	7
Home economics	6.2	2
Industrial arts	4	2
Language	4.6	3
Miscellaneous	7.4	4
Psychology	5	1
Reading, general	29.1	3
Reference	21.3	10
Religion	5	1
Science and mathematics	7.5	7
Scouting	5	1
Social sciences	6	2
Travel	11	2
Vocational arts	6	3
All non-fiction	16.3	1
Subject not given		3
As needed by instructors		2

They depend for support on irregular allowances from the county board, the superintendent, or the superintendent in conjunction with the budget commission; or on gifts, donations, or money raised through giving programs.

In schools maintaining a regular library budget the superintendent, or the superintendent with some other official, is most often responsible for making the budget.

Fifty-two high school libraries distribute the budget according to major needs. The two needs most often considered are the purchase of books and periodicals. Thirty-one libraries add mending, binding, and supplies. Other items sometimes allowed for are visual aids, salary, and miscellaneous purchases.

Fifteen schools apportion the book budget according to subjects offered in the curriculum. The subjects receiving the larger percentages are general reading, fiction, and the reference collection.

Three high school libraries make provision for the purchase of books in languages other than English. Two libraries specify that the allowance is for the purchase of books in Spanish.

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Fifteen schools reported the book budget according to subjects offered in the curriculum. The subjects receiving the larger percentages are general reading, fiction, and the reference collection.

Three high school libraries make provision for the purchase of books in languages other than English. Two libraries specify that the allowance is for the purchase of books in Spanish.

CHAPTER VI

THE BOOK STOCK

I. THE BOOKS

Total number of books. The book collection is of prime importance in any library wishing to give satisfactory service. Standards have been set up by various organizations and school accrediting agencies. The standards show wide variation regarding the number of books a high school library should have. In his report Doctor Johnson says:

In general it may be said that the standards are in agreement that no library, no matter how small the school, should have fewer than 500 books, and that schools with as many as 200 pupils should have a minimum of 1,000 books.¹

Among the high schools taking part in this study no library in a high school with an average daily attendance of more than one hundred pupils has fewer than five hundred books. Nine schools with an average daily attendance of one hundred or fewer have libraries containing fewer than five hundred books; three libraries have more than two thousand books. Three libraries in schools with an average daily attendance of 101 to 200 pupils have fewer than one thousand

¹B. Lamar Johnson, The Secondary-School Library (Office of Education Bulletin No. 17, 1932, National Survey of Secondary Education Monograph No. 17. Washington, D.C.: Office of Education, 1933), p. 15.

TABLE XIII

TOTAL NUMBER OF BOOKS IN LIBRARIES OF HIGH SCHOOLS
CLASSIFIED ACCORDING TO AVERAGE DAILY ATTENDANCE

Number of books	Average daily attendance							
	100 or fewer (39)	101 to 200 (17)	201 to 300 (11)	301 to 400 (4)	401 to 500 (3)	501 to 1,000 (1)	*1,001 and more (1)	All schools (76)
Median	883.4	1,750	1,937.5	2,518.7	3,237	x	x	2,065.3
Smallest number in any one library	102	512	930	1,860	940	x	x	102
Largest number in any one library	2,967	3,415	2,745	3,374	5,146	16,602	6,675	16,602
Number of libra- ries with fewer than 500 books	9	0	0	0	0	x	x	9

Note: The numbers in parentheses represent the number of high schools giving the total number of books in the library.

*These classes have only one library each.

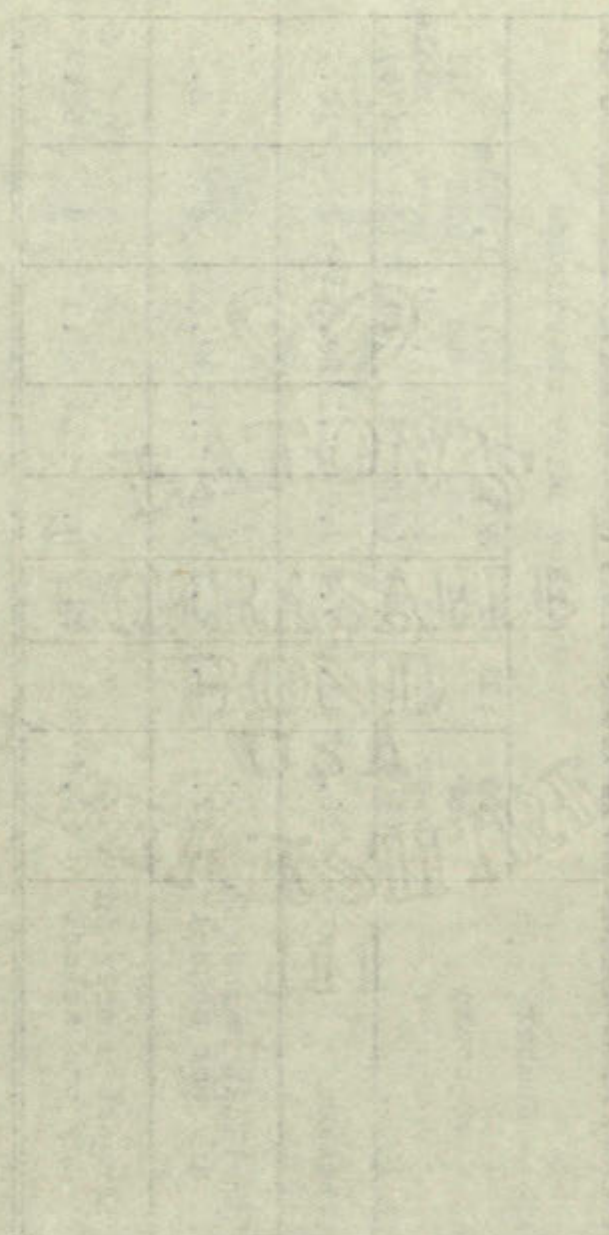
TABLE XIV

NUMBER OF BOOKS PER PUPIL IN LIBRARIES OF
HIGH SCHOOLS CLASSIFIED ACCORDING TO
AVERAGE DAILY ATTENDANCE

Number of books	Average daily attendance							
	100 or fewer (38)	101 to 200 (17)	201 to 300 (11)	301 to 400 (4)	401 to 500 (3)	501* to 1,000 (1)	1,001* and more (1)	All schools (75)
Median	16.2	13.2	7.8	7.6	7.1	23.5	4	10.4
Smallest number in any one school	2.2	3.2	4.1	5.2	2.1	23.5	4	2.1
Largest number in any one school	52.7	29	12	102	114	23.5	4	52.7

Note: The numbers in parentheses represent the number of high schools furnishing the data.

*Since these classes have only one library each the data are the same in each category.



books; seven libraries contain more than two thousand books.

The library of one high school with an average daily attendance of 201 to 300 pupils has fewer than one thousand books, and the library of one school with an average daily attendance of more than four hundred pupils has fewer than one thousand books. Libraries with a proportional large collection of books is found in all classes of average daily attendance.

Number of books per pupil. The median for the total number of books in the high school libraries increases with the average daily attendance, but the median for the number of books per pupil decreases as the average daily attendance increases. The number of books per pupil ranges from 2.1 in a school with more than four hundred average daily attendance to 52.7 in a school with fewer than one hundred average daily attendance.

Distribution by classification. One of the services of the Cooperative Study of Secondary School Standards was the preparation of thermometers which show graphically the relative standing of a secondary school on a number of significant factors. One factor considered was the high school library.

Various norms were established and are represented on the scale by symbols. The 50 percentile point on each thermometer is the country-wide norm for all schools. The

books; seven libraries contain more than two thousand books. The library of one high school with an average daily attendance of 201 to 300 pupils has fewer than one thousand books, and the library of one school with an average daily attendance of more than four hundred pupils has fewer than one thousand books. Libraries with a proportional large collection of books is found in all classes of average daily attendance.

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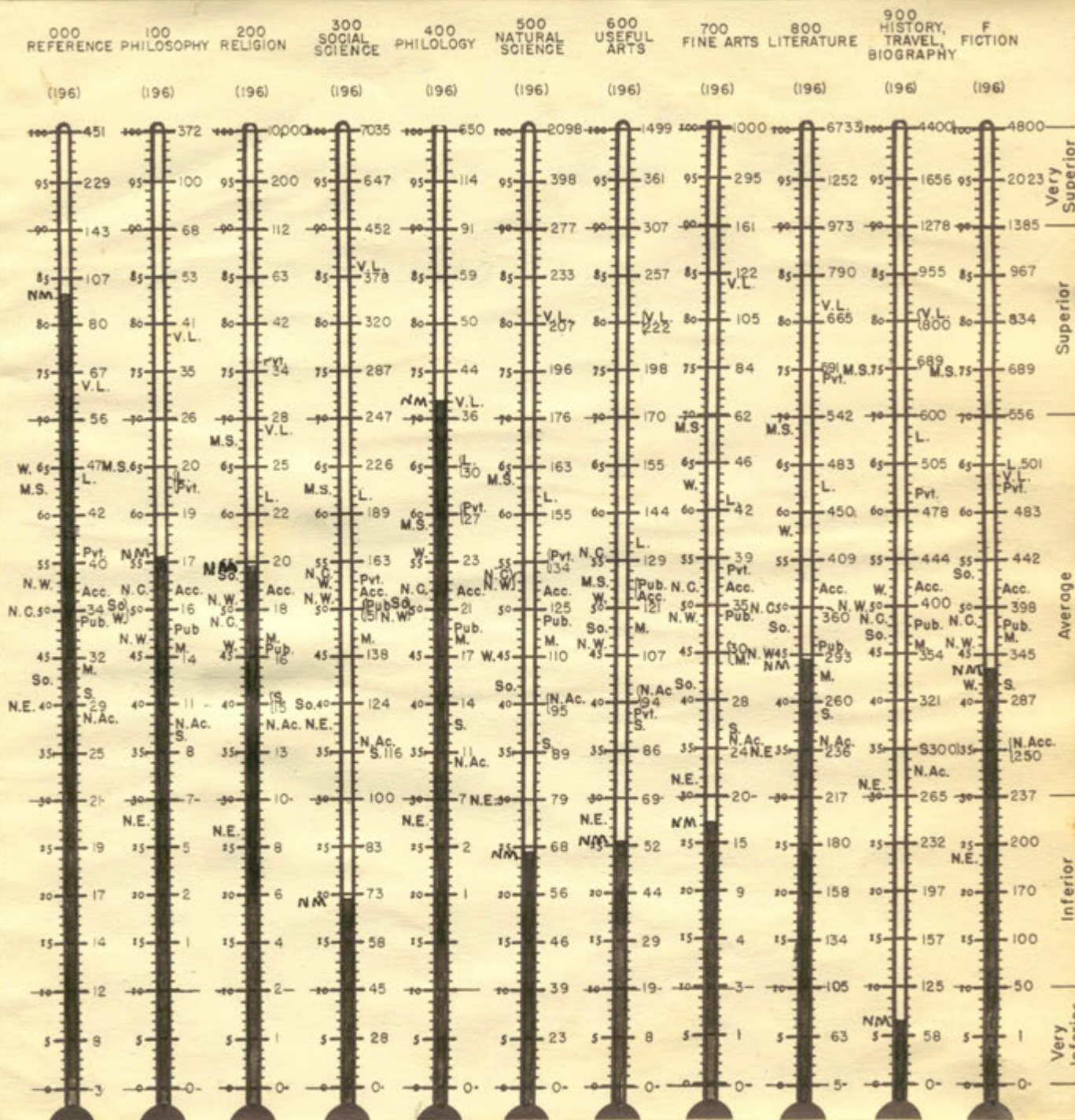


FIGURE 2

DISTRIBUTION OF THE BOOK STOCK IN
SIXTY-FOUR HIGH SCHOOL LIBRARIES USING THE
DEWEY DECIMAL CLASSIFICATION

2. Selection of Materials
Based upon three evaluations under IV, "Selection of Library Materials" (page 58).
3. Teachers and the Library
Based upon three evaluations under V, "Teachers and Libraries" (page 59).
4. Use by Pupils
Based upon three evaluations under VI, "Use of Libraries by Pupils" (page 59).
5. General Evaluation
Based upon three evaluations under VIII, "General Evaluation of Library Service" (page 60).
6. Summary
Based upon the other eleven thermometers on this chart and chart 2, each weighted as indicated in Section 7 of Evaluative Criteria.

symbols for the norms of schools according to size are: very large (over 1,000 enrollment), V.L.; large (500-999), L.; medium (200-499), M.; small (under 200), S. The type norm symbols are: public schools, Pub., and private schools, Pvt. The norm for accredited schools is shown by Acc., and that for schools not accredited by N.Ac.

Eleven scales are used in the present study to represent the distribution of the book stock in the libraries classified according to the Dewey Decimal system of classification. The median of the number of books in each class in all high school libraries giving these data was used as the measure. It should be kept in mind while studying the figures that those of the Cooperative Study are based on the number of titles in the library. The figures of this study are based on the number of books in the library. The distribution picture is reliable, but because of duplication of copies, each class may stand a little higher on the scale than it would if each title were counted as one book.

Two classes, reference and philology, register high on the thermometer, coming well up into the superior division of the scale. Two classes, philosophy and religion, are above the 50 percentile point which marks the country-wide norm for all schools measured by the Cooperative Study. Philosophy is four points and religion is more than five points above the North Central Association norm. Lit-

erature and fiction are below the 50 percentile point. Both are more than five points below the North Central Association norm.

Four classes -- social science, natural science, useful arts, and fine arts -- register inferior on the scale. One class, history-travel-biography, registers very inferior. The five classes fall below all norms registered by the Cooperative Study.

II. THE CATALOG

Type of catalog. A catalog of the books and materials in the library is essential to secure the fullest use of the library. In high schools responding to the inquiry eighty-eight libraries have catalogs. Twenty-three libraries have a full dictionary catalog, with author, title, subject, and cross-reference entries. Sixty-three libraries use only author and title entries. Two libraries have an improvised system of note-book entry. In ten libraries the books are not cataloged. Two high schools did not give the data.

System of classification. The Dewey Decimal system of classification is used in sixty-eight high school libraries; a modification of the Cutter system is used in two libraries. Two libraries use a system of their own. Seventeen high school libraries replying that the library was

TABLE XV
 NUMBER OF PERIODICALS IN HIGH SCHOOLS
 CLASSIFIED ACCORDING TO AVERAGE
 DAILY ATTENDANCE

Number of periodicals	Average daily attendance							
	100 or fewer (56)	101 to 200 (18)	201 to 300 (11)	301 to 400 (4)	401 to 500 (3)	501* to 1,000 (1)	1,001* and more (1)	All schools (94)
Median	18	23.4	27.5	27.2	34.3	x	x	26.1
Smallest number in any one school	0	8	12	12	25	x	x	0
Largest number in any one school	31	40	50	45	50	154	49	154
Number of schools receiving no periodicals	2	0	0	0	0	0	0	2

Note: The numbers in parentheses represent the number of high schools furnishing the data.

*These classes have only one library each.

cataloged did not give the system of classification.

Shelf list. The shelf list is useful in recording and in keeping trace of the books in the library. It is indispensable in keeping accurate records of book distribution and of books that have been lost. Fifty-seven libraries replying to the questionnaire have shelf lists. Four of these libraries are not cataloged. Thirty-one libraries that are cataloged have no shelf list. Four libraries that are cataloged did not give the data.

III. USE OF STATE LIBRARY EXTENSION SERVICE

The aim of the State Library Extension Service is to supplement the collections in the libraries of the state by periodic loans of books. Twenty-five per cent of the high school libraries responding to the inquiry use the Service. The number of books borrowed each year varies from 15 to 375 books, excluding one library which borrows 250 books per month. Sixty per cent of the high school libraries taking part in the study do not use the Service. Fifteen high schools did not reply to this question.

IV. PERIODICALS

Number received. The Cooperative Study of Secondary School Standards included periodicals as one of the factors in its study. It took into consideration the number and

entirely did not give the names of the collection.
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 month. Sixty per cent of the high school libraries having
 part in the study do not use the service. Fifteen also
 schools did not reply to this question.

IV. PERIODICALS
Periodicals. The Comprehensive Study of Secondary
 School Standards included periodicals as one of the factors
 in its study. It took into consideration the number and

the quality of the periodicals which were received by the secondary schools studied. In this study no attempt has been made to estimate the quality of periodicals received by the schools.

Forty-seven high school libraries participating in the study receive periodicals by gift. The number ranges from one to ten. The median for the forty-seven libraries is 3.1.

Eighty-eight libraries receive periodicals through purchase. The number of periodicals purchased ranges from 1 to 143. Only one library receives more than fifty magazines.

The number of periodicals received increases with the average daily attendance. Thus pupils attending a large high school have an opportunity to come in contact with a greater number and a more varied selection of periodical literature than those in the smaller schools.

Two high school libraries purchase no periodicals. Nine high school libraries did not give the data.

Teacher and pupil use. The greater per cent of periodicals received in the high school libraries responding to the inquiry are for pupil use. Thirteen schools specify that all periodicals received are for the use of both the pupils and the teachers.

Fifty-nine high school libraries purchase periodicals which are primarily for the use of the teachers. The number

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Fifty-nine high school libraries purchase periodicals which are primarily for the use of the teachers. The number

varies from one to twenty. The median for the fifty-nine libraries is 3.7.

Twenty high school libraries do not purchase periodicals for teacher use. In one school the teachers buy five professional magazines which are distributed among the faculty. Seven schools did not give the data.

Preservation of periodicals. Thirteen high school libraries replying to the questionnaire bind some of the periodicals received. Six libraries bind one periodical each; two libraries bind three each, and one library binds four periodicals. One library with an average daily attendance of 301 to 400 pupils binds eleven magazines. One library with more than five hundred average daily attendance binds forty magazines.

Fifty-nine high school libraries keep periodicals in permanent files unbound. Of these nine libraries preserve all periodicals received. The number filed by fifty libraries varies from one to thirty-five magazines. The median is 8.7.

Thirty-two libraries make no arrangement for preserving periodicals. Nine libraries did not give the data.

V. THE PICTURE COLLECTION

A picture collection is useful in providing material for visual aid instruction in all classes. A collection of

varies from one to twenty. The median for the fifty-nine libraries is 3.7.

Twenty high school libraries do not purchase periodicals for teacher use. In one school the teachers pay five professional magazines which are distributed among the faculty. Seven schools did not give the date.

Preservation of periodicals. Fifteen high school libraries replying to the questionnaire list some of the periodicals received. Six libraries list one or two each; two libraries list three each, and one library lists four periodicals. One library with an average daily circulation of 301 to 400 reads eleven magazines. One library with more than five hundred average daily circulation reads forty magazines.

Fifty-nine high school libraries keep periodicals in permanent files bound. Of these nine libraries preserve all periodicals received. The number filed by fifty libraries varies from one to thirty-five magazines. The median is 8.7.

Thirty-two libraries make no arrangement for preservation of periodicals. Nine libraries did not give the date.

V. THE PICTURE COLLECTION

A picture collection is useful in providing material for visual aid instruction in all classes. A collection of

pictures is found in fourteen high school libraries giving the data in this study. Of these schools twelve have an average daily attendance of two hundred or fewer.

Eight high school libraries classify the picture collection according to subject, two according to unit, and four do not classify it.

The number of pictures varies from twenty-five in a school with an average daily attendance of fewer than one hundred pupils to twelve hundred in a school with an average daily attendance of 301 to 400.

VI. SUMMARY

The book collection is of prime importance in the library. The generally accepted standard for the number of books a library should have is that no library, however small the school, should have fewer than five hundred books, and that schools with as many as two hundred pupils should have one thousand books. Of the high schools surveyed in this study 23 per cent of the libraries in schools with an average daily attendance of fewer than one hundred have fewer than five hundred books. The median is above standard.

The median for the total number of books in schools of all classes of average daily attendance is above recommended standard minimums, though some of the individual

figures is found in fourteen high school libraries giving the data in this study. Of these schools, twelve have an average daily attendance of one hundred or fewer. Eight high school libraries classify the school as a location according to subject, two according to unit, and four do not classify it. The number of classes varies from twenty-five in a school with an average daily attendance of fewer than one hundred pupils to twelve hundred in a school with an average daily attendance of 301 to 400.

VI. BIBLIOGRAPHY

The book collection is of prime importance in the library. The generally accepted standard for the number of books a library should have is that no library, however small the school, should have fewer than five hundred books, and that schools with as many as two hundred pupils should have one thousand books. Of the high schools surveyed in this study 23 per cent of the libraries in schools with an average daily attendance of fewer than one hundred have fewer than five hundred books. The action is above standard. The reason for the total number of books in schools of all classes of average daily attendance is above those needed standard minimum, though some of the individual

libraries fall below the recommended minimum.

The median for the total number of books in the libraries increases with the average daily attendance. The median for the number of books per pupil decreases as the average daily attendance increases. There is a very wide range between the lowest and the highest median for the books per pupil in the high school libraries taking part in this study.

The Dewey Decimal system is the most widely used scheme of classification. The distribution by class of books in libraries classified according to this system is uneven. Two classes register superior, four classes are average, four classes are inferior, and one class is very inferior, when registered on the Cooperative Study scale.

Of the high school libraries responding to the questionnaire 88 per cent are cataloged. Twenty-three per cent have a full dictionary catalog; 63 per cent use the author and title entries. Two per cent use an improvised system of classification. Fifty-seven per cent have shelf lists.

The State Library Extension Service aims to supplement the collections of the libraries in the state by periodic loans of books. Of the high schools answering the inquiry 25 per cent use the service.

This study shows the number of periodicals received by the high school libraries, but no attempt is made to

librarian will select the material to be
 The median for the total number of books in the li-
 brary is 100,000 with the average daily circulation of 100.
 median for the number of books per shelf is 100,000 as the
 average daily circulation is 100,000. There is a wide
 range between the lowest and the highest median for the
 books per shelf in the high school libraries being
 this study.

The survey method is used in the study to
 obtain the information. The data is obtained by means of
 books in libraries classified according to the system in
 use. Two classes are used, high school and college.
high school, four classes are included, and one class is college.
high school, when referred to the high school and college.
 Of the high school libraries, 100,000 are in the
 elementary 33 per cent are in the high school, 100,000 are in the
 have a full library system; 33 per cent have the system
 and little or none. Two per cent have an improved system of
 classification. Fifty-seven per cent have little or
 The data is obtained by means of books in libraries
 mean the collection of the libraries in the study is
 of the books. Of the high school libraries, 100,000 are
 library 33 per cent have the system.
 This study shows the number of books in libraries
 by the high school libraries, and no library is included

estimate the quality. The number of magazines received increases with the average daily attendance. Pupils attending the larger high schools have an opportunity to come in contact with a greater number and a more varied selection of periodical literature than those attending the smaller schools. Few of the libraries bind the magazines for reference use, but 60 per cent keep some magazines in a permanent file.

A picture collection is found in fourteen high school libraries. Twelve libraries increase its usefulness by classifying the pictures. The number varies from twenty-five to twelve hundred pictures.

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A picture collection is found in fourteen high school libraries. Twelve libraries increase the number by classifying the pictures. The number varies from twenty-five to twelve hundred pictures.

CHAPTER VII

INSTRUCTION IN THE USE OF THE LIBRARY

I. PROVISIONS FOR INSTRUCTION

Plans for instruction. The use of the high school library is encouraged if the students know its resources and how to use them. Of the high schools responding to the questionnaire 43 per cent gives instruction in the use of the library according to a definite plan; 43 per cent provides for the training in a manner which undoubtedly may be questioned. In twelve schools with an average daily attendance of three hundred or fewer no instruction in the use of the library is given. Two schools did not give the data.

Persons giving the instruction. The person who gives the instruction in library use is most often the classroom teacher. In forty-one schools the teacher gives the instruction; in thirty-two schools the librarian is in charge of the course. Two schools have a plan in which both the librarian and the teacher conduct classes in the use of the library. In one school the directions for using the library are given by the superintendent in assembly. Seven schools that replied as giving instruction in the use of the library did not give the data.

THE LIBRARY OF THE UNIVERSITY OF CHICAGO

1. The library is a collection of books and other materials.

2. The library is open to all members of the University.

3. The library is a source of information and research.

4. The library is a place of study and learning.

5. The library is a place of quiet reflection.

6. The library is a place of intellectual growth.

7. The library is a place of cultural enrichment.

8. The library is a place of historical preservation.

9. The library is a place of artistic appreciation.

10. The library is a place of social interaction.

11. The library is a place of personal development.

12. The library is a place of community building.

13. The library is a place of lifelong learning.

14. The library is a place of intellectual curiosity.

15. The library is a place of intellectual freedom.

16. The library is a place of intellectual diversity.

17. The library is a place of intellectual excellence.

18. The library is a place of intellectual achievement.

19. The library is a place of intellectual contribution.

20. The library is a place of intellectual legacy.

TABLE XVI
PROVISIONS FOR INSTRUCTION IN THE USE OF THE LIBRARY
IN HIGH SCHOOLS CLASSIFIED ACCORDING
TO AVERAGE DAILY ATTENDANCE

Provision for instruction	Average daily attendance							
	100 or fewer	101 to 200	201 to 300	301 to 400	401 to 500	501 to 1,000	1,001 and more	All schools
Library instruction given according to a definite plan	23	8	7	2	1	1	1	43
Library instruction given haphazardly	25	10	3	2	2			43
Library instruction not given	8	2	2					12
Data not given	1		1					2
Total	59	20	13	4	3	1	1	100

II. CLASSES IN INSTRUCTION

Organization of classes. The class for receiving instruction in the use of the library in schools replying to the questionnaire is usually combined with the class of some other subject. Sixty-four libraries follow this practice. The combination with the English class far out-ranks all other combinations. Forty-five schools combine library instruction with only the English class. Six schools give the instruction with both the English and the history class.

The second most popular practice is that in which seven schools combine library instruction with all classes. Two high schools offer the instruction in assembly. Two high schools make library training a part of the Home Room program. One school gives the training with all social science classes, and one gives it as needed.

Place of meeting for library instruction classes. The library and the classroom are almost equally popular for the assembling of library instruction classes. In thirty-two schools the classes are conducted in the library, in thirty-six schools the classes are conducted in the classroom. Five schools use both the library and the classroom for the instruction.

Twelve schools did not answer this question.

Hours per semester for library instruction. The number of hours given to library instruction varies widely in

II. CLASSES IN INSTRUCTION

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The combination with the English class for one-term or other combinations. Forty-five schools combine library instruction with only the English class. Six schools give the instruction with both the English and the history class.

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schools the classes are conducted in the library, in thirty-six schools the classes are conducted in the classroom. Five schools use both the library and the classroom for the

instruction.

Twelve schools did not answer this question. Hours per semester for library instruction. The number of hours given to library instruction varies widely in

the high schools answering the inquiry. For twenty-nine schools which designate the number of hours per semester devoted to library instruction the median is 7.3 The variation is from 1 to 22.5.

Eight schools have no definite number of hours scheduled for library instruction classes, but hold them as needed. Forty-eight schools that answered as giving library instruction did not give the data.

III. SUMMARY

Students should know the resources of the library and how to use them. In high schools responding to the questionnaire the provisions for instruction in the use of the library are definite in less than 50 per cent of the schools. Twelve per cent of the schools make no attempt to give training in library use.

The teacher conducts the class in library instruction in a greater number of high schools than the librarian. In one high school the superintendent is in charge of giving directions for library use.

The class for receiving library instruction is usually combined with other classes. The most popular combination is with the English class. Several high schools offer library instruction in all classes. Other plans followed are to offer the instruction in assembly, and to make it a part

of the Home Room program.

The library and the classroom are almost equally popular as the place to conduct the classes in library instruction. Several schools use both.

The number of hours per semester devoted to library training varies widely in the twenty-nine high schools giving the data. Several high schools have no definite number of hours scheduled for this class, but offer it as needed.

of the Home Room program.

The library and the classroom are almost equally popular as this place to conduct the classes in library instruction. Several schools use both.

The number of hours per semester devoted to library training varies widely in the twenty-nine high schools giving the data. Several high schools have no definite number of hours scheduled for this class, but offer it as needed.

CHAPTER VIII

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

Many high school libraries were established near the turn of the century. Two types of administration developed; one in which the school library is a part of the city system, and is under the joint control of the school board and the city library board; the other in which the school library is a unit of the school organization. Both types of administration are found in New Mexico, the latter predominating.

The four-year high school is the dominant form of organization in New Mexico. Schools are comparatively small. More than one half of the high schools replying to the inquiry form have an average daily attendance of fewer than one hundred pupils. Only two high schools have an average daily attendance of more than five hundred pupils. The numbers show that the problem of high school libraries in New Mexico is concerned primarily with small libraries.

The percentage of high schools in New Mexico making provision for the library in original building plans has grown steadily since 1915. During recent years more than 50 per cent of the high schools that have erected new buildings and have taken part in this study included the library

CHAPTER II

THEORY OF THE EARTH

1. INTRODUCTION

It is a well-known fact that the earth is a sphere.

The earth is a sphere, and it is a sphere of a certain size.

One of the most important facts about the earth is that it is a sphere.

It is a sphere, and it is a sphere of a certain size.

The earth is a sphere, and it is a sphere of a certain size.

It is a well-known fact that the earth is a sphere.

The earth is a sphere, and it is a sphere of a certain size.

...

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in the building plans.

It is a prevalent practice in large and in small high schools to combine the library with the study hall.

A small percentage of the libraries are equipped with work rooms. One library has a student council, or conference, room. The seating capacity of the greater number of the libraries is adequate, but the floor space per pupil is below standard. Some of the libraries have abundant shelving space, but 37 per cent have shelves that are overcrowded.

Six librarians in the high schools replying to the questionnaire devote full time to the library. In libraries of schools with more than three hundred average daily attendance no teacher-librarian is given duties other than teaching and the library. The teaching load is sometimes heavy. The teacher-librarians in smaller schools have heavy teaching schedules and are assigned activity duties in addition to library duties.

Teachers who are in charge of libraries are well qualified academically. Teaching qualifications are high, but library training is not stressed. Students or NYA workers are often put in charge of the high school library.

A large percentage of the high school libraries operates on a regular budget. There is no uniformity in the way in which the budget is determined. The superintendent is

in the building plans. It is a prevalent practice in large and in small high schools to combine the library with the study hall.

A small percentage of the libraries are equipped with work rooms. One library has a student council, or council-ance, room. The seating capacity of the greater number of the libraries is adequate, but the floor space per pupil is below standard. Some of the libraries have student study- ing space, but 75 per cent have shelves that are over- crowded.

Six libraries in the high schools reported to the questionnaire devote full time to the library. In libraries of schools with more than three hundred average daily attendance no teacher-librarian is given duties other than teaching and the library. The teaching load is sometimes heavy. The teacher-librarian in smaller schools have heavy teaching schedules and are assigned actively duties in addition to library duties.

Teachers who are in charge of libraries are well qualified academically. Teaching qualifications are high, but library training is not advanced. Students or staff are often put in charge of the high school library. A large percentage of the high school libraries operate on a regular budget. There is no uniformity in the way in which the budget is determined. The expenditure is

most often responsible for making the budget. A few libraries apportion the budget according to the subjects offered in the curriculum.

The portion of the number of books in the libraries is unevenly distributed among the high schools. Some libraries have small inadequate collections of books; other libraries in high schools falling within the same class of average daily attendance have collections many times larger.

The median for the number of books per pupil ranges from 2.1 in one school to 52.7 in another.

The Dewey Decimal system is the most widely used method of classification. A large percentage of the libraries are cataloged, but only 23 per cent have a full dictionary catalog.

A small percentage of the libraries take advantage of the borrowing privileges granted by the State Library Extension Service.

Practically all of the libraries receive some periodicals. More than one half of them preserve, by binding or by permanent files, some of the periodicals for reference use.

A collection of pictures is found in a few of the high school libraries.

Regular instruction in the use of the library is given in 43 per cent of the libraries. Another 43 per cent

most often responsible for making the budget. A few libraries appoint the budget according to the subjects offered in the curriculum.

The portion of the number of books in the libraries is unevenly distributed among the high schools. Some libraries have small inadequate collections of books; others libraries in high schools falling within the same class of average daily attendance have collections many times larger. The median for the number of books per pupil ranges from 2.1 in one school to 52.7 in another.

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A collection of pictures is found in a few of the high school libraries.

Regular instruction in the use of the library is given in 47 per cent of the libraries. Another 23 per cent

give the instruction without a definite plan. The classes in library instruction are usually combined with the English classes. The librarian or the classroom teacher gives the instruction.

II. RECOMMENDATIONS

A. General:

1. An attempt should be made in the state to equalize the library opportunities in the schools. Some method of producing a uniform plan in making the budget might be formulated.

2. The philosophies of the library and the study hall are basically opposed. The library should be considered a privilege at all times. Where it is necessary to combine the two, provision for study supervision should be placed with some person other than the librarian.

3. Teaching qualifications are desirable, but should not be accepted in lieu of, but in addition to, professional library training.

4. Small libraries should be fully classified and cataloged, permitting them to grow without complete re-organization.

B. Specific:

The Recommendations Committee of the School Library Section of the New Mexico Educational Association, of

give the instruction about a definite time. The class
in history instruction, the teacher should not only
classroom. The instruction in the classroom should be
instruction.

1. The teacher should be able to give a definite
the way that the instruction is given. The teacher
of instruction is given in the classroom. The teacher
instruction.

2. The teacher should be able to give a definite
the way that the instruction is given. The teacher
of instruction is given in the classroom. The teacher
instruction.

3. The teacher should be able to give a definite
the way that the instruction is given. The teacher
of instruction is given in the classroom. The teacher
instruction.

4. The teacher should be able to give a definite
the way that the instruction is given. The teacher
of instruction is given in the classroom. The teacher
instruction.

5. The teacher should be able to give a definite
the way that the instruction is given. The teacher
of instruction is given in the classroom. The teacher
instruction.

which the investigator was chairman, worked out recommendations that it thought would be applicable to conditions in New Mexico, and at the same time meet the requirements of the regional association. The recommendations were approved by the State Board of Education and the State Library Commission in the fall of 1941. The recommendations are included in this Study as Appendix C.

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also that it thought would be applicable to conditions in
New Mexico, and at the same time meet the requirements of
the regional association. The recommendations were ap-
proved by the State Board of Education and the State Library
Commission in the fall of 1941. The recommendations are
included in this study as Appendix C.

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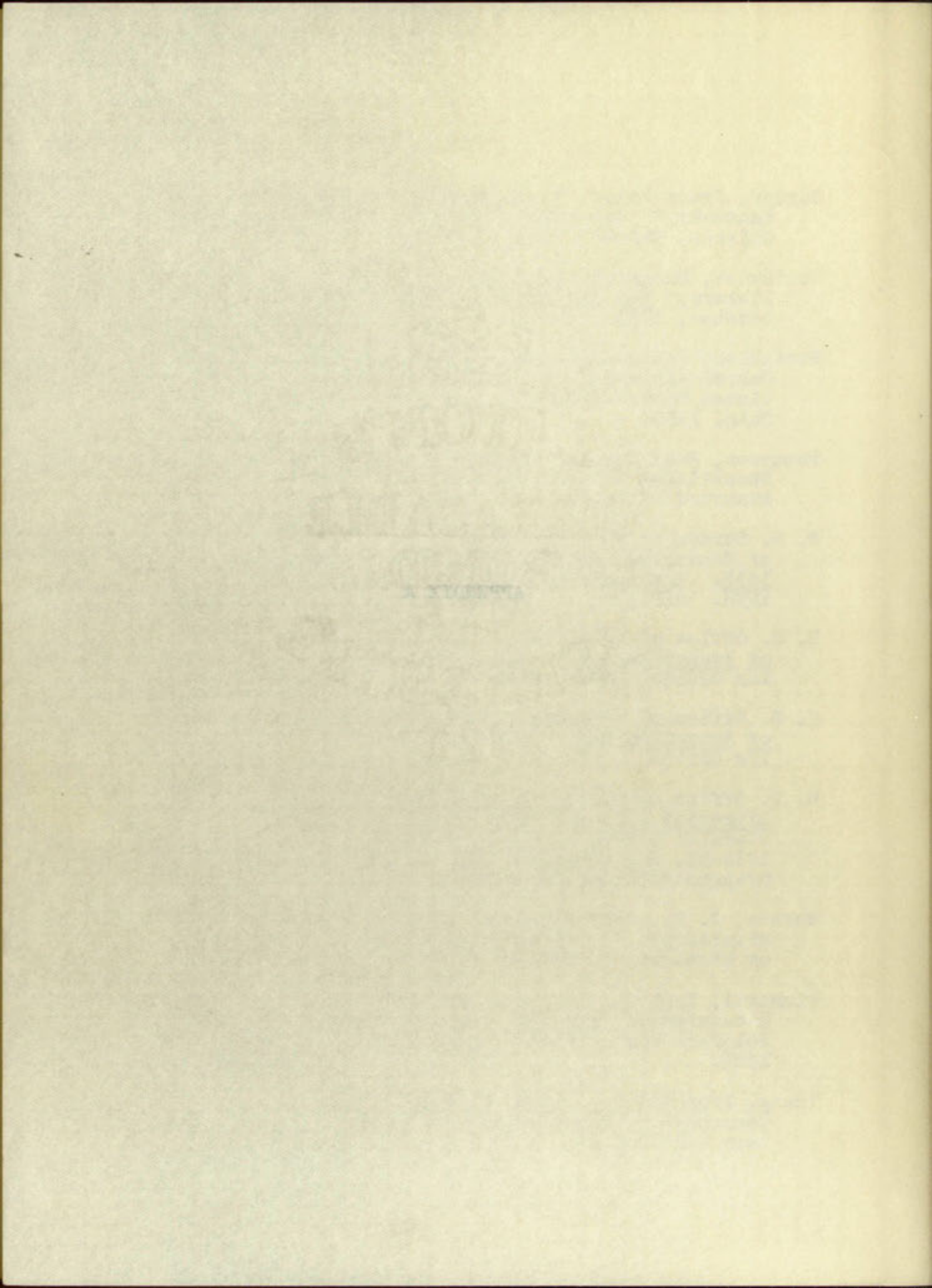
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APPENDIX A



SECONDARY-SCHOOL LIBRARIES

IN NEW MEXICO

A QUESTIONNAIRE

79

SCHOOL:

1. CITY:
2. SCHOOL:
3. PRINCIPAL:
4. LIBRARIAN:
5. IS THE SCHOOL (UNDERLINE ONE) A JUNIOR HIGH, SENIOR HIGH, OR FOUR YEAR HIGH?
6. WHAT IS THE AVERAGE DAILY ATTENDANCE? _____
7. HOW MANY HIGH SCHOOL TEACHERS, INCLUDING THE PRINCIPAL? _____

HOUSING:

8. (A) WHAT IS THE APPROXIMATE DATE BUILDING WAS ERECTED? _____
(B) NUMBER OF ROOMS? _____
9. WAS THE LIBRARY INCLUDED IN THE ORIGINAL PLANS? (UNDERLINE ONE) YES NO
10. IS THE LIBRARY (UNDERLINE ONE) (A) SEPARATE FROM, (B) COMBINED WITH THE STUDY HALL?
11. WHAT ARE APPROXIMATE DIMENSIONS OF THE LIBRARY READING ROOM?.....
12. WHAT IS THE SEATING CAPACITY?.....
13. HOW MANY FEET OF SHELF SPACE? (LENGTH MULTIPLIED BY THE NUMBER OF TIERS).....
14. (A) IS THERE A STUDENT COUNCIL ROOM CONNECTED WITH THE LIBRARY? (UNDERLINE ONE) YES NO
(B) HOW MANY DOES IT SEAT?.....
15. (A) IS THERE A WORK ROOM? (UNDERLINE ONE) YES NO
(B) WHAT ARE ITS APPROXIMATE DIMENSIONS?.....

THE LIBRARY:

16. DOES THE LIBRARY SERVE (UNDERLINE ONE) (A) ONLY THE SCHOOL, (B) ALSO THE PUBLIC?
17. HOW MANY HOURS PER WEEK IS THE LIBRARY OPEN TO STUDENTS?

THE LIBRARIAN:

18. DOES THE LIBRARIAN DEVOTE FULL TIME TO THE LIBRARY? (UNDERLINE ONE) YES NO
19. (A) IF NOT, HOW MANY HOURS IS SHE ON DUTY?.....
(B) HOW MANY HOURS DOES SHE TEACH?.....
20. DOES SHE HAVE ANY OTHER REGULARLY ASSIGNED DUTIES? (UNDERLINE ONE) YES NO
(A) IF YES, WHAT DUTIES?.....
(B) HOW MANY HOURS PER WEEK?.....
21. (A) HOW MANY YEARS OF ACADEMIC TRAINING HAS SHE HAD?.....
(B) HOURS OF TRAINING IN LIBRARY SCIENCE?.....
(C) IF A GRADUATE IN EITHER, GIVE SCHOOLS AND DEGREES.....
22. DOES SHE HOLD A STATE TEACHER'S CERTIFICATE? (UNDERLINE ONE) YES NO
23. IS THE RATE OF PAY (UNDERLINE ONE) (A) SAME AS; (B) LESS THAN; (C) MORE THAN,
THE TEACHERS IN THE SAME SCHOOL?

ASSISTANTS:

24. HOW MANY REGULAR ASSISTANTS HAS THE LIBRARIAN OTHER THAN STUDENT HELP?.....
25. HOW MANY HOURS PER WEEK DOES EACH WORK?.....
26. HOW MANY STUDENT ASSISTANTS?.....
27. HOW MANY HOURS PER WEEK DO THEY WORK? (GIVE HOURS FOR ALL ASSISTANTS COMBINED).....
28. DO STUDENT ASSISTANTS RECEIVE (UNDERLINE ONE) (A) REMUNERATION, (B) CREDIT,
(C) NO COMPENSATION, FOR THEIR WORK IN THE LIBRARY?

BUDGET:

29. IS THERE A REGULAR BUDGET FOR THE LIBRARY? (UNDERLINE ONE) YES NO
30. WHO MAKES THE BUDGET?.....
31. HOW IS THE LIBRARY BUDGET APPORTIONED (GIVE PER CENT): BOOKS..... PERIODICALS.....
MENDING AND BINDING..... SUPPLIES..... VISUAL EDUCATION FILMS, ETC. (IF
INCLUDED IN LIBRARY BUDGET)..... SALARIES (IF INCLUDED IN LIBRARY BUDGET.....
OTHERS (PLEASE LIST).....

32. IF THERE IS NOT A REGULAR BUDGET, HOW IS THE AMOUNT FOR THE LIBRARY DETERMINED?

80

33. IS THE AMOUNT SPENT FOR BOOKS APPORTIONED ACCORDING TO SUBJECT? (UNDERLINE) YES NO

34. THE SUBJECTS AND AMOUNTS FOR 1937-38 WERE: (GIVE PER CENT)

SUBJECT --- AMOUNT		SUBJECT --- AMOUNT

THE BOOKS

35. NUMBER OF BOOKS IN THE LIBRARY BY CLASS ARE:

000.....	700.....
100.....	800.....
200.....	TRAV.....
300.....	BIOG.....
400.....	HIST.....
500.....	SPANISH.....
600.....	FICTION.....

(IF DEWEY DECIMAL IS NOT USED, PLEASE DESIGNATE CLASS AFTER NUMBER)

36. ARE THE BOOKS CATALOGED (UNDERLINE ONE): (A) FULL DICTIONARY CATALOG (AUTHOR, TITLE, SUBJECTS, CROSS REFERENCES); (B) AUTHOR-TITLE CATALOG; (C) NOT CATALOGED.

37. WHAT CLASSIFICATION IS USED?.....

38. IS THERE A SHELF LIST (UNDER LINE ONE) YES NO.

39. H.W MANY BOOKS WERE BORROWED, 1937-38, FROM THE EXTENSION SERVICE?.....

PERIODICALS:

40. HOW MANY PERIODICALS DOES THE LIBRARY RECEIVE (A) BY GIFT....., (B) BY PURCHASE.....

41. OF THESE, HOW MANY ARE FOR (A) PUPIL USE? (B) TEACHER USE?.....

42. HOW MANY ARE (A) BOUND?..... (B) KEPT IN PERMANENT FILES UNBOUND?.....

PICTURES:

43. IS THERE A FILE OF PICTURES? (UNDERLINE ONE) YES NO

44. IS IT CLASSIFIED (UNDERLINE ONE) (A) BY THE SUBJECT; (B) BY UNIT; (C) NOT CLASSIFIED.

(D) MENTION ANY OTHER CLASSIFICATION EMPLOYED.....

45. WHAT IS THE APPROXIMATE NUMBER OF PICTURES?.....

INSTRUCTION:

46. IS INSTRUCTION IN LIBRARY USE GIVEN (UNDERLINE ONE): (A) ACCORDING TO A DEFINITE PLAN; (B) HAPHAZARDLY; (C) NOT AT ALL?

47. IS IT GIVEN BY (UNDERLINE ONE) (A) THE LIBRARIAN; (B) THE TEACHER?

48. IS THE COURSE GIVEN AS (UNDERLINE ONE) (A) A SEPARATE CLASS, (B) WITH OTHER CLASSES? (DESIGNATE CLASS AS ENGLISH, HISTORY).....

49. IS THE CLASS HELD IN (UNDERLINE ONE) (A) THE LIBRARY? (B) THE CLASSROOM?

50. HOW MANY HOURS A SEMESTER IS GIVEN TO EACH CLASS?.....

51. I (UNDERLINE ONE) DO, DO NOT WISH A SUMMARY OF THE RESULTS OF THIS SURVEY.

APPENDIX B

SCHOOL LIBRARY STANDARDS¹

STANDARDS OF THE COMMISSION ON SECONDARY SCHOOLS OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

ARTICLE 11. STANDARDS FOR SCHOOL LIBRARIES

I. BOOKS

(1) Enrollment of 100 or less students -- 500 well-selected books exclusive of government documents and textbooks, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by Southern Association.

(2) Enrollment of 100 to 200 students -- 500 to 1,000 well-selected books averaging 5 per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable for students' use.

(3) Enrollment of 200 to 500 students -- 1,000 to 2,500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

(4) Enrollment of 500 to 1,000 students -- 2,500 to 5,000 well-selected books, newspapers, and 25 to 50 suitable periodicals.

(5) Enrollment of 1,000 or more students -- 5,000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

II. LIBRARIAN

(1) Enrollment of 100 or less students -- Teacher-Librarian with at least 6 semester hours in Library Science. Excused from certain number of hours of teaching and thus allotted time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

¹Lucile F. Fargo, The Library in the School (Chicago: American Library Association, 1939), p. 524.

SCHOOL LIBRARY STANDARDS

STANDARDS OF THE AMERICAN
ASSOCIATION OF SCHOOL LIBRARIANS
AND DOCUMENTALISTS

ARTICLE II. STANDARDS FOR SCHOOL LIBRARIES

I. BOOKS

- (1) Acquisition of 100 or less volumes -- 100 well-
selected books exclusive of reference books and
books for study, for example, for the
language and literature of the school, and
general reading material, should be
selected from the 100 or less volumes.
(2) Acquisition of 100 to 250 volumes -- 250 well-
selected books exclusive of reference books and
books for study, for example, for the
language and literature of the school, and
general reading material, should be
selected from the 100 to 250 volumes.
(3) Acquisition of 250 to 500 volumes -- 500 well-
selected books exclusive of reference books and
books for study, for example, for the
language and literature of the school, and
general reading material, should be
selected from the 250 to 500 volumes.
(4) Acquisition of 500 to 1,000 volumes -- 1,000 well-
selected books exclusive of reference books and
books for study, for example, for the
language and literature of the school, and
general reading material, should be
selected from the 500 to 1,000 volumes.
(5) Acquisition of 1,000 or more volumes -- 1,000 well-
selected books exclusive of reference books and
books for study, for example, for the
language and literature of the school, and
general reading material, should be
selected from the 1,000 or more volumes.

II. LIBRARY

- (1) Acquisition of 100 or less volumes -- 100 well-
selected books exclusive of reference books and
books for study, for example, for the
language and literature of the school, and
general reading material, should be
selected from the 100 or less volumes.
(2) Acquisition of 100 to 250 volumes -- 250 well-
selected books exclusive of reference books and
books for study, for example, for the
language and literature of the school, and
general reading material, should be
selected from the 100 to 250 volumes.
(3) Acquisition of 250 to 500 volumes -- 500 well-
selected books exclusive of reference books and
books for study, for example, for the
language and literature of the school, and
general reading material, should be
selected from the 250 to 500 volumes.
(4) Acquisition of 500 to 1,000 volumes -- 1,000 well-
selected books exclusive of reference books and
books for study, for example, for the
language and literature of the school, and
general reading material, should be
selected from the 500 to 1,000 volumes.
(5) Acquisition of 1,000 or more volumes -- 1,000 well-
selected books exclusive of reference books and
books for study, for example, for the
language and literature of the school, and
general reading material, should be
selected from the 1,000 or more volumes.

(2) Enrollment of 100 to 200 students -- Half-time librarian with a one-year course of 24-30 semester hours in an accredited library school, or half time with college graduation including 12 semester hours in Library Science.

(3) Enrollment of 200 to 500 students -- Full-time librarian with same qualifications and educational background as teachers, including 24-30 semester hours in an approved library school. One or two years' teaching experience is very desirable.

(4) Enrollment of 500 to 1,000 students -- Same as above with sufficient help and some experience in teaching or library especially desirable.

(5) Enrollment of 1,000 or more students -- Full-time librarian with college graduation and at least 24-30 semester hours in an approved library school. Teaching and library experience especially desirable -- a good contact with children already established. For every 1,000 or major fraction thereof, enrollment, there shall be an additional full-time trained librarian.

III. APPROPRIATION

(1) Enrollment of 500 or less students -- Annual appropriation of at least \$1.00 per student per year for books, periodicals, etc., exclusive of salaries.

(2) Enrollment of more than 500 students -- Annual appropriation of at least \$.75 per student per year for books, periodicals, etc., exclusive of salaries.

IV. COURSE IN THE USE OF LIBRARY

Course of at least twelve lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school. (This course is required in all schools.)

V. ORGANIZATION

(1) Enrollment of 100 or less students -- At least an adequate shelf list and an adequate loan-system installed.

(2) Enrollment of more than 100 students -- Card catalogues, shelf-lists, accession record, and adequate loan-system.

VI. EQUIPMENT

(1) Enrollment of 100 or less students to 200 -- Separate classroom or end of study hall fitted up with shelving

tables and chairs; always accessible to students, but under supervision.

(2) Enrollment of 200 to 500 students -- Separate room equipped with tables, chairs, shelves, loan desks, magazine rack, bulletin boards, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accomodate one-tenth of enrollment, allowing 25 square feet per person.

(3) Enrollment of 500 to 1,000 students -- Same as above with separate library work room and essential office equipment.

(4) Enrollment of 1,000 or more students -- Same as above with additional equipment to meet needs. If possible separate rooms for conference and for instruction in the library are desirable.

(If necessary, where impossible to get space in school buildings now in use for groups 2 and 3, study hall might be taken over as library, provided it is properly equipped and sufficient help provided to guide and aid in reading as well as to supervise study. At least two full-time trained librarians for 4.)

STANDARDS OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Policies, Regulations and Criteria for the Approval of Secondary Schools

CRITERION 4. THE SCHOOL LIBRARY AND LIBRARY SERVICE

The number and kind of books, reference material and magazines are adequate for the number of pupils enrolled and meet the interests of the pupils and the needs of instruction in all courses offered.

The library is easily accessible to pupils, adequate in size, and attractive in appearance. The books are classified and catalogued.

The library is under the direction of a properly qualified person.

(a) In schools enrolling more than 800 pupils, the high school library is under the direction of a High School Librarian, namely, one who is a graduate of an approved library school which requires as a part of, or in addition to the four years required for a degree at least one full

tables and chairs; always accessible to students, but under supervision.

(2) Enrollment of 200 to 500 students -- Separate room equipped with tables, chairs, shelves, book racks, magazine rack, bulletin boards, calendar and typewriter, and other essential office equipment. Room should be large enough to accommodate one-third of enrollment, allowing 25 square feet per person.

(3) Enrollment of 500 to 1,000 students -- Same as above with separate library work room and essential office equipment.

(4) Enrollment of 1,000 or more students -- Same as above with additional equipment to meet needs. It possible there are rooms for conference and for instruction in the library are desirable.

(5) If necessary, where impossible to get space in school buildings now in use for groups 2 and 3, library may be taken over as library, provided it is properly equipped and sufficient help provided to guide and assist in the work as to supervising study. At least two full-time staff members for 1.

STANDARDS OF THE BOARD OF
ASSOCIATION OF COLLEGE AND UNIVERSITY LIBRARIANS

Policy, Administration and Statistics
for the Approval of Secondary Schools

CRITERION 4. THE SCHOOL LIBRARY THE LIBRARY SERVICE

The number and kind of books, reference material and magazines are adequate for the interest of pupils enrolled and meet the interests of the pupils and the needs of the library in all courses offered.

The library is easily accessible to pupils, adequate in size, and attractive in appearance. The books are classified and shelved.

The library is under the direction of a properly qualified person.

(a) In schools enrolling more than 500 pupils, the high school library is under the direction of a high school librarian, usually one who is a graduate of an accredited library school with a major in a field of library science to the four years required for a degree in that field.

year of professional library training.

(b) In schools enrolling from 400 to 800 pupils, the one in charge of the high school library is either a high school librarian, as defined above, or a Teacher-Librarian, namely, a person who is qualified as a member of the teaching staff and who has completed a minimum of eight semester hours of training in library methods, including instruction in classification of books.

(c) Provision is made for an adequate number of assistants to the librarian.

(d) The high school librarian is recognized as a member of the teaching staff.

year of professional library training.
(c) The school enrolling from 50 to 100 students, one in charge of the high school library is designated as a high school librarian, as defined above, or as a school librarian, as defined above, as a member of the staff, a person who is qualified as a member of the staff and who has completed a minimum of eight weeks of training in library methods, including instruction in classification of books.
(d) Provision is made for an adequate number of assistants to the librarian.
(e) The high school librarian is responsible for the maintenance of the reading staff.

APPENDIX C

APPENDIX C

RECOMMENDATIONS FOR SCHOOL LIBRARY SERVICE

IN NEW MEXICO

BY

THE RECOMMENDATIONS COMMITTEE

Hazel H. Petty, Chairman
Thelma Swanson
Mabel Schulte
Alice Lewis
Reba Hill

SCHOOL LIBRARY SECTION

N. M. E. A.

I. General Recommendations:

The Committee recommends that:

1. A scheme of certification for librarians be instituted in New Mexico.
2. All persons placed in charge of school libraries be required to meet the qualifications as shall be outlined by the certification committee.
3. A budget plan be installed whereby each school is required to set aside a minimum amount which may be spent for no other purpose than the purchase of books and periodicals. It is suggested that the minimum amount be \$1 per pupil enrolled until the library averages 5 well-selected books per pupil; after which the amount may be reduced to 75¢ per pupil. The books are to be selected from standard lists for schools, and are to be exclusive of pamphlets, government documents, and textbooks.

II. Specific Recommendations for Secondary School Libraries, minimum requirements.

1. Essential aids:

- a. Standard Catalog for High School Libraries. H. W. Wilson Co.
- b. Abridged Dewey Decimal Classification (unless some other scheme of classification is used).
- c. Akers, S. G. Simple Library Cataloging. A. L. A.
- d. Booklist: a guide to the best new books (periodical) A. L. A.

Other helpful aids.

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e. Sears, M. E. List of Subject Headings for Small Libraries
H. W. Wilson Co. (If the Standard Catalog does not meet the
need)

f. Farge, Lucille. The Library in the School. A. L. A.

2. Technique :

a. 100 or less students

Books - 500 well-selected books; two newspapers, at least one a metropolitan paper; 5-10 periodicals.

Librarian - Teacher with at least 6 semester hours in Library Science, who is scheduled at least two periods per day in the library.

Appropriation - \$1 per student per year for books and periodicals, exclusive of salaries.

Organization - Card catalog (full dictionary catalog); shelf list, loan system. Accession record at discretion of librarian.

Equipment - Separate room or end of study hall fitted up with tables, chairs, and shelving.

b. 100-200 students

Books - 500-1,000 books averaging five per student; newspapers, at least one a metropolitan paper; 8-12 periodicals.

Librarian - Half-time librarian, with 12 semester hours in Library Science.

Appropriation - \$1 per student per year, exclusive of salaries.

Organization - Same as I above.

c. 200-350 students

Books - 1,000-1,750 books; newspapers, at least one a metropolitan paper; 10-15 periodicals.

Librarian - Three-fourths time librarian, having 15 hours in an approved library school.

Appropriation - \$1 per student per year, exclusive of salaries.

Organization - Same as I above.

Equipment - Same as I above. Also loan desk, bulletin board.
Room to accommodate 10 per cent of enrollment, allowing 25 square feet per student.

Other helpful aids.

e. Under, M. E. List of Subject Headings for Small Libraries
H. W. Wilson Co. (If the Standard Catalog does not meet the
needs)

f. Farver, Lucille. The Library in the School. A. L. A.

2. Techniques:

1. 100 or less students

Books - 500 well-selected books; two newspapers, at least one a
metropolitan paper; 5-10 periodicals.
Librarian - Teacher with a library room in library
Science, who is scheduled at least two periods per day
in the library.

Appropriation - \$1 per student per year for books and periodicals,
exclusive of salaries.
Organization - Open catalog (full dictionary catalog); shelf
list; loan system. Accession record at discretion of
librarian.
Equipment - Separate room or end of study hall fitted up with
tables, chairs, and shelving.

2. 100-200 students

Books - 500-1,000 books averaging five per student; newspapers,
at least one a metropolitan paper; 8-12 periodicals.
Librarian - Half-time librarian, with 12 hours or more in
library Science.
Appropriation - \$1 per student per year, exclusive of salaries.
Organization - Same as 1 above.

3. 200-350 students

Books - 1,000-1,750 books; newspapers, at least one a metropol-
itan paper; 10-12 periodicals.
Librarian - Three-fourths time librarian, having 12 hours in an
approved library school.
Appropriation - \$1 per student per year, exclusive of salaries.
Organization - Same as 1 above.
Equipment - Same as 1 above. Also loan desk, bulletin board.
Room is recommended 10 per cent of enrollment, allowing
25 square feet per student.

Books - 1, 750-2,500 books; newspapers, at least one a metropolitan paper; 15-20 periodicals.

Librarian - Full-time librarian, having one year preparation in an approved library school.

Appropriation - \$1 per student per year, exclusive of salaries.

Organization - Same as I above.

Equipment - Separate room; loan desk, magazine rack, bulletin board, shelving, and other standard library equipment. The room shall accommodate at least 10 per cent of enrollment, allowing 25 square feet per pupil.

e. 500-1,000 students

Books - 2,500-5,000 books; newspapers, at least one metropolitan paper, 15-25 periodicals.

Librarian - Same as IV above. 1 part time assistant. assistant for every 1,000 students.

Appropriation - 75¢ per student per year, exclusive of salaries.

Organization - Same as IV above.

Equipment - Same as IV above, plus a library work room.

f. 1,000 or more students

Books - 5,000 or more books; newspapers, 25-30 periodicals.

Librarian - Same as IV above. 1 full time trained library assistant for every 1,000 students.

Appropriation - 75¢ per student per year, exclusive of salaries.

Organization - Same as I above.

Equipment - Same as IV above, plus a counsel room.

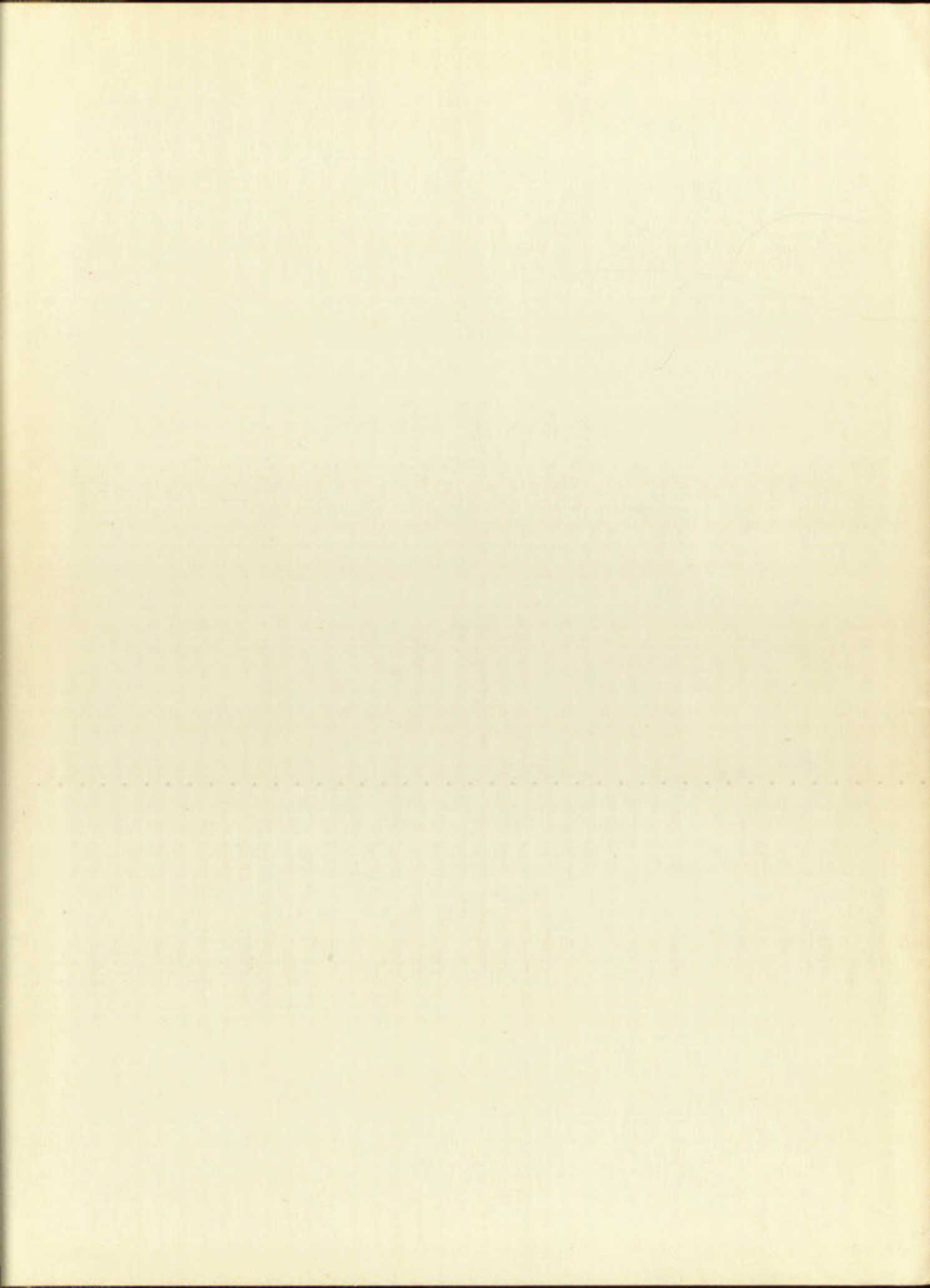
Books - 1; 750-2,500 books; newspapers, at least one metropolitan
daily paper, 15-25 periodicals.
Librarian - Full-time librarian, having the year's preparation in
an approved library school.
Appropriation - \$1 per student per year, exclusive of salaries.
Organization - Same as I above.
Equipment - Separate room; loan desk, magazine rack, bulletin
board, seating, and other standard library equipment.
The room shall accommodate at least 10 per cent of en-
rollment, allowing 25 square feet per pupil.

2. 500-1,000 students

Books - 2,500-5,000 books; newspapers, at least one metropolitan
paper, 15-25 periodicals.
Librarian - Same as IV above. If above \$1 per year, assistant
assistant for every 1,000 students.
Appropriation - 75¢ per student per year, exclusive of salaries.
Organization - Same as IV above.
Equipment - Same as IV above, plus a library workstation.

3. 1,000 or more students

Books - 5,000 or more books; newspapers, 25-35 periodicals.
Librarian - Same as IV above. 1 full-time assistant library
assistant for every 1,000 students.
Appropriation - 75¢ per student per year, exclusive of salaries.
Organization - Same as I above.
Equipment - Same as IV above, plus a central room.



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